

The title should be brief, compact, clear, creative, in English, bold, maximum 14 words [Tahoma, 13]

(Your manuscript's title should be concise, descriptive, unambiguous, accurate, and reflect the precise contents of the manuscript. A descriptive title that includes the topic of the manuscript makes an article more findable in the major indexing services)



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Abstract. Arranged in a single paragraph of about 250 words maximum and should give a pertinent overview of the work. Abstract contains the following components: 1) background: explain briefly the motivation and significance of the study; place the questions addressed in a broad context and highlight the objective(s) of the study; 2) methods: describe briefly the main methods applied to achieve the objective(s); 3) results: summarize the article's main findings; and 4) conclusions: indicate the main conclusions or interpretations of the results. The writing style in the abstract should not be similar to the manuscript content. [Calibri, 11]

Keywords: keyword1, keyword2, keyword3 (List three to five pertinent keywords specific to the article).

Introduction [Calibri, 13]

[Calibri, 12] The introduction is an opportunity for the author to convince the reader (including editors and reviewers) that the author mastering the research carried out has significance or contributes to the field of study. The introduction contains "**What do you / others do? Why did you do it?**"

A good introduction must answer the following questions:

- What is the problem that must be solved (problem statement)?
- What people have done to solve existing problems, from time to time (state of the arts)?
- What escaped the attention of previous researchers, or what potential is available and not yet explored by other researchers?
- What concepts are offered to fill the "blanks" or something that has escaped the attention of previous researchers?



e. What is to be achieved from this work?

When the author submits the manuscript, the editor wants to ensure the author has provided a perspective consistent with this journal's aim and scope. The author needs to explain the concepts presented and the research's novelty, using quotations from several original and important works across journals, including the most recent review articles. A review article is very important to read because it provides an overview of the field's development up to the most recent article. The author can delve deeper by searching for the original paper in the bibliography of a review article.

The introduction should be concise but meaningful. Although the introduction requires an explanation of "state of the art" until the article is written, do not go too far back. A long and excessive introduction will make the reader stop reading. An introduction can be presented in the following structure.

In the first paragraph, write down the issues of concern to researchers today. Problems must be objective, not from an author's perspective. Do not let something "considered a problem" by the author, but actually not a problem for the field of study.

In the following paragraphs, what people have done to solve the existing problem (state of the art). In this context, the author also needs to limit the scope of the problem to stay focused. The methods and results reported by previous researchers should be presented in this section. After the state of the art is presented, focus on "what has escaped the attention of previous researchers?" and provide sound scientific criticism of the advantages and disadvantages of the methods or results of previous studies. Furthermore, what concepts are offered in order to contribute to solving the problems that have been written about before? This is what is called "novelty". However, there is no need to state in the sentence that this concept is "novel", "first time", "first", "paradigm change", and so on. The disclosure of state-of-the-art, with scientific criticism, so that the author can find a new differentiator, is enough to give the impression to the reader that it is indeed "new". Next, describe how the concepts/ideas/ideas offered have convincing scientific value.

In the final paragraph, what you want to achieve from this work (objectives) and give an introduction to the method.

Method [Calibri, 13]

[Calibri, 12] The method section is written based on the question "**How was the problem solved**". If a manuscript proposes a new method, all information about the new method must be presented in detail so that the reader can reproduce the experiment. However, the author does not need to repeat the details of an established method, just use references and supporting material to show the established procedure.

It is important to note that methods must be written in the same order in the results section. The order of writing methods must also be logical according to the type of research. The method for one type of research will be very different from other studies. For example, writing survey research methods is very different from laboratory test research methods that involve a lot of equipment and materials. The method section can be created with several separate subtitles such as materials, tools, and data collection procedures.

Very likely, a novelty in a study is in the method section, even when the topic is the same as in previous studies. New methods that are simpler but have the same ability to answer research questions are superior so that they can be replicated or applied by subsequent researchers. In addition, if the equipment has accuracy tolerance in reading data

such as a thermocouple, transducer, airflow meter, etc., it must also be stated clearly and honestly in the method section.

Result And Discussion [Calibri, 13]

[Calibri, 12] Results and discussion can be made as a whole that contains research findings and explanations. Results should be clear and concise. Discussion should explore the significance of the results of the work, not repeat them. Avoid extensive citations and discussion of published literature

Results

[Calibri, 12] This section contains answers to the question "What have you found?" Therefore, only representative results from the research are presented. What is meant by "representative results" are results that represent the research findings, which lead to the discussion. Generally, research results are presented in figures or tables, but can also be presented as descriptions for certain cases.

Although good figures and tables are interesting and easy to understand, the most important thing is that the results/data presented in the figure or table are honest. If an image can only be understood with the support of research data, which may require half or a full page of paper, then the data should be included as an appendix. Do not hide important data that raises the reader's questions or leads to mistrust. If this happens, the noble goal of publication as an "academic charity" will not be achieved.

The results section is presented in the same order as in the method section. The important thing in presenting results is that the author must not include references in this section. This section is the "findings" of the author himself. However, if the results of the study are presented in a figure or table that directly compares with the findings of another person, the part of the figure or table must include the findings of that other person, without the need to discuss it in this section.

