

Title of The Submitted Article
(14pt Bold, Times New Roman, maximum 15 words)

Herman Suseno^{1*)}, Indrawati¹⁾, Mark Deslow²⁾ (12pt Times New Roman)

¹Institution name, City, Country (12pt Times New Roman)

² Institution name, City, Country (12pt Times New Roman)

*Corresponding Author:

Article Info

Keywords:

education
primary concept
students

Article History:

Received: February 20, 2025

Accepted: May 12, 2025

Publish: September 2, 2025

DOI:

10.33830/jp.vxxix.xxxx.20xx

Abstract

The abstract is written in Times New Roman, 11-point font, with single-line spacing. It succinctly presents the research background, clearly articulating the research problem and objectives while emphasizing the key variables or core concepts investigated in the study. Furthermore, the abstract briefly describes the research methodology or design, including the characteristics of the research participants, the sample size, and the analytical approach employed. The main findings are then highlighted to demonstrate the contribution of the study to the relevant field of research. The abstract concludes with a concise statement summarizing the overall results and their implications. Overall, the abstract should provide a coherent and comprehensive overview of the article, enabling readers to grasp the significance, scope, and outcomes of the study without consulting the full manuscript. The abstract must be written as a single paragraph consisting of 150–200 words.

INTRODUCTION (12 pt. Times New Roman)

The text of the article is written with a font size of 12 pt, and the Times New Roman typeface and line spacing are one space. The introduction is written in several paragraphs describing the research problem and background. The description of the research problem also needs to be linked to previous research conducted by other people and cited as a reference for the description. Study of the concepts and theories used are explained briefly and specifically (Anam et al., 2019; Widodo et al., 2017).

The introduction is filled with background, gap analysis, and the objectives of the research being conducted. The introduction is supported by previous studies, at least from 10 sources, and the oldest is 5 years from the current year (Alalwan et al., 2020; Çakır & Akbulut, 2022).

If it is deemed necessary to quote expert opinion to strengthen the article, include it in the introduction. In writing articles, do not use sub-chapters. Write articles in this journal, use the APA 7th reference style, and the Mendeley application to minimize errors in writing citations and bibliography (Balliet et al., 2015; Chen et al., 2022; Larkin & Jorgensen, 2017).

METHOD (12 pt. Times New Roman)

The method described in this section is scientific in nature and should enable the reader to replicate (reproduce) the experiment the researcher carried out. For established methods, it can be explained by picking references (Jampel et al., 2018; Setiawan & Sugiyanto, 2020). Methods that have been published must be indicated with appropriate references in the bibliography section. If there are relevant modifications, these should also be described. When writing formulas and equations, use an equation accompanied by a number, as in the formula (1).

$$(x + a)^n = \sum_{k=0}^n \binom{n}{k} x^k a^{n-k} \quad (1)$$

In writing formulas and tables so that they are not captured from other sheets. For writing tables, you can follow the example of Table 1. If an image or table has a large column size, you can use one column that is placed at the beginning or at the end of the page, as in Table 1.

Table 1. Sample Table		
Title	Table Column Titles	
	Subtitles	Subtitles
Material	xxx	yyy
Material	aaa	bbb

The table title is written above the table with a center-justified position, no bold or color print. The title of the image is placed below the image with a center position, like Figure 2.



Figure 1. Example Figure

Captions for symbols, tables, and figures are made in paragraph descriptions instead of using lists.

RESULTS AND DISCUSSION (12 pt. Times New Roman)

The results section reports the research findings. Use a histogram, or graph, or table to describe the findings. Each should be given a brief and informative title, serial number, and referred to in the text by number (e.g. Table 1, etc.). Each illustration is given an explanation and interpretation, or conclusions of the data in the image or table.

The discussion is a very important part, containing an in-depth discussion of the findings and the researcher's interpretation of the findings, through an explanation of what are the main findings based on the data obtained, why it happened, or what factors played a role in the findings. In this section, the findings are compared with previous research and relevant theories, accompanied by an explanation or interpretation of why the same or different results were obtained.

