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**First author name 12 pt bold centre**

Affiliation, City, Country 11 pt centre

Email: [author1@.....com](mailto:author1@.....com) 11 pt centre

**Second author name 12 pt bold centre**

Affiliation, City, Country 11 pt centre

Email: [author2@.....com](mailto:author2@.....com) 11 pt centre

**Thirth author name 12 pt bold centre**

Affiliation, City, Country 11 pt centre

Email: [author3@.....com](mailto:author3@.....com) 11 pt centre

Corresponding Author, E-mail: [author@email.xx](mailto:author@email.xx)

WhatsApp Number: 081234567890 (unpublished)

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**ABSTRACT**

Written in English; concise and factual and able to stand alone as a single unit of information; explain the main points of the research, including the background, objectives, and focus of the research, the methods used, procedures, instruments, data analysis techniques, findings or results and conclusions of the complete paper. Still provide logical connections (or transitions) between included information. End with a final sentence that includes what you most want the reader to think about as they continue reading the paper. Avoid posting information associated with trade names, acronyms, abbreviations, or symbols. If the complete manuscript is written in Indonesian, the abstract is written in two languages (English and Indonesian) and if the complete manuscript is written in English, the abstract column for Indonesian may be left blank. Abstract typed with one space; 150-200 words; Times New Roman 10.

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**1. INTRODUCTION**

The introduction is a little different from the short and concise abstract. The reader needs to know the background of your research and, most importantly, why your research is important in this context. What critical question does your research address? Why should the reader be interested?



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The purpose of the Introduction is to stimulate the reader's interest and to provide pertinent background information necessary to understand the rest of the paper. You must summarize the problem to be addressed, give background on the subject, discuss previous research on the topic, and explain exactly what the paper will address, why, and how. A good thing to avoid is making your introduction into a minireview. There is a huge amount of literature out there, but as a scientist, you should be able to pick out the things that are most relevant to your work and explain why. This shows an editor/reviewer/reader that you really understand your area of research and that you can get straight to the most important issues.

Keep your Introduction to be very concise, well-structured, and inclusive of all the information needed to follow the development of your findings. Do not over-burden the reader by making the introduction too long. Get to the key parts of other papers sooner rather than later.

### 1.1. Suggestions

Begin the Introduction by providing a concise background account of the problem studied. State the objective of the investigation. Your research objective is the most important part of the introduction. Establish the significance of your work: Why was there a need to conduct the study? Introduce the reader to the pertinent literature. Do not give a full history of the topic. Only quote previous work has a direct bearing on the present problem. Clearly state your hypothesis, and the variables investigated, and concisely summarize the methods used. Define any abbreviations or specialized/regional terms. Provide a concise discussion of the results and findings of other studies so the reader understands the big picture. Describe some of the major findings presented in your manuscript and explain how they contribute to the larger field of research. State the principal conclusions derived from your results. Identify any questions left unanswered and any new questions generated by your study.

Be concise and aware of who will be reading your manuscript and make sure the Introduction is directed to that audience. Move from general to specific; from the problem in the real world to the literature to your research. Please avoid making a sub-section in the Introduction.

The manuscript uses A4 paper size with a top margin of 3 cm, left 3 cm, bottom 2 cm, and right 2 cm. The introduction is written in TNR-11 upright, with 1.5 spacing. Each paragraph begins with a word indented about 1 cm from the left edge of each column. Writing length between 11 to 15 sheets (including abstract and list of references).

## 2. METHOD

In the Materials and Methods section, you explain clearly how you conducted your research in order to: (1) enable readers to evaluate the work performed, and (2) permit others to replicate your research. You must describe exactly what you did: what and how experiments were run, what, how

much, how often, where, when, and why equipment and materials were used. The main consideration is to ensure that enough detail is provided to verify your findings and to enable the replication of the research. You should maintain a balance between brevity (you cannot describe every technical issue) and completeness (you need to give adequate detail so that readers know what happened).

## **2.1. Suggestions**

Define the population and the methods of sampling. Describe the instrumentation. Describe the procedures and if relevant, the time frame. Describe the analysis plan. Describe any approaches to ensure validity and reliability. State any assumptions. Describe statistical tests and the comparisons made; ordinary statistical methods should be used without comment; advanced or unusual methods may require a literature citation. Describe the scope and/or limitations of the methodology you used.

