



MANUSCRIPT TITLE (CONCISE AND INFORMATIVE. TITLES ARE OFTEN USED IN INFORMATION-RETRIEVAL SYSTEMS. AVOID ABBREVIATIONS AND FORMULAE WHERE POSSIBLE)

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ABSTRACT

An abstract is one paragraph consisting of 150–200 words. The abstract should provide a relevant general description of the work to give readers a clear picture of the contents of your manuscript. Please pay more attention to the scope of the abstract. We strongly encourage authors to use the following structured abstract style, but without a title: (1) Background: Place the question addressed in a broad context and highlight the purpose of the research; (2) Method: briefly describe the main method or treatment applied; (3) Results: summarize the main findings of the manuscript; (4) Conclusion: shows the main conclusion or interpretation. The abstract must be an objective representation of the article, and must not contain results that are not presented and proven in the main text and must not exaggerate the main conclusions. Abstract space 1, size 10, Times New Roman font, also include keywords.

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Keywords: These keywords will be used for indexing purposes (Max. 5-6 words)

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1. INTRODUCTION

This section should not exceed 20% of the body of the manuscript. The manuscript should be written in English, between **4000-7000 words** (including text, notes, and references), but not include all tables, figures, and appendices intended for publication. All the contents of the manuscript are written using the font **Garamond font, size 11, and spacing 1,15**.

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 must be cited. A good introduction must summarize the relevant arguments and data to give the reader a firm sense of what was done and why.

The introduction must include an exposition as well as existing conditions so that visible gaps and ideal conditions can be supported with facts, relevant theories, and recent research. This section also explains the background or reasons that prompt the authors to investigate or discuss the problems. Emphasize the novelty of the studies conducted. In the introduction, we recommend that you display several previous studies and literature reviews that support the problem you are studying as a gap to contribute towards problem-solving (should not exceed 10% of the section introduction). 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.

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2. RESEARCH METHODE

This section should not exceed 10% of the manuscript, to be written briefly, concisely, and clearly, but adequately to allow others to replicate and build on the published results. This section contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, use of materials and instruments, data collection, and analysis techniques. These are not theories. Such a description enables the reader to evaluate the appropriateness of methods and the reliability and validity of the results.

Any specific criteria used by the researcher in collecting and analyzing the research data should be completely described, including the quality of the instruments, the material of the research, and the procedure of data collection. Interventional studies involving animals or humans, and other studies that require ethical approval, must list the authority that provided approval and the corresponding ethical approval code.

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3. RESULT AND DISCUSSION

The **Results and Discussion** section presents the research findings along with their academic interpretation in an integrated manner. Authors must explain the key points of the results clearly and comprehensively so that the reported findings are directly linked to the discussion. Presenting results is not sufficient if it merely lists data; it must demonstrate how the data address the research focus and serve as the basis for arguments in the discussion. Therefore, the analysis in this section should be organized according to relevant sub-topics or indicators and supported by empirical evidence derived from the data collection techniques employed (e.g., questionnaires, interviews, observations, documentation, or statistical analysis). Findings should be reported in adequate detail to justify the conclusions, including all relevant results without extending the narrative disproportionately.

If the research findings are presented in the form of tables, graphs, figures, or verbal descriptions, the presentation must be concise and effective. Tables and figures should not be excessively long or large, and they should not be unnecessarily repeated in the narrative before or after their presentation. The formatting of tables and figures follows the guidelines in Table 1, namely that tables should not contain vertical lines, while horizontal lines are placed only at the top (header) and the bottom of the table. All tables and figures must be explicitly cited in the main text, such as **Table 1, Figure 1, Graph 1, and so forth**. In addition, numerical data or table contents should not be narrated repetitively; instead, only the most important parts should be highlighted to strengthen the arguments in the results and discussion.

As the main core of a scientific manuscript, the **Results and Discussion** section should not only explain “what was found,” but also “why the findings occurred” and “what they mean scientifically.” The discussion must interpret the research results in accordance with the theories or concepts employed and should be enriched by references to relevant previous studies, both from national journals and international findings. Authors are encouraged to relate the research findings to established theoretical frameworks, discuss the potential development of new theories, or modify existing theories based on the obtained data. To produce a strong discussion, the conceptual framework must be clearly presented so that readers can understand the relationship among theory, data, and the author’s interpretation.

Citations in the manuscript should be written using **body-note** (in-text citation) style. Examples include one author: (Buseri, 2017) and two authors: (Badarch & Zanabar, 2017). If there are three to five authors, all authors should be listed in the first citation, for example (Casey, Kudeva, & Rausson, 2018), and subsequent citations should be written as (Casey et al., 2018). Citations may also be written with the author’s name outside the brackets, such as Buseri (2017), depending on the writing style. If the referenced statement is a direct quotation or a specific fact, page numbers must be included, for example (Badarch & Zanabar, 2017: 143), or if the material is taken from multiple pages, (Badarch & Zanabar, 2017: 141–156). However, indirect citations are more recommended than direct quotations.

