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Keywords: kewyord1, keywrod2, keyword3, 8 pt, times new roman.

Abstract:

The abstract consists of 100–150 words summarising the research problem and objective, method used, and key results. State only the primary objective, the main method, and a concise conclusion aligned with the article title. Emphasis should be on research results. The abstract must be written in both English and Indonesian. Typed in single spacing with narrower margins than the main text. Keywords must describe the research domain and key terms; provide 3–5 keywords listed alphabetically. (Times New Roman 9, regular, Spacing: After 0pt, Line spacing Exactly, At 20pt)

1. Introduction

The introduction should contain: (1) the research problem; (2) insights and plan for solving the problem; (3) the research objective; (4) a summary of relevant theoretical studies. Expected results and benefits may also be included. Approximately 1–3 pages, typed in 1 spacing.

Introduction should not begin with conceptual definitions. Present substantive content: initial study facts and data, the problem to be solved, and current research findings. State the research objective preceded by a gap analysis. The benefits section is optional. Reference prior publications on similar topics to establish context and justify novelty.

A high-quality introduction must address: (1) Background: introduce the topic using the inverted-triangle principle; emphasise why it is important. (2) State of the art: connect with current knowledge; cite state-of-the-art references. (3) Gap Analysis: what has been done? what still needs to be done? (4) Objective: state the primary research objective and the novelty of this study.

For articles published in VARIANSI Journal, detailed formatting rules follow the provisions in this template. The format in this template is the agreed general style for VARIANSI Journal.

Times New Roman 10pt, spacing before 6pt, after 6pt.

2. Literature Review

Include if applicable. Body text: Times New Roman 10pt, spacing before 6pt, after 6pt.

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3. Research Method

This section describes how the research was conducted. Key elements include: (1) research design; (2) population and sample; (3) data collection techniques and instrument development; (4) data analysis techniques. For studies using tools and materials, specify their specifications.

Explain why the method was chosen, identify participants and characteristics, data to be collected, and instruments used. Avoid conceptual definitions. Describe instruments in detail (e.g., validation procedures). Include illustrations such as figures or flowcharts.

For qualitative research (classroom action research, ethnography, phenomenology, case study), include the researcher's role, research subjects, informants, data collection methods, research location and duration, and data validity checking procedures.

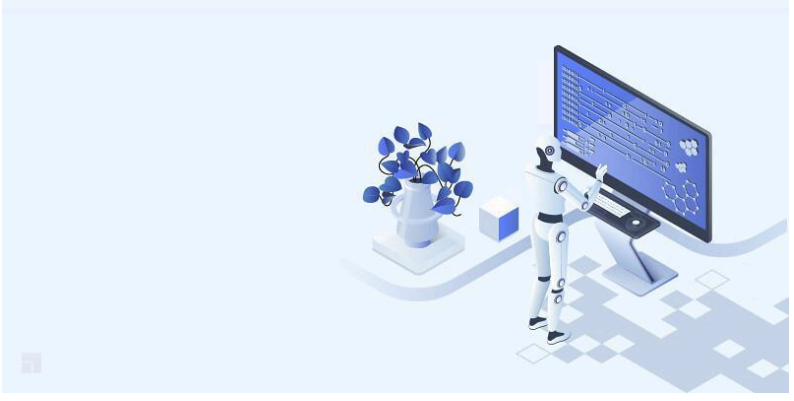
Sub-headings within this section should be avoided if possible. If unavoidable, refer to the formatting shown in the Results and Discussion section. Illustrate the research design with a flowchart or figure, as shown in Figure 1.

Body text: Times New Roman 10pt, spacing before 6pt, after 6pt.

Mathematical and statistical equations must be written using *Equation Editor* built into Microsoft Word (Insert → Equation) or MathType, not images. Number equations sequentially at the right margin using a tab stop, for example:

$$\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon \quad (1)$$

Symbol conventions: variables in italic (X, Y, n); population parameters in upright Greek letters (μ, σ, β); descriptive statistics in upright Roman (SD, SE, df).



spacing before 6pt, after 6pt

4. Results and Discussion

1.1. *Sub-heading font: Times New Roman 10 italic, spacing before 12pt, after 12pt, Line spacing Exactly, At 20pt.*

This is the main section of the article and is usually the longest. Present only clean results — data processing procedures need not be shown; only outcomes should be reported. Tables and figures may be used to clarify verbal presentation and must be discussed in the text.