In the social and education sciences, it is important to always provide sufficient information to allow other researchers to adopt or replicate your methodology. This information is particularly important when a new method has been developed or an innovative use of an existing method is utilized. Last, please avoid making a sub-section in Material and Methods.

## **2.2. Notes**

Sub-headings can be different, according to the type or research approach used. If there are procedures or steps that are sequential in nature, they can be notated (numbers or letters) according to their position). Sub-subheadings do not need to be notated, but are written in lower case with a capital letter, TNR-11 unbold, left aligned.

## **3. RESULTS & DISCUSSION**

The purpose of the Results and Discussion is to state your findings and make interpretations and/or opinions, explain the implications of your findings, and make suggestions for future research. Its main function is to answer the questions posed in the Introduction, explain how the results support the answers, and how the answers fit in with existing knowledge on the topic. The Discussion is considered the heart of the paper and usually requires several writing attempts.

The discussion will always connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply repeat or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where you left them at the end of the introduction.

To make your message clear, the discussion should be kept as short as possible while clearly and fully stating, supporting, explaining, and defending your answers and discussing other important and

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directly relevant issues. Care must be taken to provide commentary and not a reiteration of the results. Side issues should not be included, as these tend to obscure the message.

### **3.1. Suggestions:**

State the Major Findings of the Study. Explain the Meaning of the findings and why the findings are important. Support the answers with the results. Explain how your results relate to expectations and to the literature, clearly stating why they are acceptable and how they are consistent or fit in with previously published knowledge on the topic. Relate the findings to those of similar studies. Consider alternative explanations of the findings. State the clinical relevance of the findings. Acknowledge the study's limitations. Make suggestions for further research.

It is easy to inflate the interpretation of the results. Be careful that your interpretation of the results does not go beyond what is supported by the data. The data are the data: nothing more, nothing less. Please avoid and makeover interpretation of the results, unwarranted speculation, inflating the importance of the findings, tangential issues, or over-emphasize the impact of your research.

### **3.2. Work with Graphic**

Figures and tables are the most effective way to present results. Captions should be able to stand alone, such that the figures and tables are understandable without the need to read the entire manuscript. Besides that, The data represented should be easy to interpret.

