**M A T H L I N E**
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# TITLE
## (CAPITAL letters, Times New Roman, 14 pt, 1 space)

**Author[1*], Author[2]**
[1]Department of Author One, Name of University, Name of Province/State, Name of Country
[2]Department of Author Two, Name of University, Name of Province/State, Name of Country
**(The author's initial name is written in capital letters, Times New Roman, 12 pt, 1 space)**
(The institution is written below according to the markers 1, 2, … etc. for more than one author. If there is only one author, simply write it without the markers 1, 2. Written in Times New Roman 11pt, single-spaced)

*Correspondence: email@xx.yy

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***ABSTRACT***

The abstract is written in English using Times New Roman 11 pt font, single-spaced. The abstract is a summary of the article. It includes the research objectives, research methods, and results. The abstract should be no more than 250 words

**Keywords:** keywords consist of three to five words separated by commas (,).

**How to Cite:** Author 1 & Author 2. (20XX). Title. *Mathline: Jurnal Matematika dan Pendidikan Matematika, vol*(no), pg-pg. http://doi.org/10.31943/mathline.v10i2.xxxx

## PRELIMINARY

MATHLINE: Journal of Mathematics and Mathematics Education publishes scientific manuscripts in the fields of mathematics education, algebra, analysis, geometry, statistics, computation, and applied mathematics. Articles may be research results, comprehensive scientific literature reviews, or reviews of scientific books. Articles must not have been published and must not be under consideration for publication in other journals. Overall, the manuscript must contain an abstract, preliminary, methods, results and discussion, conclusions, and references. Articles can be written in Indonesian or English. If the article is written in Indonesian, it will be translated by the editorial team at an additional cost. Published articles must be proofread. Writing using MS Word, the font type used for the article content section is Times New Roman, size 12 pt, with 1.5 spacing. Articles are printed on A4 paper (minimum 10 pages and maximum 20 pages, there is an additional fee for pages 16 to 20) with top, bottom and right margins of 2.5 cm and left

margins of 3.0 cm. Articles are written with justified margins, with a 1.25 cm indentation at the beginning of each paragraph (first line). Each page must be numbered in the bottom right corner.

This introduction provides the background and an explanation of the literature review/related research that led to the formulation of the problem. The research objectives are stated in the introduction. If there is more than one objective, they are numbered using numerals (1, 2, 3, etc.) and not bullet points.

## METHODS

This research methods section outlines the steps for solving the problem. Clearly describe the research procedures used.

The chosen method should be tailored to the type of research. For example, if the research is experimental, the research design, population and sample selection, and implementation procedures should be clearly written and consistent with experimental research. Likewise, for other types of research, such as classroom action research, case studies, research and development (R&D), and mixed methods, the research method must be tailored to the chosen research type.

## RESULT AND DISCUSSION

The results and discussion section presents the results obtained and how they were achieved. The discussion of the research results should be linked to the literature review and include the strengths, weaknesses, and limitations of the study. The description should be comprehensive yet concise and coherent.

For tabular data, the presentation should use a table format, such as Table 1. The table is centered with a title. The title is placed above the table. The table and the paragraphs below it are single-spaced. If there is more than one table, the tables are numbered consecutively, for example, Table 1, Table 2, and so on.

**Table 1. Percentage of Research Sample**

| School Level | Boys (%) | Girls (%) |
|---|---|---|
| Primary | 60 | 40 |
| Junior | 30 | 70 |
| Senior | 50 | 50 |

When presenting a table, ensure it doesn't overlap the page. If a single column doesn't fit in the table, you can combine two columns into one (specifically for the column presentation).

**Table 2. Statistical Description of Students' Mathematical Reasoning Ability Data Based on Initial Mathematical Ability**

| Ability Tipe | IMA | Stat. | Research Class | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Experiment | | | Control | | |
| | | | pretes | postes | <g> | Pretes | postes | <g> |
| Reasoning | High | $\bar{x}$ | 2.86 | 30.00 | 0.73 | 6.25 | 30.00 | 0.71 |
| | | *s* | 2.67 | 5.63 | 0.16 | 6.29 | 5.48 | 0.13 |
| | | *n* | 7 | 7 | 7 | 4 | 4 | 4 |
| | Medium | $\bar{x}$ | 1.33 | 25.81 | 0.63 | 2.29 | 15.88 | 0.37 |
| | | *s* | 1.42 | 6.00 | 0.16 | 3.25 | 7.30 | 0.17 |
| | | *n* | 21 | 21 | 21 | 24 | 24 | 24 |
| | Low | $\bar{x}$ | 1.83 | 13.67 | 0.31 | 1.67 | 12.83 | 0.29 |
| | | *s* | 1.33 | 10.38 | 0.26 | 0.82 | 6.56 | 0.16 |
| | | *n* | 6 | 6 | 6 | 6 | 6 | 6 |
| | Total | $\bar{x}$ | 1.74 | 24.53 | 0.60 | 2.65 | 17.00 | 0.39 |
| | | *s* | 1.78 | 8.53 | 0.22 | 3.59 | 8.42 | 0.20 |
| | | *n* | 34 | 34 | 34 | 34 | 34 | 34 |

