



**A title should accurately describe the content of the paper. written in
english
(CAMBRIA 16, Sentence Case, BOLD, CENTER)**

First Author*

University/Affiliation,
COUNTRY
Email

Second Author

University/Affiliation,
COUNTRY
Email

Third Author

University/Affiliation,
COUNTRY
Email

Article Info

Article history:

Received: Month XX, 20XX

Revised: Month XX, 20XX

Accepted: Month XX, 20XX

(Cambria 9)

Keywords:

First keyword

Second keyword

Third keyword

Fourth keyword

Fifth keyword

(Cambria 9, min. 3 keywords,
max. 5 keywords, alphabetic)

Abstract

Background: This section explains the scientific context and urgency of the research. Its main content includes: the phenomenon or problem behind the study, the research gap, and the reasons why the topic is important both theoretically and practically. The background does not discuss methods or results, but answers the question: "Why is this research necessary?"

Aims: This section explicitly and measurably states the main objectives of the research. It usually includes: what is to be tested, developed, compared, or analyzed, and the contributions to be achieved. Aims answers the question: "What does this research aim to achieve?". It is written concisely, usually in 1–2 clear and direct sentences.

Method: This section describes the research approach and procedures used to achieve the objectives. It generally includes: research design (quantitative, experimental, modeling, simulation, etc.), methods/algorithms/models used, and primary data sources and analysis techniques. The method answers the question: "How was the research conducted?" There is no need for in-depth technical details; a brief overview of the methodology is sufficient.

Result: This section presents the main findings of the research in a specific and measurable manner. Good content includes: important quantitative results (values, percentages, model performance), significant patterns or relationships, and key outputs of the model/system. The results answer the question: "What was found?" Avoid lengthy interpretations; focus on objective findings.

Conclusion: This section summarizes the main meaning of the research results and their implications. It usually includes: a summary of the main contributions, theoretical or practical implications, and brief recommendations or directions for further research. The conclusion answers the questions: "What do these findings mean and why are they important?" It does not repeat the details of the results, but emphasizes their significance.

(Cambria, 9)

To cite this article: Author. (20XX). Title. *International Journal of Applied Mathematics, Sciences, and Technology for National Defense*, X(X), XX-XX

INTRODUCTION

Your final goal is to write an article that complies with the standard rules journal of **International Journal of Applied Mathematics, Sciences, and Technology for National Defense**. The article should be in the softcopy format of A4 paper size format. Margin: Top = 2,5 cm, bottom = 2 cm, left = 2,5 cm, right = 2 cm.

Type and Size of font: follow the sizes listed in Table 1. Pay close attention to the font size, 1 point is around 0.35 mm. The lowercase letter of "j" is the reference of measurement. The recommended font to be used is Cambria. Each column is in *Justify* alignment. The tables and figures should be adjusted to the width of the column. On the last page of your paper, set the width and the length to be equal. Use automatic hyphens and spell checkers (if available).

The Introduction should provide a clear background, a clear statement of the problem, the relevant literature on the subject, the proposed approach or solution, and the new value of research which it is innovation. It should be understandable to colleagues from a broad range of scientific disciplines. Organization and citation of the bibliography are made in American Psychological Association 7th Edition (Diani, 2015). The terms in foreign languages are written italic (*italic*). Authors are suggested to present their articles in the section structure: **Introduction - Method - Results and Discussion - Conclusion - References**. (Justify, Cambria 11).

METHOD

Explaining research chronologically, including research method, research design, research procedure (in the form of algorithms, flow chart, storyboard or other), how to test and data acquisition. The description of the course of research should be supported by **references**, so the explanation can be accepted scientifically ([Diani. R. et al. 2018](#)).

Figures and Tables (Sub Section is written in Bold)

The position of figures and tables is at the center. The title of the figure is positioned below the image in the "center" alignment; the title of the table is above the table in "center" alignment. Avoid placing figures and tables before they are mentioned in the text. All figures and Tables are referenced in the text (there are descriptions in the text of the article). For example, Table 1 is an example of a table format and Figure 1 is an example of an image spectrum. Avoid displaying tables and figures without explanation in the text.

