

Title of Article (Times New Roman, 14, Bold, Center)

Name of Author¹, Name of Author² (Times New Roman, 12, Bold, Center)

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Email: *author@email (Corresponding Author)*

Abstract. *Abstract must be in English, using Times New Roman, 10pt, Italic, a single paragraph, and between 150 and 200 words. The abstract must include the background, objective, research methods (design, subject/sample, instruments, data analysis), results, conclusions, and implication. Format of the writing of abstract and keywords, as well as the body of the article must follow this template.*

Keywords: *in italics and should reflect the substance of the paper as also mentioned in the title, 3-5 phrases.*

Introduction (Times new roman, 12pt, bold)

This template is written as a guide for the format or layout of manuscript published in the JURNAL DIDAKTIK MATEMATIKA. The author must follow the template precisely. The manuscript must be written in good English. Authors for whom English is not their native language should have their paper checked and proofread properly before submission for grammar and clarity. In addition, writing must adhere to the ethics of academic publications.

It recommended using Microsoft Word software. Use the page layout menu to determine the paper size (A4), the margin (3 cm for all sides), spacing (1.5 between lines without any additional spaces between paragraphs), and font (times new roman, 11).

The introduction must contain (shortly and consecutively) a general background and a literature review (state of the art), the novelty of the research or gap analysis, the main research problems. In the final part of the introduction, the purpose of the article writing should also be stated.

Example of novelty statement or the gap analysis statement in the end of Introduction section (after state of the art of previous research survey): “..... (short summary of background) A few researchers focused on There have been limited studies concerned on Therefore, this research intends to The objectives of this research are”.

Method

The method describes the type of research, population and sample or research subject, instruments, procedures for conducting research, data collection techniques and data analysis techniques. If necessary, the rubric of the instrument or materials used can be displayed to provide readers clear information.

If there are statistical formulas used as part of the research method, the commonly used formulas should not be written. However, specific rules (if any) set by researchers in data collection and analysis may be presented as part of the method. References should be included as necessary.

Results and Discussion

Results should be clear and concise. The results should be supported by sufficient data. The following components should be covered in the discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what/how)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences? Please highlight differences between your results or findings and the previous publications by other researchers.

How to Write Using Tables and Figures

This is an example of writing subtitles. If the manuscript contains tables or figures. The table or figure should not be too excessive. Authors should use variations in the presentation of tables and figures. The tables and figures presented must be referred to or explained in the text. The presentation of tables and images should be based on APA style (see Table 1 and Figure 1).

Table 1. Caption

No	Name	Description
1	CP_ABSTRACT BODY	Abstract
2	CP_ABSTRACT KEYWORD	Keyword from abstract
3	CP_AUTHOR	Author
5	CP_BODYTEXT	Text/paragraph
6	CP_FIGURE	Figure caption
7	CP_HEADING 1	Title (Bold)
8	CP_HEADING 2	Sub-title (not bold)
9	CP_HEADING 3	Sub of sub-title (italic)

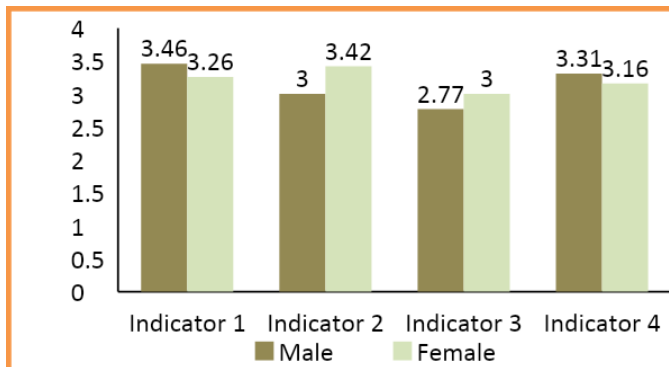


Figure 1. Caption

References in the article and in the reference list must be based on the 6th edition American Psychological Association (APA) published in 2010 (American Psychological Association, 2010). APA information can be found in many websites, for example Purdue Online Writing Lab.

Conclusion

The conclusion should answer the objectives of the research. The concluding remark should not contain only the repetition of the results and discussions or abstract. Provide a clear scientific justification for your work, and indicate possible applications and extensions. You should also suggest future experiments and/or point out those that are underway.

Acknowledgement (*if any)

This section consists of gratitude to sponsors or donors of funds, or to those who have a great contribution in conducting the research.