If there's an image, center it and give it a title. The title is placed below the image, as in Figure 1. The image and the paragraph below it are single-spaced. If there's more than one image, number them, for example, Figure 1, Figure 2, and so on.

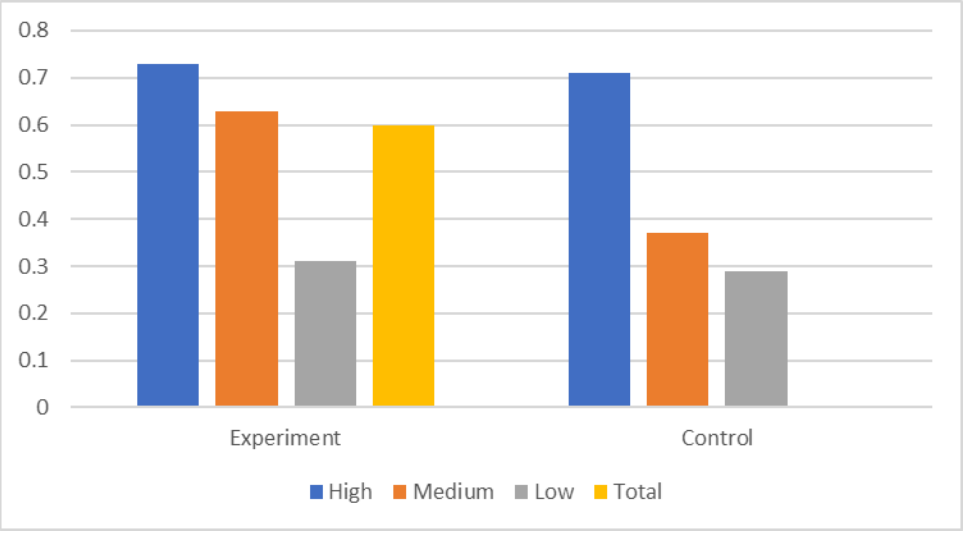



**Figure 1. Bar Chart of Reasoning Ability Ngain Score**

**Writing Citations (use Mendeley)**

**1. Writing Indirect Quotations**

Indirect quotations are written in the sentence/text by including the author's name and year of publication, without stating the page number of the work being cited.

**The author's name is mentioned in the sentence**

Jones (1998) compared student performance...

In 1998, Jones compared student performance...

**The author's name is not mentioned in the sentence**

In a recent study of student performance (Jones, 1998),...

**2. Writing Direct Quotations**

Direct quotations are written by stating the author's name, year of publication, and the page number of the sentence/text being quoted. Direct quotations are divided into two types: short direct quotations and long direct quotations.

**Short Direct Quotations**

Short direct quotations are sentences of less than or equal to 40 words. Short direct quotations are written in the text by using quotation marks at the beginning and end of the quotation.

**The author's name is not mentioned in the sentence**

She stated, "Students often had difficulty using APA style," (Jones, 1998, p. 199), but she did not offer an explanation as to why.

**The author's name is mentioned in the sentence**

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

**Long Direct Quotes**

Long direct quotes are sentences that are more than 40 words long. Long direct quotes are written in their own paragraph, 5 spaces from the left margin, and remain within 1.5 spacing (like the text).

**The author's name is not mentioned in the sentence**

She stated: Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students fail to purchase a style manual or to ask their teacher for help. (Jones, 1993, p. 199).

**The author's name is mentioned in the sentence**

Jones's (1993) study found the following: Students often have difficulty using APA style, especially when it is their first time citing sources. This difficulty could be attributed to the

fact that many students fail to purchase a style manual or to ask their teacher for help (p. 199).

**EXAMPLE OF CITATIONS**

**Works with 2 to 6 authors**

All authors' last names/family names are listed.

Richards, Jones, and Moore (1998) maintain that college students who actively participate in extracurricular activities achieve greater academic excellence because they learn how to manage their time more effectively.

or

The authors maintain that college students who actively participate in extracurricular activities achieve greater academic excellence because they learn how to manage their time more effectively (Richards, Jones, & Moore, 1998).

