

## ARTICLE TITLE IS WRITTEN WITH CAPITAL LETTERS, JUSTIFY, FONT GARAMOND 14pt

(The title is written in a clear and informative manner and describes the ideas of the article with a maximum of 14 words and must reflect the substance of education)

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**Abstract.** This manuscript is a template to help write an abstract on IJED (Indonesian Journal of Educational Development). It is typed in MS Word with a maximum of 200 words in one paragraph on a single page. The writing uses the font type of Garamond, size 11 points, not italic, not bold, and justify. It does not contain any special characteristics, symbols, and mathematical formulas. It must be clear as well as descriptive and provide a complete but brief description of the research problems. The abstract must contain the background of the problem, the urgency of the research, the objectives, methods, a summary of the research results, and a brief conclusion. The abstract must be written in English.

### INTRODUCTION (12pt, bold)

Full paper manuscripts use A4 size paper. Manuscripts must be written in English in MS Word. The length of the full paper is 9-12 pages and the word count is no more than 5,000 words. The writing uses Garamond font size 12 points. Pages do not need to be numbered. No footnotes are allowed. Manuscripts are written with an upper border of 3 cm, a lower border of 2.5 cm, a left border of 3.5 cm and a right border of 2.5 cm. Manuscripts are written left-right alignment (justify). Spacing between lines is 1 space. A blank space is given between paragraphs (press enter). The beginning of each paragraph follows the boundary of the text, does not start indented to the right.

The introduction is written like an inverted pyramid, containing general to specific presentations regarding the importance of topics and problems that must be solved in research and conveying facts about the topics discussed based on relevant and up-to-date research results or existing theories. Next, the author identifies gaps between research

problems and the facts obtained and provides recommendations to fill these gaps so that the superiority or uniqueness of the article emerges. At the end of the introduction, the formulation of the problem, objectives and research hypotheses are presented. In this section, the author refers to books or articles from national/international journals with a publication period of the last 5 years. Presentation of other people's ideas in the article is done indirectly. The ideas quoted are not written down like the original text, but a summary or synthesis is made. To refer to the author in the body of the article must mention the last name of the author, year. For example: (Delima, 2020). References through second (secondary) authors should be avoided as much as possible, for example: Noto (in Hartono, 2012).

### **METHOD (12 pt, bold)**

The method describes the steps taken during the research. In this section, it is not permissible to write definitions of terms that are commonly known (For example: Valid, Instrument, Sample, etc.). Especially for research results articles, the research method must be stated clearly including the process and details. The research method contains the place, research subject, description of how to obtain the data accompanied by an explanation, and the method used in analysing the data. Preference will be given to articles written in groups, original, and showing high novelty.

Articles of literature review results have provisions on the formulation of the problem that must appear explicitly and the method of reviewing it must be written in this section. The sequence described in the method section must match the sequence in the research results section. For qualitative research, such as classroom action research, ethnography, phenomenology, case studies, and others, it is necessary to add the presence of researchers, research subjects, informants who help, how to collect research data, location and duration of research, as well as a description of checking the validity of research results.

### **RESULTS AND DISCUSSION (12 pt, bold)**

The contents of the manuscript are arranged systematically and sequentially. Results and discussion are not separate. For research articles, the format consists of an introduction (background and theoretical studies can be written in the introduction-if any), methods, results, and discussion as well as conclusions, suggestions can also be written. While the results of the literature review in the format of the manuscript consist of an introduction (urgency of the study or background), methods, results of the study and discussion, and conclusions.

The results and discussion are the essence of an article. They must be written clearly and meet the scientific merit aspect (what/how?, why?, and what else? Explain the data that has been obtained in a clear and concise manner, in the form of tables, pictures or diagrams. In In the discussion section, the author must relate to how to compare research results with other relevant and up-to-date theories or research. Describe the discussion in accordance with the order of research objectives. If the research results are different from other relevant studies, the author needs to explain why this happened. The process of data analysis such as statistical calculations and the process of testing the hypothesis does not need to be presented, only the results of the analysis and the results of hypothesis testing that are reported.