Figures and Tables (Sub- Sub Section is written in Bold)

The label of the coordinate axes in an image can often be confusing. Use words rather than symbols. For example, write "Magnetism," or "Magnetism (M)" rather than just using "M." Place the unit in parentheses. Don't label the coordinate axis only with units. For example, write "Magnetism (A / m)" or "Magnetism (A·m1)." Do not label the axis of the coordinate with the ratio or quantity and unit. For example, write "Temperature (K)," not "Temperature / K."

Multiplier symbols can also be confusing. Write "Magnetism (kA/m)" or "Magnetization (103 A / m)." The image label must be readable, about 10-point in size.

Table 1. The sample of table format (Center, Cambria, 11)

No	Description	Explanation
1	Description 1	Explanation
2	Description 2	Explanation
3	Description 3	Explanation
4	Description 4	Explanation
5	Description 5	Explanation

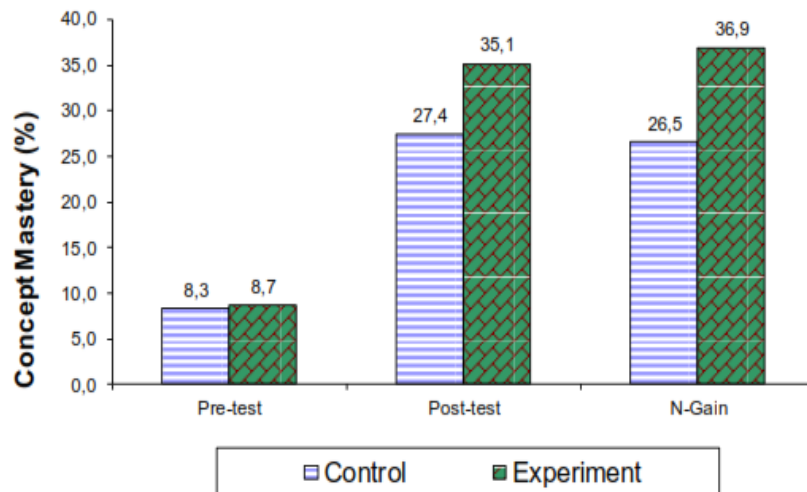


Figure 1. The example of an image of the spectrum absorption coefficients of organic semiconductor materials

Abbreviations and Acronyms

Define abbreviations and acronyms for the first time they are used in text, even if they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, ac, dc, and rms need not be defined. Do not use abbreviations in the title unless they are absolutely unavoidable

Equation

Equation numbering is done sequentially with the number of equations written in parentheses and right alignment, for example (1). The quantity and variables are written in italic Roman symbol. Use a dash (-) to indicate a minus sign. Use parentheses () for the denominators or dividers to avoid mistakes. Give the comma in the equation if the equation is in a sentence. For example equation (1):

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \quad (1)$$

If the equation is mentioned in a sentence then simply write "(1)," or "equation (1)," except at the beginning of the sentence, it is not written using a comma after parentheses. For example "Equation (1) is ..."

Miscellaneous

The use of Roman numeric symbols for numbering the chapters or sub-chapters is optional. If you use Roman numeric symbols, then the references section, the acknowledgement section, and the sub-headings or sub-chapters are not in letters format. Use two spaces to split between sub-chapters. Use hyphens on modified words: "zero-field-cooled magnetization", avoid irregular sentences such as, "Using (1), potential differences have been calculated", the proper writing should be "potential differences are calculated using equation (1), "or" using equation (1), we calculated the potential differences ".

Decimal numbers are not written ".25". Use a zero before the period to write a decimal number: "0.25". Use "cm3," not "cc." Do not mix full words and abbreviations in physics units, for example: "weber / m2" instead of "Wb / m2". Use the full word when writing a physics unit in a sentence: "some Henry ...".