**Works with more than 6 authors**

If the work cited has more than 6 authors, only the last name/family name of the first author is listed, followed by the initials et al.

Massachusetts state and municipal governments have initiated several programs to improve public safety, including community policing and after-school activities (Smith et al., 1997).

**More than one work with the same author**

All publication years must be listed.

Smith (1972) in his study of the effects of alcohol on the ability to drive, Smith (1991) showed that the reaction times of participating drivers were adversely affected by as little as a 12-ounce can of beer.

Citing from several works by different authors and publication years in one sentence (quotes taken from different sources).

Studies of precautionary saving in response to earnings risk include Cantor (1985), Skinner (1988), Kimbal (1990a, 1990b), and Caballero (1991), among others...

or

The hemispheric division of the human brain has been studied from many different perspectives; however, not all researchers agree on the exact functions of each hemisphere (Ellison, 1973; Jaynes, 1979; Mick, 1978).

**Works with the same last name/family name**

If citing from a work with the same last name/family name as the previous citation, the author's first name should be included in the subsequent citation.

At least 66,665 lions were killed between 1907 and 1978 in Canada and the United States (Kevin Hansen, 1980).

If in 1 quote

D. M. Smith (1994) and P. W. Smith (1995) both reached the same conclusion about parenting styles and child development.

**Citing formulas, research results/exact quotations**

Formulas must be numbered. Include the page number.

In his study on the effects of alcohol on drivers, Smith (1991, p. 104) stated that "participants who drank 12 ounces of beer with a 3.5% alcohol content reacted, on average, 1.2 seconds more slowly to an emergency braking situation than they did when they had not ingested alcohol."

**Citing from a quotation**

When citing a source, the name of the original author is included in the sentence, and the name of the citing author is included at the end of the quoted sentence.

Behavior is affected by the situation. As Wallace (1972) postulated in Individual and Group Behavior, a person who acts a certain way independently may act in an entirely different manner while the member of a group (Barkin, 1992, p. 478).

**No author name**

If there is no author name, write the first one or two words of the book/webpage title. When quoting from a book or website, the title is italicized. When quoting from a journal/magazine/newspaper article, the title is italicized with quotation marks at the beginning and end of the quotation.

Massachusetts state and municipal governments have initiated several programs to improve public safety, including community policing and after-school activities (Innovations, 1997).

**Articles without author names and publication year**

In another study of students and research decisions, it was discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).

Note: n.d. = no date

**Agency as author**

The standard performance measures were used in evaluating the system. (United States Department of Transportation, Federal Aviation Administration, 1997).

**Quoting from Websites**

Essentially, quoting from websites or electronic sources is the same as quoting from printed sources. When quoting from websites or electronic media, the author's name, year of publication, page number (for direct quotations) or, if there is no page number, the chapter number, figure, table, or paragraph number should be included. Website addresses (URLs) and other information are listed in the References List.
(Cheek & Buss, 1981, p. 332)
(Shimamura, 1989, chap. 3)

## CONCLUSION

The conclusion section summarizes the results achieved and answers the research problem statement. Therefore, the conclusion should align with the research problem statement and objectives. Similar to the research objectives, if more than one conclusion is written, they should be numbered using numbers rather than letters or bullet points.

The conclusion can also include further development of the research results and their application to future research.

## ACKNOWLEDGMENT (Opsional)

The acknowledgements section includes thanks to those (if any) who assisted in the research. These include, for example, research funders, experts who contributed to discussions, or data processors directly related to the research/writing.

## DECLARATIONS

| | | |
|---|---|---|
| Author Contribution | : | Author 1: Conceptualization, Writing - Original Draft, Editing and Visualization.<br>Author 2: Writing - Review & Editing, Formal Analysis, and Methodology.<br>Author 3: Validation and Supervision.<br>(https://www.elsevier.com/authors/policies-and-guidelines/credit-author-statement) |
| Funding Statement | : | This research was funded by [Name of the funding source] /No funding. |
| Conflict of Interest | : | The authors declare no conflict of interest. |
| Additional Information | : | Additional information is available for this paper. |

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General provisions for writing a bibliography:

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b. The author's name is written with the family name/last name first, except for Chinese, Japanese, and Korean names, where the family name is already listed first.
c. Nobility, academic, and religious titles do not need to be listed.
d. If there is no author, the title of the work is listed as the main topic.
e. The first letter of the title of the work or additional titles is capitalized.
f. The second line of each source is written 5 spaces from the left margin of the first line, with a single line spacing between lines.
g. The list is sorted alphabetically by family name/last name, with a single line spacing.
h. Use Mendeley.