For qualitative research, the results contain detailed sub-topics directly related to the research focus. The discussion aims to: (1) answer research questions; (2) show how findings were obtained; (3) interpret the findings; (4) connect findings with established knowledge; and (5) propose new or modified theories.

Research conclusions must be stated explicitly. Interpret findings using existing logic and theories. Field findings must be integrated with prior research or existing theories, with proper citations. When proposing new theories, existing ones may be confirmed, rejected, or partially modified.

The discussion elaborates on findings and novelty, comparing them with relevant prior publications. Cite at least 15 references: 50% from national journals and 50% from international journals. Avoid numbered lists or bullet points in the discussion — convert them into paragraphs using transition sentences. Present results data in figures or tables. Avoid purely conceptual content.

Body text: Times New Roman 10pt, spacing before 6pt, after 6pt.

Tempatkan keterangan tabel di atas tabel, sedangkan keterangan gambar di bagian bawah gambar. Tuliskan tabel tertentu secara spesifik, misalnya Tabel 1, saat merujuk suatu tabel. Hindari tulisan dibawah ini, diatas, berikut dan sejenisnya. See Table 1 and Figure 1 for formatting examples. Set table width to **Fit to Window**.

Tabel 1. Format Tabel

Table Header	Column Header	
	Sub-header	Sub-header
Isi	Table content	Table content

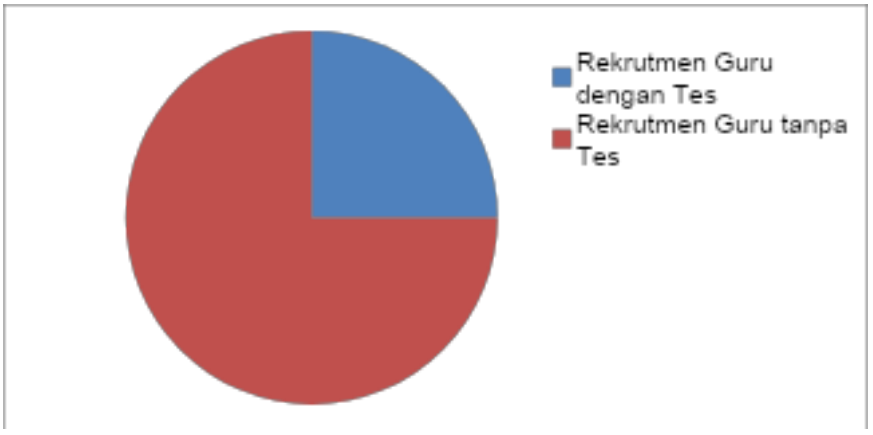


Figure 1. Example figure caption

1.2. *Citations and References*

A key feature of academic articles is the use of others' ideas to strengthen the author's argument. These ideas are cited, and their sources are listed in the References.

The reference list must be complete and consistent with in-text citations. Every source in the reference list must be cited in the article body, and vice versa. References are arranged alphabetically following the journal's style guide.

Others' ideas are presented indirectly — not verbatim, but summarised or paraphrased. For example: Suharno (1973) stated that speed consists of forward movement with maximum force, discontinuous muscular contraction ability, and rapid muscular reaction to stimulation.

Acuan adalah penyebutan sumber gagasan yang dituliskan di dalam teks sebagai (1) pengakuan kepada pemilik gagasan bahwa penulis telah melakukan "peminjaman" bukan penjiplakan, dan (2) pemberitahuan kepada pembacanya siapa dan darimana gagasan tersebut diambil. Acuan memuat nama pengarang yang pendapatnya dikutip, tahun sumber informasi ditulis, dan/tanpa nomor halaman tempat informasi yang dirujuk diambil. Nama

pengarang yang digunakan dalam acuan hanya nama akhir. Acuan dapat dituliskan di tengah kalimat atau di akhir kalimat kutipan.

