



INSERT ARTICLE TITLE HERE

The article title should be written concisely and specifically, reflecting the core of the research conducted. Avoid using overly general terms; instead, focus on the main variables, the issue being examined, and its conceptual scope. The title does not need to include the research location or specific subject (such as school names, cities, or particular groups), as such details are better placed in the methodology section. The title plays a crucial role as it is the first element viewed by readers and editors, and therefore, it must be able to attract attention while providing an accurate representation of the article's content.

AUTHORSHIP AND AFFILIATION

Write the full names of all authors without academic degrees. Provide complete institutional affiliations and the corresponding author's email.

Affiliations and email are important for academic identity clarity and facilitate scholarly communication among researchers.

ABSTRACT

Write the abstract in one paragraph (150–250 words) covering:

Background (why this issue matters)

Research objectives

Research methods (type, subject, instruments, analysis)

Main findings

Contribution or novelty

Implications or benefits

The abstract serves as a summary of the entire article and is often the only section read during journal screening or citation.

Keywords:

3–6 words/phrases, in alphabetical order, separated by commas.

INTRODUCTION

This section should begin with a general context, then narrow down to a specific issue, and close with the research objective. Include:

Background: theoretical or practical rationale

Brief literature review to show the state of the art

Research gap

Explicit research objective at the end of the section

(Optional) Research questions or hypotheses

The introduction provides the fundamental reasons why this study is important and explains its position within the field of knowledge.

RESEARCH METHOD

Describe clearly yet concisely how the study was conducted, covering:

Type of approach (qualitative, quantitative, mixed)

Research design

Subjects/sample and sampling technique

Instruments and data collection techniques

Data analysis techniques

(For qualitative research) Researcher presence, validity, triangulation

Clear methodology allows replication and demonstrates the validity of the findings.

RESULTS AND DISCUSSION

This is the core section of a scientific article. Results must be presented objectively and systematically (with tables, graphs, or diagrams if needed), while the discussion must demonstrate the author's intellectual maturity in interpreting, relating, and concluding from the data.

Recommended structure for discussion:

1. Explain the main findings clearly and specifically (not repeating results literally)
2. Analyze causes and meaning of findings (why the results occurred, scientific explanation)
3. Link findings to established theories, models, or concepts
e.g., "These results can be explained through Vygotsky's ZPD theory which suggests that..."
Critically compare with previous research:
Are the results consistent or contradictory?
What might explain similarities or differences?
Are there cultural/geographic/institutional contexts influencing the results?
e.g., "Unlike the study conducted by Zhang et al. (2020) in China, which found that..."
4. Demonstrate the contribution of the findings to knowledge, theory, policy, or practice *e.g., "This finding adds new insight that Strategy X is effective not only in primary school students, but also in junior high school contexts."*
5. Reflect on the limitations of the study honestly and professionally, and how they open up opportunities for future research.

Technical Format:

Use subheadings if the discussion is complex (*format: Bold, Title Case*)

Tables and figures should be captioned properly (*e.g., Table 1. ANOVA Test Results for...*)

Sample narrative:

The findings show a significant increase in students' critical thinking ability after implementing Problem-Based Learning (PBL). These results support the study by Suh et al. (2021), which reported that PBL enhances student engagement and metacognitive reflection.

However, this contrasts with Rahimi's (2020) study, which found no significant improvement in vocational school settings. This difference may be attributed to differences in subject characteristics and model implementation intensity.

Theoretically, these findings reinforce the role of Vygotsky's social constructivism theory in active learning. Practically, the study indicates that implementing PBL combined with individual reflection can improve students' higher-order thinking

processes.

A key limitation of this study lies in the small sample size and short intervention duration. Hence, broader studies are recommended for future research.

TABLE FORMAT

Technical Guidelines:

- Table title is placed **above** the table, centered, each major word capitalized, with “**Table**” in **bold**.
- Use horizontal lines only, no vertical lines.
- Tables are numbered sequentially (Table 1, Table 2, etc.).
- Source (if not original) should be stated **below** the table, left-aligned and *italicized*.

Example:

Table 1. Descriptive Statistics of Students’ Mathematical Problem-Solving Ability

Gender	N	Mean	SD	SE	Coefficient of Variation
M	43	11.279	6.033	0.920	0.535
F	53	12.396	4.655	0.639	0.375

Ideal Score: 40

FIGURE FORMAT

Technical Guidelines:

- The image must be clear and high quality (not cropped or blurry).
- Figure caption should be placed **below** the image, centered, each major word capitalized, and the word “**Figure**” in **bold**.
- Figures should be numbered sequentially (Figure 1, Figure 2, etc.).
- Cite the source if the image is from another publication.

