

Title (English Version), Written Using Font-18 Times New Roman, Max With 2 Lines, Align Center

Full name of First Author1), Second2), Third, 3), etc.)
the author's name is written without a title with Font-11, centered

- 1) Fill with the name of the affiliated institution or agency accompanied by a correspondence email and written using 11 font, 1.5 spacing, centered
 - 2) Fill with the name of the affiliated institution or agency accompanied by a correspondence email and written using 11 font, 1.5 spacing, centered
- etc.) to be filled with the name of the affiliated institution or agency accompanied by a correspondence email and written using 11 font, 1.5 spacing, centered
(if the author's affiliation is the same, then it is enough to write only one)

Abstract

Abstract english version must be written. using Time New Roman-10 font, italic style, justify, single space among rows. Abstract contains research aim/purpose, method and reseach results; written in one1 paragraph and should not exceed 250 words.

Keywords: maximum 5 phrase(s), that it's important, spesific, or representative for the article

NTRODUCTION

The introduction is written in Times New Roman font-11 upright, with a space of 1. Each paragraph begins with a word that indents 7 digits, or about 1 cm from the left edge of each column.

Contains the background, rationale, and or urgency of the research. References (relevant literature or 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 solutions chosen. The way in which the source is written in the text needs to clearly indicate the name of the author and the source citation in the form of the year of publication. For example: research results show that more than 70% of students are not able to recognize authentic problems..... (Nawawi, 2008).

Problems and objectives, as well as the use of the research are written in a narrative manner in paragraphs, no need to be given a special subtitle. Likewise, operational definitions, if deemed necessary, are also written in a narrative.

RESEARCH METHODS

The research method contains the type of research, time and place of research, targets/targets, research subjects, procedures, instruments, and data analysis techniques as well as other matters related to the research method. Research methods can be written in sub-sections, with sub-sub-headings. Sub-subheadings do not need to be notated, but written in lowercase starting with a capital letter, Times New Roman font 11 italic, unbold, left aligned.

Sub-sections 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.

RESULTS AND DISCUSSION

Results and discussion can be written in sub-sections, with sub-sub-headings. Sub-subheadings do not need to be notated, but written in lowercase starting with a capital letter, TNR-11, left aligned. Research results are presented in the form of graphs, tables, or descriptive. Analysis and interpretation of these results is required before they are discussed.

The table is written in the middle or at the end of each descriptive text of research results/acquisitions. If the width of the table is not enough to be written in half a page, it can be written a full page. Table titles are written from left to right, all words are capitalized, except for conjunctions. For example, it can be seen in Table 1 below.

Table 1. Student Ability Score on Learning

No.	Aspek Penilaian	Skor
Mean 1		
Mean 2		
Mean 3		

(Sumber: Contohnya, 2016)

The results are in the form of pictures, or data made by drawings/ schemes/ graphs/ diagrams/ the like, the presentation also follows the existing rules; The title or name of the image is placed below the image, from the left, and is spaced 1 space apart from the image. If there is more than 1 line, the lines are single-spaced. For example, it can be seen in Figure 1 below.

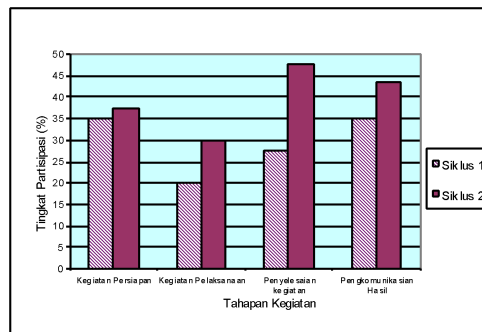


Figure 1. The Level of Student Participation in Discussion Activities (Source: Author, 2020)

The discussion is focused on linking the data and the results of the analysis to the problem or research objective and the wider theoretical context. The discussion can also be an answer to the question why facts are found in the data.

The discussion is written attached to the data discussed. The discussion is endeavored not to be separated from the data discussed.

CONCLUSION

Conclusions can be generalizing the findings according to the research problem, they can also be recommendations for the next step.

Acknowledgments (if any)

Thanks are addressed to various parties who helped with the writing, for example research sponsors and resource persons.

REFERENCES

It is highly recommended to use a citation software such as Zotero or Mendelay. Bibliography can be sourced from various references, in the form of textbooks, textbooks summarized by the editor, translated books, theses/thesis/dissertation, journals, proceedings, newspapers, agencies/institutions, official documents (laws, government regulations, etc.), and the internet. The bibliography is written following the architectural style of the Architectural Journal of Arsir, as stated in the Guideline for this journal (which ratifies “*APA*”).

The bibliography is arranged alphabetically, written in single spaces. Between bibliography is spaced 1 space. An example of how to write references in the Bibliography is given below.

a. Example if it comes from a textbook:

Gronlund, N.E. & Linn, R.L. (1990). *Measurement and evaluation in teaching* (6thed.). 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, W.W. (1980). *Applied Nonparametric Statistics*. (Tri Kuntjoro's translation). Jakarta: Gramedia.

d. From the thesis/thesis/dissertation:

Suyanto, S. (2009). *School Success in National Examination Judging from Learning Organization*. Dissertation, unpublished. State University of Jakarta.

e. From a journal article:

Grandey, A.A., Fisk, G.M., & Steiner, D.D. (2005). Must “Service With a Smile” Be Successful? The Moderating Role of Personal Control for American and French Employess. *Journal of Applied Psychology*, 90(1), 893-904.

f. From the proceeding article:

Paidi. (2008). *The Urgency of Developing Problem Solving and Metacognitive Ability of High School Students Through Biology Learning*. Proceedings, Seminar and National MIPA Conference Organized by FMIPA UNY, 30 May 2008. Yogyakarta: Yogyakarta State University.

g. From a newspaper article:

Hartiningsih, M. (2015). *Progress Indicator: Pursuit of “Happiness”*. Kompas, 23 February 2015, 11.

h. From the article of an agency/institution:

UNESCO. (1977). The Tbilisi Declaration. Tbilisi, Georgia: Outcome Document of the Intergovernmental Conference on Environmental Education. Accessed from <http://www.gdrc.org/uem/ee/tbilisi.html> on 5 June 2015.

i. From the official docs:

Government Regulation of the Republic of Indonesia Number 63 of 2002 concerning Urban Forests. State Gazette of the Republic of Indonesia Year 2002, No. 119. Jakarta: State Secretariat.

j. From the Internet:

Rahdiyanta, D. (2012). Module Preparation Techniques. Accessed from <http://staff.uny.id/sites/default/files/penelitian/dr-drw-rahdiyanta-mpd/20-teknik-penyusunan-modul.pdf>

Additional information:

Description of page layout:

Paper	:	A4
Margin atas	:	2,54cm
bawah	:	2,54cm
kiri	:	3 cm
kanan	:	2,54cm
<i>Header from top</i>	:	12.5 cm
<i>Footer from bottom</i>	:	12.5 cm
Jarak antar kolom	:	1 cm