References

The literature listed in the References contains only the sources referenced or included in the article. Please use Reference Manager Applications like EndNote, Mendeley, Zotero, etc. Referral sources should consist of 80% of journal articles, proceedings, or research results from the last five years. The referencing style should base on the 6th edition Publication manual of the American Psychological Association (American Psychological Association, 2010). Here are some examples.

BOOK

(book with one author)

Schunk, D. H. (2012). *Learning theories an educational perspective*. Boston, MA: Pearson Education, Inc.

(Indonesian book with one author)

Madya, S. (2011). *Teori dan praktik penelitian tindakan (action research)*. Bandung: Alfabeta.

(book with two authors)

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

(the author of a book similar to the publisher)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6 ed.). Washington, DC: Author.

(Edited book with two authors)

Emerson, L., & McPherson, J. (Eds.). (1997). *Writing guidelines for education students*. Palmerston North, New Zealand: Dunmore Press.

(Edited book with four authors)

Ritter, F. E., Nerb, J., Lehtinen, E., & O'Shea, T. M. (Eds.). (2007). *In order to learn: how the sequence of topics influences learning*. New York, NY: Oxford University Press.

(book chapter)

Sahlberg, P. (2012). The most wanted: Teachers and teacher education in Finland. In L. Darling-Hammond & A. Lieberman (Eds.), *Teacher education around the world: changing policies and practices*. London: Routledge.

(Translated book)

Schunk, D. H. (2012). *Learning theories an educational perspective* (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar. (Original work published 2012).

(e-book)

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2005). *How people learn: Brain, mind, experience and school*. Retrieved from <https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition>

JOURNAL

(Indonesian journal articles)

Nurdiyantoro, B., & Efendi, A. (2013). Prioritas penentuan nilai pendidikan karakter dalam pembelajaran sastra remaja. *Cakrawala Pendidikan*, XXXII(3), 382-393. doi: 10.21831/cp.v3i3.1626

(Journal article with three authors)

Thomas-Hunt, M. C., Ogden, T. Y., & Neale, M. A. (2003). Who's really Sharing? effects of social and expert status on knowledge exchange within groups. *Management Science*, 49(4), 464-477. doi: 10.2307/4133951

(Journal article with less than 6 authors)

Janssen, J., Kirschner, F., Erkens, G., Kirschner, P. A., & Paas, F. (2010). Making the black box of collaborative learning transparent: Combining process-oriented and cognitive load approaches. *Educational Psychology Review*, 22(2), 139-154. doi: 10.1007/s10648-010-9131-x

(Journal article with more than 6 authors)

Fuchs, L. S., Fuchs, D., Kazdan, S., Karns, K., Calhoon, M. B., Hamlett, C. L., & Hewlett, S. (2000). Effects of workgroup structure and size on student productivity during collaborative work on complex tasks. *The Elementary School Journal*, 100(3), 183-212. doi: 10.2307/1002151

PROCEEDING

(Published online)

Sulastri, R., Suryadi, D., Prabawanto, Cahya, E., Siagian, M.D., and Tamur, M. (2021). Prospective mathematics teachers' concept image on the limit of a function. *SEA-STEM 2020. Journal of Physics: Conference Series*. 1882 (2021) <https://iopscience.iop.org/article/10.1088/1742-6596/1882/1/012068>

(Published in book)

Cornu, B. (1981). Learning the concept of limit: Models and spontaneous modes. *Proceeding of fifth Conference Psychology of Mathematics Education*. (pp. 322-326). Grenoble, France: Psychology of Mathematics Education.

(Paper presentation)

Retnowati, E. (2012, 24-27 November). *Learning mathematics collaboratively or individually*. [Paper presentation]. The 2nd International Conference of STEM in Education, Beijing Normal University, China.

OTHER SOURCES

(handbook/report of institution or government)

NCTM. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

(law document)

Permendiknas 2009 No. 22, Kompetensi Dasar Pendidikan Pancasila dan Kewarganegaraan Sekolah Dasar Kelas I-VI.

(Online article)

Purdue Online Writing Lab. (27/03/2015). APA Style. *Reference list: Electronic sources (web publications)*. Retrieved 12 March, 2017, from <https://owl.english.purdue.edu/owl/resource/560/10/>

(law document)

Undang-Undang RI 2005 No. 14, Guru dan Dosen.

(Overseas regulation)

Child Protection Act 1999 (Qld), s.5