Example:

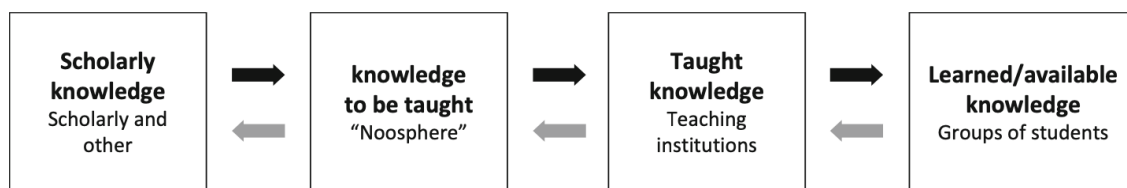


Figure 1. Didactic Transposition Process (Marianna Bosch & Gascón, 2006; Chevallard & Bosch, 2020)

CONCLUSION AND RECOMMENDATION

Summarize the main findings as answers to the research questions. Avoid repeating results—provide a synthesis and interpretation. Include practical and academic implications.

Sample structure:

“Based on the results and discussion, it can be concluded that... These findings highlight the importance of... Therefore, it is recommended that...”

The conclusion must reflect the genuine contribution of the study. Avoid vague or generic sentences.

Recommendations should be practical, relevant, and actionable. If needed, include suggestions for future research. Recommendations show how findings may be applied or further developed.

ACKNOWLEDGMENT (Optional)

Mention individuals or institutions who contributed significantly to the research (funding bodies, sponsors, supporting institutions, etc.) as a professional and ethical recognition.

Example:

The authors would like to express their sincere gratitude to the Balai Pembiayaan Pendidikan Tinggi (BPPT) Kemendikbudristek and the Lembaga Pengelola Dana Pendidikan (LPDP) for their invaluable support and funding, which made this research possible. Their contributions have been essential in achieving the goals of this study.

REFERENCES

1. Use **APA 7th edition** style
2. List alphabetically by the first author's last name
3. Include at least **20 references**, with **15 from international sources**
4. All sources should be published within the last 10 years
5. Include **DOI or URL** where applicable
6. Use reference managers such as **Mendeley** or **Zotero**

Example Format:

Bosch, M. (2015). Doing research within the anthropological theory of the didactic: The case of school algebra. *Selected Regular Lectures from the 12th International Congress on Mathematical Education*, 51–69. <https://doi.org/10.1007/978-3-319-17187-6>

Sievert, H., van den Ham, A. K., Niedermeyer, I., & Heinze, A. (2019). Effects of mathematics textbooks on the development of primary school children's adaptive expertise in arithmetic. *Learning and Individual Differences*, 74, 101716. <https://doi.org/10.1016/j.lindif.2019.02.006>

Zhang, Q. (2021). Opportunities to learn three-dimensional shapes in primary mathematics: The case of content analysis of primary mathematics textbooks in Hong Kong. *Eurasia Journal of Mathematics, Science and Technology Education*, 17(6), 1–15. <https://doi.org/10.29333/ejmste/10884>



ABSIS JOURNAL ARTICLE TEMPLATE

Versi Bahasa Indonesia

TULISKAN JUDUL ARTIKEL PADA BAGIAN INI

Judul artikel harus ditulis secara singkat dan spesifik, mencerminkan inti dari penelitian yang dilakukan. Hindari penggunaan istilah yang terlalu umum; sebaliknya, fokuskan pada variabel utama, isu yang dikaji, dan ruang lingkupnya secara konseptual. Judul tidak perlu mencantumkan lokasi atau subjek penelitian secara spesifik (seperti nama sekolah, kota, atau kelompok tertentu), karena hal tersebut sebaiknya dijelaskan di bagian metode. Judul memiliki peran penting karena menjadi elemen pertama yang dilihat oleh pembaca maupun editor, sehingga harus mampu menarik perhatian sekaligus memberikan gambaran yang akurat tentang isi artikel.

PENULIS DAN AFILIASI

Tulis nama lengkap semua penulis tanpa gelar akademik. Cantumkan afiliasi secara lengkap dan email penulis korespondensi.

Afiliasi dan email diperlukan untuk kejelasan identitas akademik serta memfasilitasi komunikasi ilmiah antar peneliti.

ABSTRAK

Tuliskan dalam satu paragraf (150–250 kata) yang menjelaskan:

1. **Latar belakang** (mengapa masalah ini penting)
2. **Tujuan penelitian**
3. **Metode penelitian** (jenis, subjek, instrumen, analisis)
4. **Temuan utama**
5. **Kontribusi atau kebaruan**
6. **Implikasi atau manfaat**

Abstrak adalah ringkasan seluruh artikel dan sering menjadi satu-satunya bagian yang dibaca saat seleksi awal jurnal atau sitasi.

