

THE TITLE SHOULD CONTAIN A CLEAR, CONCISE AND INFORMATIVE TITLE OF THE ARTICLE FOLLOWED BY THE NAMES, AFFILIATIONS, AND CORRESPONDING EMAILS OF THE AUTHORS (Center, Bold, Times New Roman 12, No more than 13 words)

Authors

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Article History

Received : xx xx xxxx

Revised : xx xx xxxx

Accepted : xx xx xxxx

Published : xx xx xxxx

Abstract: Each manuscript must be accompanied by an abstract of 150 to 200 words. The content of the abstract should reflect the important points and main findings presented in the manuscripts (this will help you to attract the right readers). It should include some background, focus of the objective, steps or important stages of the research, significant findings, and the conclusions. It should be written in both Indonesian and English, confined within a single paragraph, and single-spaced.

Keywords: The keywords contain important terms and substance of the article which may help readers find the article. They should be in bold and italics, and are written under the abstract.

INTRODUCTION

The introduction provides a context or background of the study, that is the gap between the expected and actual condition, supported by the latest theories and studies relevant to the problem, and the new value of research which is innovation. This section should not exceed 20% of the body of the article.

METHODS

This section should be clearly and concisely written. It provides practical information concerning the research methods, procedures, tools, materials, or instruments. Authors may provide the blue-print of the instrument or the materials used in the study if necessary. Commonly used statistical formula is not necessarily written in this section. Specific criteria used or established by researchers in the data collection and analyses may be described in this section. This section should not exceed 10% (for qualitative research) or 15% (for quantitative research) of the manuscript.

FINDINGS AND DISCUSSION

Findings section is provided prior to the discussion section. Each section stands alone as a subtitle. The findings and discussion should be written in not less than 60% of the entire body of the manuscript

Findings

Findings may be presented in the form of tables, graphs, verbal descriptions, or a combination of the three. Tables, graphics, or images should not be too long, too large; please do not present too many figures in the manuscript. Authors are recommended to use a combination of presentation tables, graphs, or verbal descriptions. The tables and graphs presented must be referred to in the main text. The writing style for the tables and figures are presented in Table 1. The table should not contain vertical lines (upright), while horizontal (flat) lines are only on the head and tail of the table. Font sizes for table and picture entries may be reduced.

Table 1 Recommended length of each section in the manuscript

| No. | Section | Length (%) | Note |
|-----|---------------------------------|------------|---|
| 1. | Introduction | 20 | Maximum, include Title and Abstract |
| 2. | Methods | 10 | Methods in quantitative studies may be up to 15%. |
| 3. | Findings and Discussion | 60 | Minimum |
| 5. | Conclusion (include References) | 10 | Approximately |

Numbers in the tables are not to be repeated in verbal descriptions, either before or after the tables or figures.

Discussion

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

CONCLUSION

A conclusion is not merely a re-statement of the data or findings, but a synthesis of key points and, as mentioned in the "Introduction" which eventually produces the "Results and Discussion" chapter so that there is compatibility. In addition, the prospects for developing research results and the prospects for future research applications (based on results and discussion) can also be added.

(Type: *e-book*)

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

(Type: *edited book* with more than two or more editors)

Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist instruction: Success or failure?* New York, NY: Routledge.

ACKNOWLEDGMENT

This section displays authors appreciation to sponsors, fund donors, resource persons, or parties who have an important role in conducting research.

(Type: *book section*)

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.

REFERENCES

References are sorted alphabetically. All references referred to in the article must be written in this section and everything written in the reference list must be referred to in the article following APA system. Here are some reference examples:

(Type: books written by one author)

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

(Type: books in which the authors are the same with the publisher)

(Type: Translated books)

Schunk, D. H. (2012b). *Learning theories an educational perspective* (E. Hamdiah &

R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar. (Original work published 2012).

(Type: books written by two authors)

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

(Type: online journal articles)

Nurdiyantoro, B. & Efendi, A. (2017). Re-Actualization of Puppet Characters in Modern Indonesian Fictions of The 21st Century. *3L: The Southeast Asian Journal of English Language Studies*. 23 (2), 141-153, from <http://doi.org/10.17576/3L-2017-2302-11>.

(Type: articles writtten by three authors)

Retnowati, E., Fathoni, Y., & Chen, O. (2018). Mathematics Problem Solving Skill Acquisition: Learning by Problem Posing or by Problem Solving? *Cakrawala Pendidikan*, 37(1), 1-10, from doi: <http://dx.doi.org/10.21831/cp.v37i1.18787>.

(Type: articles writtten by more than three 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.

(Type: proceedings)

Retnowati, E. (2012, 24-27 November). *Learning mathematics collaboratively or individually*. Paper presented at the The 2nd International Conference of STEM in Education, Beijing Normal University, China. Retrieved from http://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf.

(Type: guideline/ government or organization report)

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

(Type: legal document)

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

Appendix (when applies)