



Manuscript Title [should be clear, concise, and specific that reflects the content] [Center, Bold, Cambria 11, max. 14 words, capitalize each words]

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Ex: Department of Psychology, State University of Surabaya, Indonesia

*Authors' Contribution: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation; E – Funds Collection

*Manuscript Preparation (letter D), Funds Collection (letter E), or both are not sufficient grounds for inclusion in the author's team.

ABSTRACT

Background: Provide a brief description of the problem under study clearly and concisely. **Objective:** Clearly state the aim of the research. **Method:** Specify the complete research method. **Results:** State the results of the research clearly and completely. **Conclusion:** Present the significance of the findings and implications of the research.

The abstract should be written in 1 paragraph, multiple 1-spaced, cambria 10 pt., and containing 150-200 words.

Keywords: Keyword1, keyword2, etc. (min. 3 keyword and max. 5 keywords, and capitalize only for the first word)

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Introduction

The introduction section is a key component of a journal article. This section primarily contains the background of the problem, results of the literature review, and reviews of previous

research, as well as the purpose of the study. Authors must describe the current status of the topic raised, often referred to as the "state of the art". It is strongly encouraged for authors to include indirect quotations in this introduction, demonstrating a deep understanding of existing literature and positioning their research within a broader context. The text should be written in Cambria font, size 11, regular, with single spacing, space before and after paragraph 0 except for the last paragraph using space after paragraph 12pt, and presented in paragraphs. This introductory section is expected to comprise at least 30% of the overall paper, providing a solid foundation for the research conducted and preparing readers for the subsequent sections of the article.

Material and Method

Participants

This subsection describes the individuals involved in the study. It includes demographic information, recruitment methods, and any inclusion or exclusion criteria. Here, the researchers detail the characteristics of the sample or population studied, including size, and how it represents the larger population of interest.

Procedure

This part outlines the step-by-step process of how the study was conducted, including experimental manipulations, interventions, or observational techniques used.

Data Collection

This subsection explains how data was gathered, including the instruments or tools used (e.g., surveys, interviews, observations), the frequency of data collection, and any protocols followed. If you use a measuring instrument, please describe the measuring tools as well.

Data Analysis

Here, the statistical methods or qualitative analysis techniques used to interpret the data are described. This includes software used, statistical tests applied, or coding procedures for qualitative data.

The section also addresses ethical considerations, such as informed consent and approval from ethics committees. The Materials and Methods should be written objectively and in sufficient detail to allow other researchers to replicate the study. While the length can vary depending on the study's complexity, it should comprehensively cover all aspects of the research methodology and materials used.

Result

The Results section presents the findings of the study without interpretation. This section is typically written in past tense using the Cambria font, size 11, with single spacing. It should be organized logically, often following the order of the research questions or hypotheses presented in the introduction.

The Results section begins with a brief overview of the main findings. It then presents detailed results, using both text and, where appropriate, tables, figures, or graphs to display data clearly and concisely. Each major finding should be presented in a separate paragraph.

For quantitative studies, this section includes relevant statistical analyses, such as descriptive statistics, inferential statistics, and significance levels. The results of hypothesis tests should be clearly stated, including test statistics, degrees of freedom, p-values, and effect sizes where

appropriate. For qualitative studies, the Results section often includes themes or categories that emerged from the data analysis, supported by representative quotes from participants.

Tables and figures should be numbered sequentially and referred to in the text. They should be self-explanatory, with clear titles and labels, and any abbreviations used should be explained in footnotes.

The Results section should focus on reporting findings without discussing their implications or comparing them to other studies. It's important to report all relevant results, including those that do not support the initial hypotheses.

Researchers should aim for clarity and precision in presenting their results, avoiding redundancy between text and tables/figures. The length of this section can vary depending on the complexity of the study and the amount of data collected, but it should provide a comprehensive yet concise presentation of all significant findings.

Discussion

The Discussion section interprets and explains the significance of the study's findings. It is typically written in present tense using the Cambria font, size 11, with single spacing. This section usually begins with a brief summary of the main results, without repeating the detailed data presented in the Results section. **No bulletin or numbering, only in paragraph format.**

The core of the Discussion involves:

1. Interpreting the results in light of the study's original hypotheses or research questions.
2. Comparing findings with previous research, explaining similarities and differences.
3. Discussing the implications of the results, both theoretical and practical.
4. Addressing any unexpected findings and proposing possible explanations.
5. Acknowledging the limitations of the study, including potential sources of bias or confounding variables.
6. Suggesting directions for future research based on the study's findings and limitations.