Presenting Figures and Tables

Before writing the manuscript, the first step that must be taken is to prepare Figures and Tables that are processed from the results of the study (if any). Keep in mind that a Figure and Table are worth a thousand words. Therefore, figures and tables are the most efficient way to present research results. Figures and tables must be presented with high quality/sharpness. The use of graphics/curve-fitting software and its analysis, such as Origin Graphing and Analysis (available at <http://www.originlab.com/>), is highly recommended for producing graphics with high-quality, clear displays.

Generally, tables provide actual experimental results, while figures are often used to compare experimental results with previous work or with calculated or theoretical values. When presenting figures and tables, several things need to be considered:

1. Avoid graphic plots that are too crowded.
2. Use the appropriate axis.
3. Symbols and data sets must be clear and easily distinguishable.
4. If the table contains a lot of data, put the table as an attachment, not as body text.
5. All figures, tables, and equations must be mentioned in the paragraph before the figures, tables, and equations are displayed. Avoid the words "Next figure, Table above, Equation below", replace it with the clear statement of Figure 1, Table 3, Equation (4), and so on.

All images should be made in high-quality JPEG format, at least 300 dpi, with sharp color settings. A good illustration of the study's results is shown in Figure 1. An example of a table of good research results is presented in Table 1 below.

Table 1: EdTech Interventions in Developing Countries

No	Intervention Type	Countries & Outcomes
1	Mobile Learning Platforms	Kenya, Tanzania, and India: Improved access to learning materials in rural areas and increased student engagement (Trucano, 2021).
2	Computer-Assisted Instruction	Indonesia, Philippines, and Peru: Significant gains in math and reading scores among primary school students (Rodriguez-Segura, 2021).
3	Online Teacher Training	Bangladesh, Nigeria: Enhanced pedagogical skills and ICT competencies among in-service teachers (Buabeng-Andoh, 2022).
4	Adaptive Learning Software	Ghana, Mexico, and South Africa: Personalized instruction leading to measurable improvements in student outcomes (Escueta et al., 2020).

[Table 1](#) shows there are various types of EdTech interventions implemented across developing countries, each yielding distinct outcomes depending on the local context. The success of these interventions depends on factors such as infrastructure availability, teacher readiness, and alignment with curricular objectives. Therefore, in designing and deploying educational technology solutions in developing countries, it is essential to consider the specific socio-economic and cultural conditions of the target population (UNESCO, 2022).

Discussion [Calibri, 13]

[Calibri, 12] In this section, the author must respond to **"what is meant by the results obtained and claimed as research findings"**. This section is the part that seems easy to write but is the hardest to get right, and it is the most important part of an article. Most of the manuscripts received serious attention from editors and reviewers because the discussion was weak; many were even returned for resubmission or rejected outright.

In this part of the discussion, the author needs to make a "discussion" in accordance with the results of the research presented, but not repeat the results. The author needs to compare the study's results with those of previous studies (some of which are cited in the introduction). Maybe a research result clarifies the findings of previous studies, improves on them, or even contradicts them. Whatever the outcome, the author must engage in a "dialogue" with the findings of other researchers, based on the existing grand theory. If the findings differ from others', this may be extraordinary, and the author must confront it and convince the reader that the finding is true or better than the previous one. Although this truth also sometimes does not last long, because it will be superseded by new truths reported by other researchers. That's how science works.

Some tips for making a discussion on a manuscript:

1. Avoid statements that go beyond the results of the study if valid data support is not available.
2. Avoid nonspecific expressions such as "temperature too high", quantitative descriptions are much better (write 105 ° C to express the measured temperature).
3. Avoid sudden recognition of terms, including new abbreviations that are not standardized. The author must present everything in the introduction before all of that is suddenly presented in the discussion.
4. Speculation about possible interpretations is permissible; however, it must be rooted in reality, not imagination. To achieve good interpretation, several things need to be considered:
 - a. How do the results of this study relate to the research question or initial objectives outlined in the introduction?
 - b. Does the data obtained support the hypothesis that was created when making a research proposal?
 - c. Are the results of this study in accordance with what has been reported by other researchers?
 - d. If the results of this study are unexpected, the author needs to provide and explain the reasons, including the strengths and weaknesses.
 - e. Are there other ways that are newer and easier for readers to interpret the results of this study?
 - f. What further research is needed to answer questions that cannot be revealed from this research?
 - g. Explain what is new from this finding, without exaggerating.

Conclusion [Calibri, 13]

[Calibri, 12] The conclusion section contains a summary of the research findings, which correlate with the research objectives written in the introduction. Then state the main points of the discussion. A conclusion generally presents a statement about how the research contributes to the field of study as a whole (showing how progress is made through the latest knowledge). A common mistake in this section is to repeat the results of an experiment, an abstract, or to be presented with a very long list. The concluding section must provide clear scientific truths. In addition, the conclusions can also provide suggestions for future experiments.

Acknowledgment (if any) [Calibri, 13]

[Calibri, 12] In the acknowledgment section, the author can state the source of research funding and, more specifically, the contract number. Make sure the statement complies with the guidelines provided by the funding agency. The author can also express his thanks to reviewers and proofreaders, technicians who help prepare equipment set-ups, or students who assist in surveys.

References [Calibri, 13]

Use of a tool such as Zotero, Mendeley, or EndNote for **reference management and formatting**, and choose **APA 7th Edition**
[Calibri, 12]

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