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**TITLE IN ENGLISH WRITTEN IN TIMES NEW ROMAN-14 BOLD,
MAXIMUM 20 WORDS, CENTER-ALBIZATED**

Author Name^{1)*}, Author Name²⁾, Author Name³⁾ ← 11 pt bold

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Abstrak

Abstrak dalam bahasa Indonesia ditulis dengan huruf Times New Roman 10. Baris dengan spasi tunggal harus digunakan. Abstrak terdiri dari 150-250 kata dan maksimal satu paragraf, yang memuat latar belakang dan tujuan (inti pendahuluan), metode penelitian, hasil penelitian, dan pembahasan.

Kata Kunci: kata atau frasa spesifik yang terdiri dari 2 hingga 5 kata kunci.

Abstract

Abstracts in Indonesian are written in Times New Roman 10. Single-spaced lines should be used. The abstract should contain 150-250 words and consist of a maximum of one paragraph, containing the background and objectives (the core of the introductory explanation), research methods, research results, and discussion.

Keywords: a specific word or phrase consisting of 2 to 5 keywords

Article History:

Received:

Revised:

Accepted:

INTRODUCTION

Contains the background, rationale, and/or urgency of the research. References (literature or relevant research) need to be included in this section, in relation to the justification of the urgency of the research, the emergence of research problems, alternative solutions, and the chosen solution. The way sources are written in the text needs to clearly indicate the name of the author and the source citation, which is in the form of the year of publication of the manuscript. For example: research results show that more than 70% of students are unable to recognize authentic problems..... (Paidi, 2008).

The research problem, objectives, and uses are written narratively in paragraphs, without needing specific subheadings. Similarly, operational definitions, if deemed necessary, are also written narratively.

The introduction is written in Times New Roman, font size 12, upright, with 1.15 spacing. Each paragraph begins with a word indented approximately 1 cm from the left edge of each column.

THEORETICAL BASIS

This paper analyzes the main principles of scientific concepts, limitations, and norms related to research variables. These theories include grand theory, middle theory, and applied theory, as well as the relationships or influences between variables. The theoretical study utilizes secondary and primary sources. The use of secondary sources or textbooks should not exceed 40% of the total number of references.

METHOD

Contains the type of research, time and place of research, target/target, research subjects, procedures, instruments and data analysis techniques and other matters related to the research method. target/target, research subjects, procedures, data and instruments, and data collection techniques, as well as data analysis techniques and other matters related to the research method. The research method is written in flowing paragraph form (no numbering).

RESULTS AND DISCUSSION

Research results are presented in graphs, tables, or descriptive form. Analysis and interpretation of these results are necessary before discussion. The research results are written in the form of flowing paragraphs that are written systematically, with critical analysis and are informative.

Tables are written in the middle or at the end of each text describing research results/obtainings. If the table is not wide enough to be written on half a page, then it can be written on a full page. Table titles are written from the left, centered, with all words beginning with a capital letter, except conjunctions. If more than one line is written in single space (at least 12 lines). For example, see Table 1 below.

Table 1. Community Participation Score
..... in the 2017 REGIONAL ELECTIONS

No.	Assessment Aspects	Score
Mean		
Media		
n		

Source:

The results in the form of images, or data that is made into images/schemes/graphs/diagrams/presentations also follow the existing rules; the title or name of the image is placed below the image, from the left, and is spaced 1 space (at least 12) from the image. If more than 1 line, the lines are spaced single, or at least 12. For example, it can be seen in Figure 1. below.

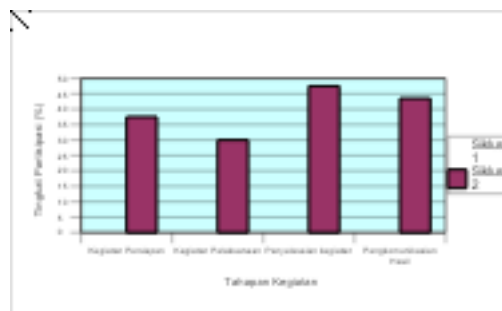


Figure 1. Level of Student Participation in Discussion Activities.....

Source:

The discussion focuses on linking the data and analysis results to the research problem or objectives and the broader theoretical context. It can also answer questions about why the facts found in the data were found.

The discussion should be written in conjunction with the data being discussed. It is important to ensure that the discussion is not separated from the data being discussed. The discussion of the results is argumentative in nature, concerning the relevance between the results, theory, previous research and empirical facts found, and showing the novelty of the findings.

CONCLUSIONS AND SUGGESTIONS

Conclusions can be generalizations of findings based on the research problem, or recommendations for further steps. Furthermore, conclusions contain both theoretical and practical implications of the research. Should be an answer to the research question, and not expressed in statistical sentences. Suggestions can be in the form of input for subsequent researchers, or they can also be implicative recommendations from research findings.

BIBLIOGRAPHY

Written behind the Conclusions and Recommendations, following the E-Journal style, as stated in the Guidelines for this journal (which ratifies APA Edition IV).

Written in single spacing (or at least 12pt), with a single space between references. Some examples of how to write references in the Bibliography are given below.

a. Example if it comes from a textbook:

Gronlund, N. E. & Linn, R. L. (1990). *Measurement and evaluation in teaching*. (6th ed.). New York: Macmillan.

b. From the textbook summarized by the editor.

Effendi, S. (1982). *Elements of scientific research*. In Masri Singarimbun (Ed.). *Survey research methods*. Jakarta: LP3ES.

c. From the translated book

Daniel, WW (1980). *Applied nonparametric statistics*. (Translated by Tri Kuntjoro). Jakarta: Gramedia.

d. From the thesis/dissertation

Suyanto, S (2009). *School success in national exams viewed from the perspective of learning organization*. Dissertation, unpublished. Jakarta State University.

e. From the journal:

Pritchard, P. E. (1992). *Studies on the bread-improving mechanism of fungal alpha-amylase*. *Journal of Biological Education*, 26(1), 14-17.

f. From a collection of research abstracts or proceedings:

Paidi. (2008). *The urgency of developing high school students' problem-solving and metacognitive abilities through biology learning*. Proceedings, Seminar and National Conference on Mathematics and Natural Sciences held by FMIPA UNY, May 30, 2008. Yogyakarta: Yogyakarta State University.

g. From the internet

Rahmawati, U., & Suryanto, S. (2014). *Development of a problem-based mathematics learning model for junior high school students*. *Journal of Mathematics Education Research*, 1(1), 88-97. Retrieved from <http://journal.uny.ac.id/index.php/jrpm/article/view/2667>

SHORT PROFILE

A brief profile in the form of a narrative of birth data; education from undergraduate level to the last education including study program, and year of graduation as well as work/activities carried out to date.