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Abstract

We strongly encourage authors to use the following style of structured abstracts, but without headings: **(1) Background**: Place the question addressed in a broad context and highlight the purpose of the study; **(2) Methods**: briefly describe the main methods; **(3) Results**: summarize the article's main findings; **(4) Conclusions**: indicate the main conclusions or interpretations. The abstract should be an objective representation of the article and it must not contain results that are not presented and substantiated in the main text and should not exagger-ate the main conclusions. Do not include abbreviations and citations. The abstract contains of 200-250 words. Avoid specialist abbreviations.

- Abbreviations should be defined in parentheses the first time they appear in the abstract, main text, and in figure or table captions and used consistently thereafter.
- SI Units (International System of Units) should be used. Imperial, US customary and other units should be converted to SI units whenever possible.
- Accession numbers of RNA, DNA and protein sequences used in the manuscript should be provided in the Materials and Methods section. Also see the section on Deposition of Sequences and of Expression Data.

Practitioner note:

What is already known about this topic

- Scientific production related to Serious Games (SGs) has grown exponentially in a globalised manner. It reflects the interest from various domains, particularly the field of sustainability in management.
- Literature reviews on SGs have emphasised various topics, including the acceptance of simulations and games as effective methods of teaching and learning. The role of technology-enhanced games and simulations in the context of digital transformation in education and the emergence of sustainability as a promising field for future SGs research are also highlighted.
- The literature has introduced three categories for empirical research on SGs: (1) game presentation, (2) game evaluation and (3) game effectiveness. It has also highlighted methodological rigour as a common challenge across studies.

What this paper adds

- Scientific research on SGs in Engineering and Management Higher Education (EMHE) experiences exponential and significantly faster growth compared to modern science in a globalised and collaborative

manner. This growth reveals the scarcity of experts in this area and attracts the attention of various fields, particularly in the realm of sustainability.
- Thematic trajectories indicate a decline in discussions regarding users' perceptions of SGs and their validity as educational tools. They also demonstrate consistency in discussions about SGs design, and the potential of sustainability emerges as a promising area for future SGs in EMHE.
- A comprehensive framework composed by five primary research streams connects game design cases and guidelines, game experiment cases and guidelines and generalists. This framework can serve as a lens for future context-based literature reviews, and the relationships amongst its streams reinforce the idea that the field can benefit from increased methodological rigour in experiments.

Implications for practice and/or policy

- This review offers categorised supplementary material in which educators can discover a variety of artefacts for application in their specific educational contexts. Designers can access guidelines for enhancing the design of innovative games. Researchers can access guidelines for more effective evaluation of their artefacts across various contexts. Finally, policymakers can explore numerous experiments to inform decisions related to technology-enhanced innovations in the classroom.

1. INTRODUCTION

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be carefully reviewed and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. References should be numbered in order of appearance and indicated by a numeral or numerals in square brackets—e.g., (1) or (2,3), or (4–6). See the end of the document for further details on references.

2. METHODS

Contains how data is collected, data sources and ways of data analysis.

2.1. Sub Section 1

Xxxx

2.2. Sub Section 2

Xxxx

2.3. Sub Section 2

Xxxx

3. RESULTS

This part focus on the fulfilment of stated objectives as given in the introduction. It should contain the findings presented in the form of figures and figures. Provide a concise and precise description of the experimental results, their interpretation as well as the experimental conclusions that can be drawn.

This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

3.1. Sub Section

Xxxx

3.2. Sub Section

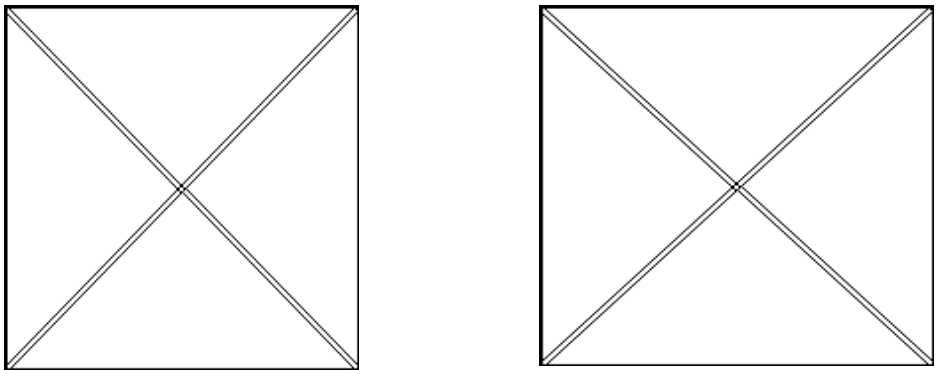
Xxxx

3.3. Sub Section

Xxxx

Figures

- Please submit graph as editable text and not as images.
- Figures should be high quality (12000 dpi for line art, 600 dpi for grayscale and 300 dpi for color, at the correct size).
- Figures should be supplied in one of our preferred file formats: JPEG, JPG or PNG. The aim of the figure legend should be to describe the key messages of the figure, but the figure should also be discussed in the text.
- Number figures in the order they are first mentioned in text. Do not write “the figure above” or “the figure below.”
- Each legend should have a concise title of no more than 15 words. The legend itself should be succinct, while still explaining all symbols and abbreviations. Avoid lengthy descriptions of methods. Put the legend inside the figure box, preferably above or to the right of the figure.
- The style of the graphs and charts and the size and appearance of letters and numbers should be consistent within a paper.
- Do not draw a box around line-art figures. Multipanel figures should be labelled (lowercase a, b, c, etc.) and combined into one file.
- The graphic elements: Do not crowd the interval marks on axis scales. Legend includes identify symbols, lines, and patterns. Put the legend inside the figure box, preferably above or to the right of the figure.