The Discussion should provide a critical analysis of the results, moving beyond mere description to offer insights into their meaning and importance. It's crucial to maintain a balance between confidence in the findings and appropriate caution in their interpretation.

Authors should avoid introducing new results in this section. Instead, they should focus on explaining the significance of the results already presented.

The Discussion often concludes with a paragraph summarizing the main takeaways of the study and their broader implications for the field.

This section typically comprises about 20-25% of the total paper length, though this can vary depending on the journal and the nature of the research.

Conclusion

The conclusion section must summarize the main findings of the study and emphasize the significance of the research outcomes in relation to the stated objectives or hypotheses. Authors should clearly restate the contribution of the study without repeating the results verbatim.

Implications should describe the theoretical, practical, and/or policy relevance of the findings and demonstrate their contribution to the existing body of knowledge.

Limitations must be briefly acknowledged in an objective manner, focusing on methodological or contextual constraints that may affect the generalizability of the findings.

Future Research should propose clear directions for subsequent studies based on the findings and identified limitations.

Author Contribution Statement

The **Author Contributions** section is a mandatory component of the manuscript and should be placed near the end of the paper. It must be written in **Cambria font, size 10, single spacing**, using clear and concise academic language. This section specifies the individual contributions of each author to the study and manuscript preparation.

Standardized contribution terms (e.g., *Conceptualization, Methodology, Data Curation, Formal Analysis, Writing – Original Draft, Writing – Review & Editing*) should be used. Authors must be identified by their initials, followed by a brief description of their respective roles.

This section ensures transparency in authorship, prevents honorary or ghost authorship, and defines individual accountability. **The information provided must be consistent with the Author Contributions statement presented on the first page of the manuscript**

Acknowledgment

The authors thank all the participants who agreed to participate in the study.

References

When citing sources, adhere to the American Psychological Association (APA) 7th edition guidelines. For references with a Digital Object Identifier (DOI), include the lowercase DOI link (doi:..) in the citation. If a DOI is unavailable, provide the online link after "Retrieved from". All reference types should be listed together alphabetically, without separating categories like internet or media sources. Prioritize recent primary sources from indexed international and national journals. Research papers should include a minimum of 30 references, while systematic reviews require at least 60, with 80% published within the last decade. Utilize reference management software such as Zotero or Mendeley for citation.

Example :

Journal

Ma, G., & Ma, X. (2025). Network Analysis of the Relationship between Error Orientation, Self-Efficacy, and Innovation Behavior in Nurses. *Scientific Reports*, 15, 1–12. <https://doi.org/10.1038/s41598-025-87736-8>

Zhang, X., Han, G., Feng, C., Xu, Y., Gao, L., & Tan, Z. (2025). The Relationship between Self-Efficacy, Learning Burnout, Willingness to Fulfill the Contract and Empathy of Rural-Oriented Tuition-Waived Medical Students of China: A Cross-Sectional Study. *BMC Medical Education*, 25(25), 25–53. <https://doi.org/10.1186/s12909-025-06637-6>

Conference

Zhong, L. F. (2009). Academic Stress and Subjective Well-being: The Moderating Effects of Perceived Social Support. *Proceeding at 16th International Conference on Industrial Engineering and Engineering Management*, 1321–1324. <https://doi.org/10.1109/ICIEEM.2009.5344424>

Smolansky, A., Cram, A., Radulescu, C., Zeivots, S., & ... (2023). Educator and Student Perspectives on the Impact of Generative AI on Assessments in Higher Education. *Proceedings of the Tenth ACM Conference on Learning @ Scale (L@S '23)*. <https://doi.org/10.1145/3573051.3596191>

Book

Brannon, L., Updegraff, J. A., & Feist, J. (2018). *Psychology An Introduction to Behavior and Health* (N. Cousins (ed.); Ninth Edit). Cengage Learning. www.cengagebrain.com.

Athota, V. S., & Malik, A. (2019). *Managing Employee Well-being and Resilience for Innovation. Evidence from Knowledge-intensive Service Industries*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-06188-3>

Book Chapter

Kodden, B., & Kodden, B. (2020). The Impact of Self-efficacy. In *The Art of Sustainable Performance: A Model for Recruiting, Selection and Professional Development* (SpringerBr). Springer. <https://doi.org/https://doi.org/10.1007/978-3-030-46463-9>