BIBLIOGRAPHY EXAMPLE

I. BOOK

**Single author**

Baxter, C. (1997). Race equality in health care and education. Philadelphia: Balliere Tindall.

**Two or three authors**

Cone, J.D., & Foster, S.L. (1993). Dissertations and theses from start to finish: Psychology and related fields. Washington, DC: American Psychological Association.

**No author named**

Merriam-Webster's collegiate dictionary (10th ed.) (1993). Springfield, MA: Merriam-Webster.

**Not the first edition**

Mitchell, T.R., & Larson, J.R. (1987). People in organizations: An introduction to organizational behavior (3rd ed.). New York: McGraw-Hill.

**Author(s) may be a team or institution**

American Psychiatric Association. (1994). Diagnostic and Statistical Manual of Mental Disorders (4th ed.). Washington, DC: Author.

Multi-volume book (editor as author)

Koch, S. (Ed.). (1959-1963). Psychology: A Study of Science (Vols. 1-6). New York: McGraw-Hill.

**Translation**

Kotler, Philip. (1997). Marketing Management: Analysis, Planning, Implementation (Hendra Teguh & Ronny Antonius Rusli, Translators). Jakarta: Prenhallindo.

**Article or chapter in an edited book**

Eiser, S., Redpath, A., & Rogers, N. (1987). Outcomes of Early Parenting: Knowns and Unknowns. In A. P. Kern & L. S. Maze (Ed.). Logical Thinking in Children (pp. 58-87). New York: Springer.

**Articles/Terms in Reference Books**

Schneider, I. (1989). Bandicoots. In Grzimek's Encyclopedia of Mammals (vol. 1, pp. 300-304). New York: McGraw-Hill.

**Seminar, conference, and similar papers**

Crespo, C.J. (1998, March). Update on National Data on Asthma. Paper presented at the meeting of the National Asthma Education and Prevention Program, Leesburg, VA.

**Official Document**

Ministry of Education and Culture. (2013). Regulation of the Minister of Education and Culture No. 65 of 2013 concerning Process Standards. Jakarta: Ministry of Education and Culture.

**II. THESIS, DISSERTATION, RESEARCH REPORT**

Lestari, W.D. (2014). Improving Mathematical Problem-Solving Skills and Habits of Managing Impulsivity Through Project-Assisted Group Investigation Cooperative Learning. Thesis/Dissertation/Research Report. UPI Bandung: Unpublished.

**III. SERIAL**

**Journal Article**

Clark, L.A., Kochanska, G., & Ready, R. (2000). Mothers' personality and its interaction with child temperament as predictors of parenting behavior. Journal of Personality and Social Psychology, 79, 274-285.

**Newspaper article**

Crossette, Barbara. (1990, January 23). India lodges first charges in arms Scandal. New York Times, A4.

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Understanding early years as a prerequisite to development. (1986, May 4). The Wall Street Journal, p. 8.

**Book reviews in journals**

Grabill, C. M., & Kaslow, N. J. (1999). Anounce of prevention: Improving children's mental health for the 21st century [Review of the book Handbook of prevention and treatment with children and adolescents]. Journal of Clinical Child Psychology, 28, 115 116.

**I. INTERVIEW**

White, Donna. (1992, December 25). Personal interviews.

**II. ELECTRONIC PUBLICATIONS**

**Complete work**

McNeese, M.N. (2001). Using technology in educational settings. October 13, 2001. University of Southern Mississippi, Educational Leadership and Research. http://www.dept.usm.edu/~eda/

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Senior, B. (1997, September). Team roles and team performance: Is there really a link? Journal of Occupational and Organizational Psychology, 70, 241-258. June 6, 2001. ABI/INFORM Global (Proquest) database.

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Lodewijkx, H. F. M. (2001, May 23). Individual-group continuity in cooperation and competition under varying communication conditions. Current Issues in Social Psychology, 6 (12), 166-182. September 14, 2001. http://www.uiowa.edu/~grpproc/crisp/crisp.6.12.htm

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NAACP (1999, February 25). NAACP calls for Presidential order to halt police brutality crisis. June 3, 2001. http://www.naacp.org/president/releases/police_brutality.htm

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**Author and publication date unknown**

GVU's 8th WWW user survey. (n.d.). September 13, 2001. http://www.gvu.gatech.edu/user_surveys/survey-1997-10/

**E-mail**

Wilson, R.W. (1999, March 24). Pennsylvania reporting data. Child Maltreatment Research. March 30, 1999. CHILD-MALTREATMENT-R-L@cornell.edu

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