JOURNAL OF INDUSTRIAL PRODUCT DESIGN
RESEARCH AND STUDIES
Volume XX No. XX Month 20XX, p.XX-XX
https://ejournal.upi.edu/index.php/JIPDRS/articlelink

Title of Article, Brief and Concise, Articulating Contents. (Align left, Bold, Arial 14, Maximum of 13 Words)

First Writer[1], Second Writer[2], Third Writer[2] (Full names without titles)*
[1]University/Institution of First Writer, Country
[2]University/Institution of Second Writer, Country

Corresponding Author:
Writer@email.ac.id

Abstract. Reflecting the substance of the whole contents of the article and enabling readers to determine relevance with their interest and decide whether the readers want to read the full document or not. The abstract consists of a statement about the background, objective of the study or focus of discussion, method or important research steps, findings and discussion, and conclusions. Title and abstract are written in English, single spacing, and in total about 150-200 words.

Keywords: list important terms, enabling readers to find the article, 3-5 terms, written below abstract, bold face and italicized.

INTRODUCTION

Containing backgrounds of the problem, depiction and further scrutiny of the problem or the gap between what is idealized and what is the reality, supported by relevant theories and recent research, and objective of the study. The problem should offer a new research value or benefit as an innovative endeavor, written more or less 20% of the whole body including the title and abstract.

METHOD

Written out briefly, concisely, clearly, but adequately so that it can be replaced. This section contains explanations of the research approach, subjects of the study, conducts of the research procedure, use of materials and instruments, data collection and analysis techniques. These are not theories. In the case of statistical uses, formulas that are generally known should **not** be written down. Any specific criteria used by the researcher in collecting and analysing the research data should be **completely** described, including the quality of the instruments, material of the research, and procedure of data collection. This section should be written about 10% (for qualitative research) or 15% (for quantitative research) of the body.

FINDINGS AND DISCUSSION

For ease of reading and comprehension, findings are presented first followed by discussion. The findings sub-title and discussion sub-title are presented separately. This section should occupy the most part, minimum of 60% of the whole body of the article.

Findings

Result of data analysis can be presented in tablet, graphs, figures or any combination of the three. Tables, graphs, or figures should not be too long, too large, nor

too many. The writer is advised to use decent variation in presenting tables, graphs, or verbal description. All displayed tables and graphs should be referred to in the text. The format of tables is shown in Table 1. Tables do not use column (vertical) lines and row (horizontal) lines are used only for the head and tail of the table. The front of the table entry may be reduced. Figures in the table should not be over-repeated in the narration before or after the table.

No.	Name	Length in Per cent	Notes
1.	Introduction	20	Maksimum (incl. title and abstract)
2.	Method	10	Up to 15% for quantitative research.
3.	Findings and Discussion	60	Minimum
4.	Conclusion and References	10	Approx.

Table 1 Length Weight of Sections

Figures are written in the following format. Thousands are marked using commas; e.g.: 1200300 is written as 1,200,300. Decimal points are marked with a period followed by two number digits; e.g.: 12.34. For figures lower than 1, the zero is not needed;e.g.: .12

For mathematical symbols or notations, the alphabet is italicized, but Greek letters are written upright using the correct symbols. The equal sign is given a punch space before and after.

e.g. (English format): r = .456; p = .008. For statistical values having degrees of freedom such as t, F, atau Z, the figure of the degree of freedom is written in braces such as $t(52)$ = 1.234; $F(1, 34)$ = 4.567.

Statistical calculation for hypothesis testing should be completed with effect sizes; for example: the *t*-test using *cohen's d*, the *F*-test using *partial eta squared*, or other post-hoc tests in line with the references under consideration.

For qualitative research, findings should substantially be presented in a condensed report based on the results of a rigorous qualitative data analysis. Tables, diagrams, charts, or other data visualizations may be presented to facilitate ease of reading. Authentic evidence from empirical data (e.g., excerpts from interview transcripts, field-notes, documents) should be presented in a reasonable number of texts that do not surpass the authors' statements on their findings.

Discussion

Intended to give interpretation and meaning to the results of the study in accordance with the theories and references that are used. It is not merely used to present findings. Interpretation should be enriched with referencing, comparing, or contrasting with findings of previous research published in reputable, not predatory, journal. It is advisable to integrate findings into collection of theories or established knowledge, development of a new theory, or modification of existing theories. Implications of the research findings are given.