(**a**) (**b**)

Figure 1. This is a figure. Schemes follow another format. If there are multiple panels, they should be listed as: (**a**) Description of what is contained in the first panel; (**b**) Description of what is contained in the second panel. Figures should be placed in the main text near to the first time they are cited.

Tables

- Tables should present new information rather than duplicating what is in the text. Regarded should be able to interpret table without reference to the text. **Print screen is not allowed.**
- Use Table’s title with sentence-style capitalization (only the first word has an initial capital). Use only lowercase for legends and for units of measure. Define all abbreviations in the caption, even if they appear in the overall abbreviations list
- Number tables in the order they are first mentioned in text. Do not write “the table above” or “the table below.”
- Always use Microsoft Word's table feature. DO NOT create tables by using the space bar and/or tab keys. Do not submit tables in Microsoft Excel.
- Do not use the enter key within the body of the table. Instead, separate data horizontally with a new row.
- Do not insert blank columns or rows.
- Asterisks or letters next to values indicating statistical significance should appear in the same cell as the value, not an adjacent cell (i.e., they should not have their own column).

Table 1. Data on age range and gender post-craniotomy patients at the jemursari islamic hospital, Surabaya, 2018

Patient*		**Freq (n=90)**	**Percentage (%)**
Age (years)	0-20	2	2.2
	21-40	16	17.8
	41-60	68	75.6
	> 60	4	4.4
Gender	Male	20	22.2
	Women	70	77.8

* Tables may have a footer.

Ensure that each FIGURE OR TABLE has a caption. Supply captions separately, not attached to the figure. A caption should comprise a brief title (not on the FIGURE OR TABLE itself) and a description of the illustration. Keep text in the FIGURE OR TABLE themselves to a minimum but explain all symbols and abbreviations used.

Discussion section should present comprehensive analysis of the results in the light of any previous research. Discussion may also be combined with results. **Do not** repeat in detail data or any material given in the Introduction or the Results section. The Discussion should spell out the major conclusions and interpretations of the work including some explanation on the significance of these conclusions. How do the conclusions affect the existing assumptions and models in the field? How can future research build on these observations? What are the key experiments that must be done? The Discussion should be concise and tightly argued.

3.4. Formatting of Mathematical Components

This is example 1 of an equation:

$$a = 1 \tag{1}$$

The text following an equation need not be a new paragraph. Please punctuate equations as regular text.
This is example 2 of an equation:

$$a = b + c + d + e + f + g + h + i + j + k + l + m + n + o + p + q + r + s + t + u + v + w + x + y + z \tag{2}$$

The text following an equation need not be a new paragraph. Please punctuate equations as regular text.

4. DISCUSSION

This part focus on the fulfilment of stated objectives as given in the introduction. It should contain the findings presented in the form of figures and figures. Provide a concise and precise description of the experimental results, their interpretation as well as the experimental conclusions that can be drawn.

This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

4.1. Sub Section

Xxxx

4.2. Sub Section

Xxxx

4.3. Sub Section

Xxxx

5. CONCLUSIONS

Conclusion section should bring out the significance of your research paper, show how you've brought closure to the research problem, and point out remaining gaps in knowledge by suggesting issues for further research.

Author contributions: For research articles with several authors, a short paragraph specifying their individual contributions must be provided. The following statements should be used "Con-ceptualization, X.X. and Y.Y.; methodology, X.X.; software, X.X.; validation, X.X., Y.Y. and Z.Z.; formal analysis, X.X.; investigation, X.X.; resources, X.X.; data curation, X.X.; writing—original draft preparation, X.X.; writing—review and editing, X.X.; visualization, X.X.; supervision, X.X.; project administration, X.X.; funding acquisition, Y.Y. All authors have read and agreed to the published version of the manuscript." Please turn to the CRediT taxonomy for the term explanation. Authorship must be limited to those who have contributed substantially to the work reported.

Funding: Please add: "This research received no external funding" or "This research was funded by NAME OF FUNDER, grant number XXX" and "The APC was funded by XXX". Check carefully that the details given are accurate and use the standard spelling of funding agency names at https://search.crossref.org/funding. Any errors may affect your future funding.

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Ethics statement: None. Studies involving humans must have been performed with the approval of an appropriate ethics committee and provide the reference number.

Conflict of interest: None. Any interest, financial relationship, personal relationship, religious or political beliefs that might influence the objectivity of the author can be considered as a potential source of conflict of interest. All manuscripts submitted to the journal must include a conflict of the interest disclosure statement or a declaration by the authors that they do not have any conflicts of interest to declare.

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Journal Articles
Borghi-Silva A, Arena R, Castello V. Aerobic exercise training improves autonomic nervous control in patients with COPD. Respir Med. 2009; 103: 1503-1510. https://doi.org/10.1016/j.rmed.2009.04.015

A Book
Strogatz SH. Nonlinear dynamics and chaos. Reading (MA): Perseus Books Publishing; 1994. https://doi.org/10.1201/9780429492563

A Chapter in Authored Book
Riffenburgh RH. Statistics in medicine. 2nd ed. Amsterdam (Netherlands): Elsevier Academic Press; 2006. Chapter 24, Regression and correlation methods; p. 447–486. https://doi.org/10.1016/B978-0-12-088770-5.X5036-9

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Sumner P, Mollon JD. Did primate trichromacy evolve for frugivory or folivory? In: Mollon JD, Pokorny J, Knoblauch K, editors. Normal and defective colour vision. New York (NY): Oxford University Press; 2003. p. 21–30. https://doi.org/10.1093/acprof:oso/9780198525301.003.0003

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