CONCLUSION (12 pt. Times New Roman)

This section contains the conclusion, which answers or confirms the findings, as well as aspects of the novelty of the findings, as well as the implications for practice and subsequent theory development.

ACKNOWLEDGMENTS - OPTIONAL (12 pt. Times New Roman)

If the article is based on research funded by a certain party, it can include thanks and appreciation to the funding agency or other party which helps this article.

REFERENCES (12 pt. Times New Roman)

In the form of a list of all sources cited in the text of the article, arranged alphabetically. Minimum 20 references, published in the last 5 years. Eighty (80) percent of sources are from journal articles. Bibliography writing should use reference management applications such as Mendeley or others. References are compiled using the American Psychological Association (APA) system version 7, pay attention to writing techniques for types of sources from articles, books, written by more than one author, etc. Technical examples of writing can be seen in the following link.

- Alalwan, N., Cheng, L., Al-Samarraie, H., Yousef, R., Ibrahim Alzahrani, A., & Sarsam, S. M. (2020). Challenges and Prospects of Virtual Reality and Augmented Reality Utilization among Primary School Teachers: A Developing Country Perspective. *Studies in Educational Evaluation*, 66 (September 2019), 100876. <https://doi.org/10.1016/j.stueduc.2020.100876>
- Anam, R. S., Widodo, A., Indonesia, U. P., Sopandi, W., Indonesia, U. P., & Wu, H. (2019). *Developing a Five-Tier Diagnostic Test to Identify Students' Misconceptions in Science: An Example of the Heat Transfer Concepts*. *Developing a Five-Tier Diagnostic Test to Identify Students' Misconceptions in Science: An Example of the Heat Transfer*. September. <https://doi.org/10.17051/ilkonline.2019.609690>

- Balliet, R. N., Riggs, E. M., & Maltese, A. V. (2015). Students' problem solving approaches for developing geologic models in the field. *Journal of Research in Science Teaching*, 52(8), 1109–1131. <https://doi.org/10.1002/tea.21236>
- Çakır, S. K., & Akbulut, C. K. (2022). *Investigation of Science Teachers' Professional and Scientific Attitudes Fen Bilimleri Öğretmenlerinin Mesleki ve Bilimsel Tutumlarının İncelenmesi 1* accessed information and transfer their learning to real-world settings on their own . *objective of educ.* 30(3), 549–561. <https://doi.org/10.24106/kefdergi>.
- Chen, S., Ouyang, F., & Jiao, P. (2022). Promoting student engagement in online collaborative writing through a student-facing social learning analytics tool. *Journal of Computer Assisted Learning*, 38(1), 192–208. <https://doi.org/10.1111/jcal.12604>
- Jampel, I. N., Fahrurrozi, Artawan, G., Widiana, I. W., Parmiti, D. P., & Hellman, J. (2018). Studying natural science in elementary school using nos-oriented cooperative learning model with the NHT type. *Jurnal Pendidikan IPA Indonesia*, 7(2), 138–146. <https://doi.org/10.15294/jpii.v7i2.9863>
- Larkin, K., & Jorgensen, R. (2017). STEM education in the junior secondary: The state of play. In *STEM Education in the Junior Secondary: The State of Play*. <https://doi.org/10.1007/978-981-10-5448-8>
- Setiawan, A. M., & Sugiyanto. (2020). Science process skills analysis of science teacher on professional teacher program in Indonesia. *Jurnal Pendidikan IPA Indonesia*, 9(2), 241–247. <https://doi.org/10.15294/jpii.v9i2.23817>
- Widodo, A., Rochintaniawati, D., & Riandi. (2017). Primary School Teachers' Understanding of Essential Science Concepts. *Cakrawala Pendidikan*, 36(XXXVI), 522–528. <https://doi.org/10.21831/cp.v36i3.11921>