All citations appearing in the text must be included in the reference list, and all references listed must be cited in the manuscript. The reference list must be arranged alphabetically and follow the **APA Style, 7th edition**. To ensure consistency in citations and references, the use of the Mendeley application is mandatory. The entire manuscript should be written in **Garamond font, size 12, with 1.5 line spacing**, and justified alignment.

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4. CONCLUSION

A conclusion needs to be discussed comprehensively. A conclusion is the core point of research findings and discussion. This section needs to be synthesized comprehensively, especially in terms of the author's critical evaluation of research findings. It is not merely a re-statement of the data or findings but a synthesis of key points as mentioned in the introduction, which eventually produces the “Results and Discussion” chapter so that there is compatibility. The prospects for developing research findings and the prospects for future research applications (based on findings and discussion) can also be added. The conclusion, of course, must be able to answer the research objectives. The classic mistake in writing conclusions in scientific articles is to write them in the form of points (pointers). You should write a conclusion in coherent paragraph form, not in bullet points. Therefore, you must do it carefully.

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REFERENCES

The reference entries are arranged alphabetically. Everything referred to in the text must be included in the reference list, and everything written in the reference list must be referenced in the text. Authors are required to include all references validly according to the source and **DOI (digital Object Identifier)**, especially for entries from journals. All references and citations use **APA Style 7th Edition**. For citation and reference managers, it is mandatory to use the **Mendeley application**. If there is information and explanation related to further clarification of the contents of the manuscript.

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Examples of references and citation

More than 3 authors

First citation (Bishop, FitzSimons, Seah, & Clarkson, 2018) or Bishop, FitzSimons, Seah, & Clarkson (2018)

After first citation (Bishop et al., 2018) or Bishop et al. (2018)

Bishop, A., FitzSimons, G., Seah, W.T., & Clarkson, P. (2018). Values in mathematics education: Making values teaching explicit in the mathematics classroom. Paper presented at the AARE Annual Conference, Melbourne.

Conference Proceedings

Citation (Clark, 2018) or Clark (2018)

Clark, K.M. (2018). Voices from the field: Incorporating history of mathematics in teaching. Proceedings of the Seventh Congress of the European Society for Research in Mathematics Education (7th CERME), Rzeszow – Poland, 1640-1649.

Translated Books

First citation (Marks, Hiatt, & Neufeld, 2017) or Marks, Hiatt dan Neufeld (2017)

After first citation (Marks et al., 2017) atau Marks et al. (2017)

Marks, J.L., Hiatt, A.A. & Neufeld, E.M. (2017). Metode mengajar matematika untuk sekolah dasar (Terjemahan oleh Bambang Sumantri). Jakarta, Indonesia: Penerbit Erlangga.

Books with Editor/s

Fauvel, J., & Maanen, J.Y. (Eds.). (2018). History in mathematics education: The ICMI Study. Dordrecht, Netherland: Kluwer Academic Publishers.

Books with Three Authors

Riedesel, C.A., Schwartz, J.E. & Clements, D.H. (2015). Teaching elementary school mathematics. Boston, USA: Allyn & Bacon.

Book Chapters

Tzanakis, C., & Arcavi, A. (2015). Integrating history of mathematics in the classroom: An analytic survey. In J. Fauvel, & J. van Maanen (Eds.), History in Mathematics Education (pp. 201–240). The ICMI Study. Dordrecht: Kluwer Academic Publishers.

Wolske, K. S., & Stern, P. C. (2018). Contributions of psychology to limiting climate change. In Psychology and climate change: human perceptions, impacts, and responses (pp. 127–160). Elsevier. <https://doi.org/10.1016/B978-0-12-813130-5.00007-2>

Web Articles

Fauvel, J. (2017). The role of history of mathematics within a university mathematics curriculum for the 21st century. Retrieved from <http://www.bham.ac.uk/ctimath/talum/newsletter>.

Hughes, B. (2011, August). Completing the square- quadratic using addition. Retrieved from <http://www.maa.org/press/periodicals/convergence/completing-the-square-quadratics-using-addition>

Journal with Online Access

- Goodwin, D.M. (2018). The importance of mathematics teachers knowing their mathematics history. *The Journal for Liberal Art and Science*, 14(2), 86-90. Retrieved from <http://www.oak.edu/academics/school-arts-sciences-jlas-archive.php#Fa2019>.
- Panasuk, R.M & Horton, L.B. (2018). Integrating history of mathematics into curriculum: what are the chances and constraints? *International Electronic Journal of Mathematics Education*, 7(1), 3-20. Retrieved from <http://www.iejme.com/makale/284>

Journal with DOI

- Binnall, J. M. (2019). Jury diversity in the age of mass incarceration: An exploratory mock jury experiment examining felon-jurors' potential impacts on deliberations. *Psychology, Crime & Law*, 25(4), 345–363. <https://doi.org/10.1080/1068316X.2018.1528359>
- Yusuf, R., & Fajri, I. (2022). Differences in behavior, engagement and environmental knowledge on waste management for science and social students through the campus program. *Heliyon*, 8(2), e08912. <https://doi.org/10.1016/j.heliyon.2022.e08912>
- Begum, A., Liu, J., Marwat, I. U. K., Khan, S., Han, H., & Ariza-Montes, A. (2021). Evaluating the impact of environmental education on ecologically friendly behavior of university students in Pakistan: The roles of environmental responsibility and Islamic values. *Sustainability*, 13(18), 10188. <https://doi.org/10.3390/su131810188>
- Mohd Yusoff, M. Z., Hamzah, A., Fajri, I., Za, T., & Yusuf, S. M. (2022). The effect of spiritual and social norm in moral judgement. *International Journal of Adolescence and Youth*, 27(1), 555–568. <https://doi.org/10.1080/02673843.2022.2156799>