CONCLUSION

Intended not only to repeat findings. Conclusion contains substantialization of meaning. It can present a statement of what is being expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that there is compatibility. An addition can be made concerning the prospects of enriching the research findings and developing the potential for future research.

REFERENCES

Reference entry is arranged in alphabetical order. All that is referred to in the text must be listed in the reference list and all that are written in the reference list must be referred to in the text. It is advisable to use current journal articles from Web of Science/Scopus indexed journals as reference sources, rather than books or proceedings.The writer is obliged to list all the references in the valid way according to the original sources and **URL (https of the DOI** (*digital object identifier*) when available), particularly for entries from journals. In the case of cities of publication, differences should be made in writing cities of the USA and cities outside the USA. For example, cities in the USA are listed together with the intials of the state; e.g.: for Boston of Massachusset: Boston, MA.

Examples of reference entries:

(Type: book, *author* = publisher)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: Author.

(Type: *e-book*)

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

(Type: *edited book, two* editors or more)

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

(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, pp. 22-44.

(Type: book, one author)

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

(Type: book, in English translated into Indonesian, original title intact)

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

(Type: book, in English translated into Indonesian, title is translated)

Schunk, D. H. (2012b). *Teori-teori belajar: Perspektif pendidikan*. [Learning theories: An educational perspective] (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar. (Original work published 2012).

(Type: book, Indonesian, not translation, original title retained, followed by translation)

Nurgiyantoro, B., Gunawan, G., & Marzuki, M. (2019). *Statistik terapan untuk penelitian ilmu sosial.* [Applied statistics for social science research]. Yogyakarta: Gadjah Mada University Press.

(Type: book, two authors)

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

(Type: journal article, *online*)

Nurgiyantoro, 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. https://doi.org/10.17576/3L-2017-2302-11.

(Type: journal article, 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. https://doi.org/10.21831/cp.v37i1.18787.

(Type: journal article, 3-7 authors, all author names are written)

Booth, J. L., McGinn, K. M., Young, L. K., & Barbieri, C. (2015). Simple practice doesn't always make perfect: Evidence from the worked example effect. *Policy Insights from the Behavioral and Brain Sciences*, *2*(1), 24–32. http://doi.org/10.1177/2372732215601691.

(Types: procedings)

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. http://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf

(Type: document, report: institution, government, organization)

NCTM (National Council of Teachers of Mathematics). (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

(Type: document, legal texts, original terms written followed by translation)

Permendiknas RI 2009 No. 22. *Kompetensi dasar pendidikan pancasila dan kewarganegaraan Sekolah Dasar Kelas I-VI*. [Basic competence for pancasila and civic education Primary School Grade I-VI].

Appendix

Appendixes are optional. An appendix should not be longer than two pages.

Quoting

Referencing in the body of the article uses braces: (...); an example with one author: (Retnowati, 2018); two authors: (Nurgiyantoro & Efendi, 2017), and three to five authors: (Retnowati, Fathoni, & Chen, 2018) for the first mention and (Retnowati *et al*., 2018) for the subsequent mentions. Names of authors can also be mentioned outside the braces; e.g.: Nurgiyantoro & Efendi (2017) in accordance with the writing style. For direct quotation or particular facts, the page number (numbers) is needed; e.g.: (Nurgiyantoro & Efendi, 2017: 144), (Nurgiyantoro & Efendi, 2017: 144-146).

It is advised not to use too many direct quotations. Should one be used, however, it is written in the ("...") format in the paragraph for quotation of fewer than 40 words. For a direct quotation of more than 40 words, it is written in a separate block (outside the paragraph), half an inch indented from the left margin, with no quotation marks, and followed by (name of the author, year: page number).

For a core statement taken from a number of references, all the sources should be acknowledged in an alphabetical order using a semicolon (;); e.g., (Sahlberg, 2012; Schunk, 2012; Retnowati, Fathoni, & Chen, 2018). For translated sources, author of the source book, year of the translation, and title of the source book are mentioned. In the

case of referencing two sources with the same author and year, the lower-case letters are used after the year; e.g., (Schunk, 2012a) and Schunk (2012b).