Citations are enclosed in parentheses. When placed mid-sentence, space before and after. When placed at the end, space before but no period between the citation and sentence end. The author's last name follows the opening parenthesis, then a comma, then the year. Example: scientific writing is factual text used to convey knowledge to others (Riebel, 1978).

If the author's name is mentioned in the text, the publication year follows immediately. Example: according to Riebel (1978), scientific writing is factual text used to convey knowledge to others.

Two authors from the same work are joined with 'and'. A semicolon separates citations from different works. Example (same work): (Riebel and Roger, 1980). Example (different works): (Riebel, 1978; Roger, 1981).

For more than two authors, cite only the first author followed by 'et al.' Example: reading is an interaction between reader and author mediated by text (Susanto et al., 1994).

1.3. *Writing the Reference List*

The reference list comprises all works read and cited by the author. Use a reference manager (Mendeley, Zotero, or EndNote) with APA 7th Edition style. In Mendeley: set citation style to APA 7th → Insert Citation → Insert Bibliography. In Zotero: select APA 7th in Document Preferences → Insert Bibliography. Use up-to-date references (within the last 10 years): 80% primary sources and 20% secondary sources, with at least 20% from international journal articles. Body text: Times New Roman 10pt, spacing before 6pt, after 6pt.

5. **Conclusion**

The conclusion summarises the results and discussion in relation to the research objectives. It presents new key ideas representing the essence of findings — a brief description, not a repetition of data. Maximum 250 words. Body text: Times New Roman 10pt, spacing before 6pt, after 6pt.

6. **Acknowledgment**

Acknowledge parties who made substantive contributions (funders, institutions, or individuals providing technical assistance) but do not meet authorship criteria. This section may be omitted if not applicable.

7. **Conflict of Interest**

The authors declare no conflict of interest. [If a conflict exists, describe it explicitly here.]

8. **Ethical Statement**

This study received ethical approval from [name of committee/institution, approval number]. All procedures involving human subjects were conducted in accordance with applicable research ethics standards. [This section may be omitted if the study does not involve human subjects.]

References

(Minimum 6 journal article references; use Mendeley, Zotero, or EndNote with APA 7th Edition style). Body text: Times New Roman 10pt, spacing before 6pt, after 6pt.

Examples:

Affrida, E. N. (2017). Strategi Ibu dengan Peran Ganda dalam Membentuk Kemandirian Anak Usia Pra Sekolah. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 1(2), 114. https://doi.org/10.31004/obsesi.v1i2.24

Agustiniari, L. P., Suarni, N. K., & Ujianti, P. R. (2014). Penerapan Metode Demonstrasi Untuk Meningkatkan Kemampuan Berbahasa Anak. E-Journal PG PAUD Universitas Pendidikan Ganesha Jurusan Pendidikan Guru Pendidikan Anak Usia Dini, 2(1).

Al Mosawi, A. K. (2016). Bodily-Kinesthetic Intelligence and its Relation with the Classroom Environment of Kindergarten Children at the Age of 4-6 Years. Sciences Journal Of Physical Education, 9(4), 267-277.

Chiu, S.-I., Lee, J.-Z., & Huang, D.-H. (2004). Video Game Addiction in Children and Teenagers in Taiwan. CyberPsychology & Behavior, 7(5), 571-581. https://doi.org/10.1089/cpb.2004.7.571

Daniels, Elizabeth., Mandleco, Barbara., Luthy, K. E. (2012). Assessment, management, and prevention of childhood temper tantrums. Journal of the American Academy of Nurse Practitioners, 24(10), 569–573. https://doi.org/10.1111/j.1745-7599.2012.00755.x

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Elliot, A. J. (2006). The Hierarchical Model of Approach-Avoidance Motivation. Motivation and Emotion, 30(2), 111-116. https://doi.org/10.1007/s11031-006-9028-7

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