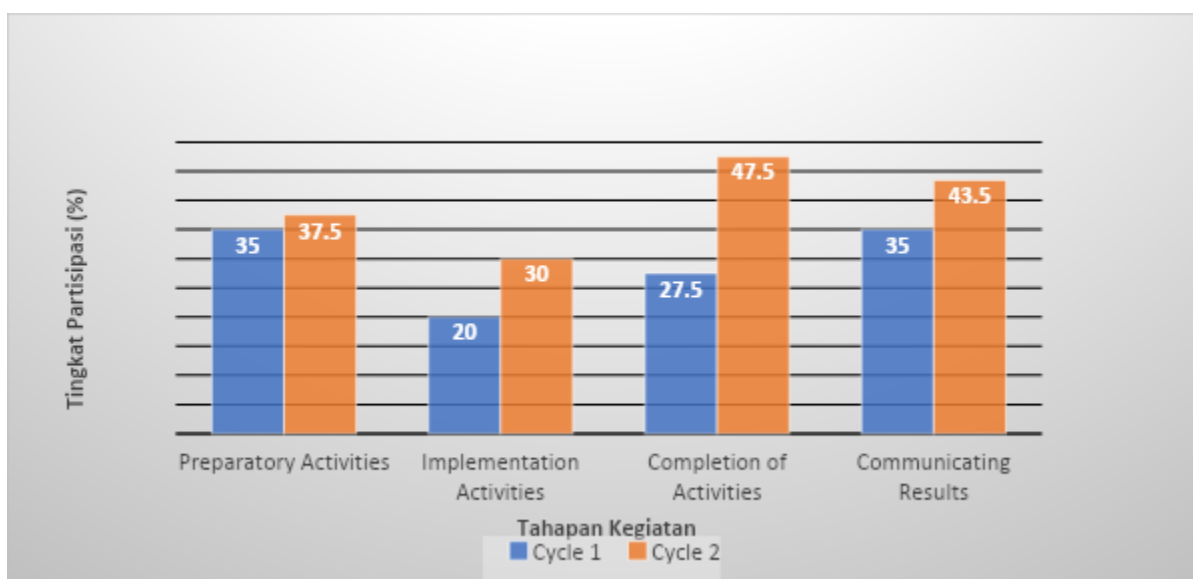
### **3.3. Suggestions**

The graphic should be simple, but informative. The use of color is encouraged. The graphic should uphold the standards of a scholarly, professional publication. The graphic must be entirely original, unpublished artwork created by one of the co-authors. The graphic should not include a photograph, drawing, or caricature of any person, living or deceased. Do not include postage stamps or currency from any country, or trademarked items (company logos, images, and products). Avoid choosing a graphic that already appears within the text of the manuscript. The table is written on the left side of the text with a description of the research results. If the width of the Table is not enough to be written on half a page, it can be written on a full page. Table titles are written from left to center, and all words begin with a capital letter, except conjunctions. If more than one line is written in a single space (at least 1), while the contents of the table are written in 1 space with a TNR of 10.

**Table 1. Student Ability Score to Do..... on Learning .....**

No	Aspects Assess	Percentage (%)
1.	Students observe teaching materials.	80.82
2.	Students do question and answer.	82,54
3.	Students read reading texts on teaching materials.	83,30
4.	Students complete exercises on teaching materials.	84.49
5.	Students conclude learning with the teacher.	83,65
<b>Avarage</b>		<b>82.96</b>
<b>Category</b>		

The results are in the form of images or data that is made into images/charts/schematics/graphs/diagrams/etc., the presentation also follows the existing rules; the title or image name is placed in the bottom centre of the image and spaced 1 space. If more than 1 line, each line is single-spaced. As an example, it can be seen in Figure 1 below.



**Figure 1. Level of Student Participation in Group Activities**

#### 4. CONCLUSION

The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. A conclusion is not merely a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points. It is important that the conclusion does not leave the questions unanswered.

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State your conclusions clearly and concisely. Be brief and stick to the point. Explain why your study is important to the reader. You should instil in the reader a sense of relevance. Prove to the reader, and the scientific community, that your findings are worthy of note. This means setting your paper in the context of previous work. The implications of your findings should be discussed within a realistic framework. Strive for accuracy and originality in your conclusion. If your hypothesis is similar to previous papers, you must establish why your study and your results are original.

For most essays, one well-developed paragraph is sufficient for a conclusion, although in some cases, a two or three-paragraph conclusion may be required. The another of important things about this section is (1) do not rewrite the abstract; (2) statements with “investigated” or “studied” are not conclusions; (3) do not introduce new arguments, evidence, new ideas, or information unrelated to the topic; (4) do not include evidence (quotations, statistics, etc.) that should be in the body of the paper.

## ACKNOWLEDGMENT

Acknowledge anyone who has helped you with the study, including Researchers who supplied materials, reagents, or computer programs; anyone who helped with the writing or English or offered critical comments about the content, or anyone who provided technical help. State why people have been acknowledged and ask their permission. Acknowledge sources of funding, including any grant or reference numbers. Please avoid apologizing for doing a poor job of presenting the manuscript.

## REFERENCES

References should follow the style detailed in the APA 7th Publication Manual. Make sure that all references mentioned in the text are listed in the reference section and vice versa and that the spelling of author names and years are consistent. Please do not be used footnote or endnote in any format. Priority for references comes from research articles that have been published in Reputable International Journals (Scopus, WoS, Thompson Router, etc.), Accredited National Journals, and at least 30 pieces, counting the last 5-10 years, and it is advisable to include the address of the DOI and or the address of the online reference source.

The list of references that are written is only those that are cited (referenced) in the body text of the article and are written using single spaces. Between lists of references are given a distance of 1 space. Some examples of how to write references in the Reference List are as follows.

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### Author Biographies



Short profile in the form of the name, the narration of birth data; education from the undergraduate level to final education which contains study programs, year of graduation, and agencies/universities, as well as scientific work/activities carried out to date.