Kata Kunci:

3–6 kata/frasa, alfabetis, dipisahkan koma.

PENDAHULUAN

Bagian ini **harus dibuka dengan konteks umum**, kemudian **mengarah ke permasalahan spesifik**, serta ditutup dengan **tujuan penelitian**. Sertakan pula:

- **Latar belakang**: alasan teoritis atau praktis penelitian dilakukan

- **Tinjauan singkat literatur** untuk menunjukkan *state of the art*
- **Kesenjangan (gap) penelitian**
- **Tujuan yang eksplisit** di akhir paragraf
- (Opsional) rumusan masalah atau hipotesis

Pendahuluan menyajikan alasan mendasar mengapa penelitian ini penting dan bagaimana posisi penelitian ini dalam peta keilmuan.

METODE PENELITIAN

Jelaskan **secara rinci namun ringkas** bagaimana penelitian dilakukan, mencakup:

- Jenis pendekatan (kualitatif, kuantitatif, campuran)
- Desain penelitian
- Subjek/sampel dan teknik pemilihannya
- Instrumen dan teknik pengumpulan data
- Teknik analisis data
- (Untuk kualitatif) kehadiran peneliti, validitas, triangulasi

Metode yang jelas memungkinkan replikasi penelitian dan menunjukkan validitas dari hasil yang diperoleh.

HASIL DAN PEMBAHASAN

Bagian ini merupakan inti dari artikel ilmiah. Hasil harus disajikan secara objektif dan sistematis (dengan tabel, grafik, atau diagram jika diperlukan), sedangkan pembahasan harus menunjukkan kematangan intelektual penulis dalam memahami, menghubungkan, dan menyimpulkan data.

Struktur pembahasan yang sangat dianjurkan:

Menjelaskan temuan utama secara jelas dan spesifik (bukan mengulang hasil secara literal).

1. Menganalisis penyebab dan makna dari temuan tersebut (mengapa temuan itu terjadi, bagaimana penjelasan ilmiahnya).
2. Mengaitkan temuan dengan teori, model, atau konsep yang telah mapan.
Misalnya: "Hasil ini dapat dijelaskan melalui teori ZPD dari Vygotsky yang menyatakan bahwa..."
3. Membandingkan secara kritis dengan hasil penelitian sebelumnya:
Apakah sejalan atau bertentangan?
Apa kemungkinan penyebab perbedaan atau kesamaan itu?
Adakah konteks budaya/geografis/institusional yang memengaruhi?
Contoh kalimat:
"Berbeda dengan studi yang dilakukan oleh Zhang et al. (2020) di Tiongkok, yang menemukan bahwa..."
4. Menunjukkan kontribusi temuan terhadap pengembangan ilmu, teori, kebijakan, atau praktik pendidikan.
Misalnya: "Temuan ini menambah pemahaman baru bahwa strategi X efektif tidak hanya pada siswa sekolah dasar, tetapi juga pada tingkat SMP."
5. Merefleksikan keterbatasan penelitian (secara jujur dan profesional), dan bagaimana keterbatasan tersebut membuka peluang penelitian lanjutan.

Format teknis:

- Gunakan subjudul jika pembahasan kompleks (format: Bold, Title Case)

- Tabel dan gambar harus diberi judul sesuai standar (misalnya Tabel 1. Hasil Uji ANOVA terhadap...)

Contoh narasi:

Temuan menunjukkan peningkatan signifikan dalam kemampuan berpikir kritis siswa setelah diterapkannya pendekatan Problem-Based Learning (PBL). Hasil ini mendukung temuan Suh et al. (2021) yang menyatakan bahwa PBL meningkatkan keterlibatan dan refleksi metakognitif siswa.

Namun, berbeda dengan hasil studi oleh Rahimi (2020), yang melaporkan tidak adanya peningkatan signifikan pada konteks sekolah kejuruan. Perbedaan ini dapat dijelaskan melalui perbedaan karakteristik subjek dan intensitas pelaksanaan model.

Dari sisi teoritik, hasil ini memperkuat peran teori konstruktivisme sosial Vygotsky dalam pembelajaran aktif. Secara praktis, penelitian ini menunjukkan bahwa implementasi PBL yang dikombinasikan dengan refleksi mandiri mampu meningkatkan proses berpikir tingkat tinggi siswa.

Keterbatasan utama penelitian ini terletak pada ukuran sampel yang kecil dan waktu intervensi yang singkat. Oleh karena itu, penelitian lanjutan dengan cakupan yang lebih luas sangat disarankan.

Format Tabel (dengan contoh)

Aturan Teknis:

- Judul tabel diletakkan di atas tabel, rata tengah, huruf kapital di awal kata, dan bold untuk Table-nya.
- Gunakan hanya garis horizontal, tidak perlu garis vertikal.
- Nomor tabel berurutan (Tabel 1, Tabel 2, dst.).
- Sumber data (jika bukan hasil penelitian sendiri) dicantumkan di bawah tabel, rata kiri, italic.