### **Writing Mathematical Formulas (12 pt, bold)**

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For mathematical formulas, which are considered the main and referred to in the next section, they are written in a separate line with numbering on the far right.

$$x^2 + y^2 = r^2 \tag{1}$$

Formulas are written using the equation editor or symbol font by following the rules for writing italics and not italics (regular) in mathematical symbols. Writing proofs or algorithms is done as neatly as possible using equality or dissimilarity signs on the same boundary or column.

$$f(x) = 2x^4 - 3$$
$$f(x) + 2 \leq 3\sqrt{x^5} + 5x^2 - 1$$

### **Table Writing (12 pt, bold)**

Tables are written center aligned, numbered and equipped with table titles. Provide the table with a regular line (not dashed and not bold). Tables must be created according to the following format. Fonts in tables can be reduced to 9 pt if there is a lot of text in them.

**Table 1.** Table Title Example

Day	Hour	Minute
Monday	08:00	20
Tuesday	09:00	30
Wednesday	10:00	45

### **Writing Abbreviations and Acronyms**

Common abbreviations such as RPP, PBB, etc do not need to be given a description of what they stand for. However, an acronym that is not well known or an acronym created by the author needs to be given a description of what it stands for. For example: The learning model of KENIKIR (*Keterampilan Berpikir Kritis dalam Literasi* or Critical Thinking Skills in Literacy). Do not use abbreviations or acronyms in the title of the article, unless it is unavoidable.

### **Image Writing and Placement (12 pt, bold)**

Images must be clear and have a minimum depth of 300 dpi. Images are numbered and a title is located at the bottom of the image. Images and titles are placed in the centre of the text. Images are inserted in one line in the text (in line with text).



### **Image 1.** Example of Image Placement

Below the picture, a description of the picture must be given. It is not justified to present several images in sequence without being given an explanation/description of the images afterwards. It is recommended to use the text box feature in MS Word to accommodate images or graphics because the results tend to be stable against formatting changes and page shifts.

### **CONCLUSION (12 pt, bold)**

Conclusions are written in only 1 paragraph, short, concise and answer the purpose of the article and can be accompanied by research recommendations. The conclusions do not restate the research data statistically, but only a description. Conclusions are written in paragraphs, not numbers or bullets.

### **ACKNOWLEDGEMENTS (if necessary, 12 pt, bold)**

Addressed to various parties who assist research, for example research sponsors and resource persons. Acknowledgments are optional, can be written or not.

### **BIBLIOGRAPHY (12 pt, bold)**

Writing a bibliography uses the Garamond font 12 pt with 1 space, written alphabetically and the second line is indented 5-7 space taps from the first line. Use references from primary sources of books up to a maximum of 30% of the total bibliography, relevant and up-to-date national and/or international journals at least 70% of the total bibliography published in the last 5 years to emphasise high-quality contributions to the development of knowledge and only include sources referred to in the body of the article. Conversely, the name referred to in the body must be in the bibliography. Citations and references must follow the APA (American Psychological Association 7<sup>th</sup> edition) style. The APA styles can be viewed at <http://libraryguides.vu.edu.au/apa-referencing/7GettingStarted>. The Mendeley application is recommended for writing citations and references (<https://www.mendeley.com>). It is not allowed to refer from websites, blogs and the like.

The following is an example of writing bibliographical sources such as books and scientific periodicals according to the American Psychological Association 7<sup>th</sup> edition format.

#### **Books**

Baxter, C. (1997). *Race equality in health care and education*. Balliere Tindal.

Dunkin, M. J. & Biddle, B. J. (1974). *The study of teaching*. Holt Rinehart and Winston.

Haile, L., Gallagher, M., & Robertson, R. J. (2015). *Perceived exertion laboratory manual: From standard practice to contemporary application*. Springer.

#### **Printed Journal Articles**

Clark, L. A., Konchanska, G., & Ready, R. (2000). Mothers' personality and its interaction with child temperament as predictors of parenting behaviour. *Journal of Personality and Social Psychology*. 1(2), 274-285.

#### **Online Journal Articles**

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- Aspy, D. J., & Proeve, M. (2017). Mindfulness and loving-kindness meditation: Effects on connectedness to humanity and to the natural world. *Psychological Reports*, 120(1), 102-117. <https://doi.org/10.1177/0033294116685867>
- Geraghty, S., Lauva, M., & Oliver, K. (2016). Reconstructing compassion: Should it be taught as part of the curriculum? *British Journal of Nursing*, 25(15), 836-839. <https://doi.org/10.12968/bjon.2016.25.15.836>
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