Thesis/Dissertation

- Jankvist, U.T. (2009). Using history as a goal in mathematics education (Master thesis). Roskilde University, Denmark. Retrieved from <http://milne.ruc.dk/imfufatekster/pdf/464.pdf>
- Hamidi, Jufri, A.W., Karta, I.W. (2016). Effect of quality of work life and job satisfaction to job performance of senior high school teacher in mataram city (Unpublished master thesis). Universitas Mataram, Indonesia.
- Boudreaux, C. M. (2015). The city framed: A photographic examination of space and violence in Ciudad Juarez [Doctoral dissertation, Tulane University]. Tulane University Theses and Dissertations Archive. <https://digitallibrary.tulane.edu/islandora/object/tulane%3A27939/datastream>
- Choppy, P. T. (2018). Attitudes to slavery and race in Seychellois Creole oral literature [Master's thesis, University of Birmingham]. University of Birmingham eTheses Repository. <http://etheses.bham.ac.uk//id/eprint/8082/7/Choppy18MARes.pdf>

Conference/Seminary Papers

- Yusuf, R., Razali, S., Maimun, F. I., Gani, S. A., Fajri, I., & Gani, S. A. (2022). Disaster education in disaster-prone schools: A systematic review. *IOP Conference Series: Earth and Environmental Science*, 1041(1), 012034. <https://doi.org/10.1088/1755-1315/1041/1/012034>
- Shupe, A. D., Jr., Hardin, B. L., & Bromley, D. G. (1983). A comparison of anti-cult movements in the United States and West Germany. In E. Barker (Ed.), *Of gods and men: New religious*

- movements in the West—Proceedings of 1981 Annual Conference of the British Sociological Association Sociology of Religion Study Group (pp. 177–194). Mercer University Press.
- Schack, E. O., Dueber, D., Norris Thomas, J., Fisher, M. H., & Jong, C. (2019, April 5–9). Computer-programmed decision trees for assessing teacher noticing [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, ON, Canada.
- Egan, O. (2019, April 6–9). Suicide in Maori youth—Reflections on the aetiology and evolving management responses [Poster presentation]. European Psychiatric Association 27th Congress, Warsaw, Poland.

NOTE

Tabel:

The tables must be written in space 1 and 10pt. The table format used in this journal article is as below:

Table 1. Format of Table

Informan	Meaning of Privacy	Privacy Management
Informan 1	Privacy as information control and prevention of overexposure.	Weighing social consequences and avoiding sensitive content.
Informan 2	Privacy as self-protection from public curiosity and the risk of data misuse.	Using multiple accounts and limiting emotional information.
Informan 3	Privacy as strict safeguards over sensitive data and personal life.	Avoiding personal posts and deactivating accounts when unstable.

Source: Author Own (2025)

Equations

The equations must use *equation feature* in **Microsoft Word**, not an image. The equation should be numbered as follows

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right) \quad (1)$$

Graphs

The graphs must be like the following format

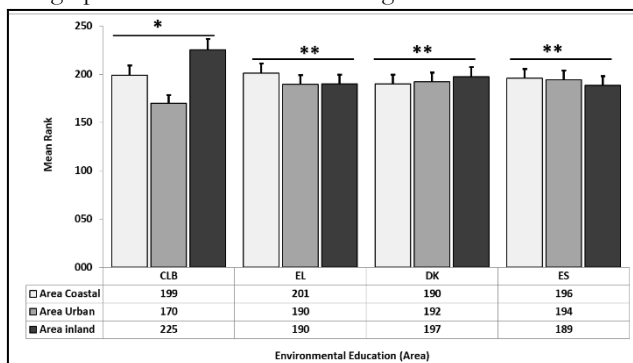


Figure 1. Attached figure in article

Figure

The figures must be arranged as example below:

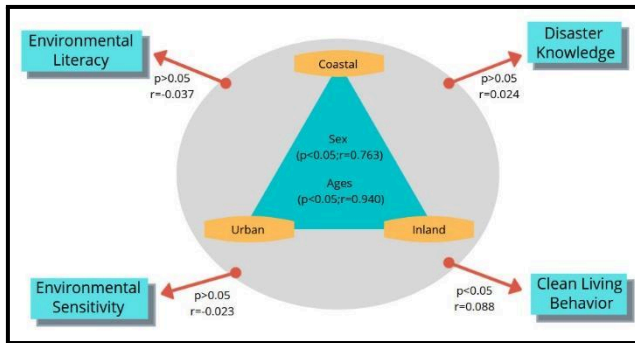


Figure 2. Attached figure in article