Contoh:

Table 1. Descriptive Statistics of Students' Mathematical Problem-Solving Ability

Gender	N	Mean	SD	SE	Coefficient of Variation
M	43	11.279	6.033	0.920	0.535
F	53	12.396	4.655	0.639	0.375

Ideal Score: 40

Format Gambar

Aturan Teknis:

- Gambar harus jelas dan berkualitas tinggi (bukan hasil crop buram).
- Caption (judul gambar) diletakkan di bawah gambar, rata tengah, huruf kapital di awal kata, dan bold untuk tulisan Figure-nya.

- Gambar dinomori secara urut (Gambar 1, Gambar 2, dst.).
- Jika gambar diambil dari sumber lain, tuliskan sumbernya.

Contoh:

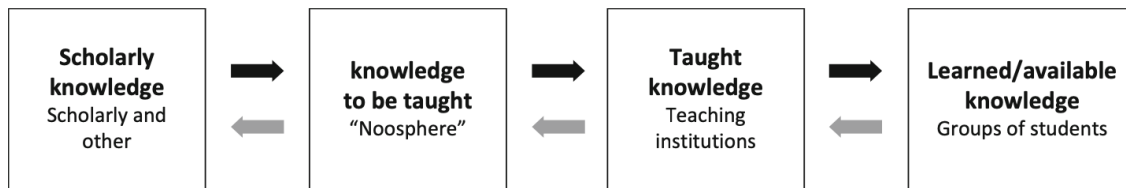


Figure 1. Didactic Transposition Process (Marianna Bosch & Gascón, 2006; Chevallard & Bosch, 2020)

KESIMPULAN DAN SARAN

Tuliskan secara ringkas jawaban dari tujuan/rumusan masalah. Jangan hanya mengulang hasil, tetapi berikan sintesis temuan dan maknanya. Tambahkan pula **implikasi praktis dan akademik**.

Contoh struktur:

“Berdasarkan hasil dan pembahasan, dapat disimpulkan bahwa... Temuan ini menunjukkan pentingnya... Oleh karena itu, disarankan agar...”

Kesimpulan harus menunjukkan kontribusi nyata dari penelitian. Penulis perlu menghindari kalimat yang bersifat umum dan tidak spesifik.

Tulis saran yang bersifat **praktis, relevan dengan temuan**, dan dapat **ditindaklanjuti**.

Jika perlu, berikan juga saran untuk penelitian lanjutan. Saran menunjukkan bagaimana hasil penelitian bisa diterapkan atau dikembangkan.

UCAPAN TERIMA KASIH (Opsional)

Tuliskan pihak-pihak yang memberikan kontribusi signifikan terhadap pelaksanaan penelitian selain penulis (institusi atau sponsor, dll.), sebagai pengakuan etis dan profesional atas dukungan eksternal.

Contoh:

The authors would like to express their sincere gratitude to the Balai Pembiayaan Pendidikan Tinggi (BPPT) Kemendikbudristek and the Lembaga Pengelola Dana Pendidikan (LPDP) for their invaluable support and funding, which made this research possible. Their contributions have been essential in achieving the goals of this study.

DAFTAR PUSTAKA

- Gunakan **gaya APA 7th edition**
- Urutkan **secara alfabetis berdasarkan nama penulis pertama**
- Referensi minimal 20 (Tambahkan sumber relevan dari artikel yang sudah terbit di Jurnal Absis)
- 15 diantaranya berasal dari sumber internasional.
- Terbitan maksimal 10 tahun terakhir
- Tampilkan link atau DOI artikel pada bagian akhir daftar pustaka

- Gunakan aplikasi sitasi seperti Mendeley/Zotero

Contoh Format:

- Bosch, M. (2015). Doing research within the anthropological theory of the didactic: The case of school algebra. *Selected Regular Lectures from the 12th International Congress on Mathematical Education*, 51–69. <https://doi.org/10.1007/978-3-319-17187-6>
- Sievert, H., van den Ham, A. K., Niedermeyer, I., & Heinze, A. (2019). Effects of mathematics textbooks on the development of primary school children's adaptive expertise in arithmetic. *Learning and Individual Differences*, 74(January), 101716. <https://doi.org/10.1016/j.lindif.2019.02.006>
- Zhang, Q. (2021). Opportunities to learn three-dimensional shapes in primary mathematics: The case of content analysis of primary mathematics textbooks in Hong Kong. *Eurasia Journal of Mathematics, Science and Technology Education*, 17(6), 1–15. <https://doi.org/10.29333/ejmste/10884>