RESULTS AND DISCUSSION

In this section, the results of the research are presented and comprehensively discussed. The results may be displayed in the form of figures, graphs, tables, or other visual representations to facilitate clear understanding by the reader. The discussion may be organized into several

sub-sections to systematically interpret the findings in relation to existing theories and previous studies. In addition, this section also addresses the limitations of the study, including methodological constraints and data-related factors that may influence the interpretation of the results. Based on these limitations, suggestions for future research are provided to improve experimental design, expand the scope of analysis, and enhance the robustness of subsequent studies.

CONCLUSION

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added to the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

AUTHOR CONTRIBUTIONS

All authors must fill their respective contribution referring to the Contributor Roles Taxonomy (CRediT). Please use initials to refer to each author's contribution in this section. It is important to remark that this journal requires that all authors have reviewed the results and approved the final version of the manuscript.

Example: **"A.A.: Data curation, formal analysis, visualization, writing –original draft. B.B.: Conceptualization, methodology, funding acquisition, supervision, validation."**

(Source:

<https://www.elsevier.com/researcher/author/policies-and-guidelines/credit-author-statement>)

Conceptualization	Ideas; formulation or evolution of overarching research goals and aims.
Data curation	Management activities to annotate (produce metadata), scrub data and maintain research data (including software code, where it is necessary for interpreting the data itself) for initial use and later re-use.
Formal analysis	Application of statistical, mathematical, computational, or other formal techniques to analyze or synthesize the research data.
Funding acquisition	Acquisition of the financial support for the project leading to this publication.
Investigation	Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection.
Methodology	Development or design of methodology; creation of models.
Project administration	Management and coordination responsibility for the research activity planning and execution.
Resources	Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools.

Software	Programming, software development; designing computer programs; implementation of the computer code and supporting algorithms; testing of existing code components.
Supervision	Oversight and leadership responsibility for the research activity planning and execution, including mentorship external to the core team.
Validation	Verification, whether as a part of the activity or separate, of the overall replication/reproducibility of results/experiments and other research outputs.
Visualization	Preparation, creation and/or presentation of the published work, specifically visualization/data presentation.
Writing - original draft	Preparation, creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation).
Writing - review & editing	Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision – including pre- or post-publication stages.

ACKNOWLEDGMENT (IF ANY)

The acknowledgement is a form of appreciation for the contribution of an institution or an individual who is not considered as the writer for example an institution or an individual who provides the research funding of this publication.

ETHICAL APPROVAL (IF ANY)

This study was approved by the [Name of Ethics Committee], Approval No. [XXXX]. All procedures involving human participants were conducted in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki Declaration and its later amendments. Informed consent was obtained from all individual participants included in the study. If not applicable, authors should write: “Not applicable.” and briefly explain why. If the study did not require ethical approval, authors must state the reason (e.g., review article, simulation, or publicly available dataset).

CONFLICTS OF INTEREST

The authors confirm the presence or absence of any potential conflicts of interest—financial, institutional, or personal—that could influence the conduct of this study, the analysis of data, the preparation of the manuscript, or its publication. The author can directly state “**The authors declare that they have no conflicts of interest.**” if there is no conflict of interest in this research process.

REFERENCES

The followings are the references writing guidelines of Online Learning in Educational Research. The references should be written in justify alignment and alphabetically. We suggest you use Mendeley management reference with **APA style** for your references. The guideline for example below:

Journal Article:

Diani, R., Yuberti, & Syarlisjswan, M. R. (2018). Web-enhanced course based on problem-based learning (PBL): Development of interactive learning media for basic physics II. *Jurnal Ilmiah Pendidikan Fisika Al-BiRuNi*, 7(1), 105–116.
<https://doi.org/10.24042/jipfalbiruni.v7i1.2849>

Book:

Sugiyono. (2011). *Metodologi penelitian pendidikan*. Alfabeta.

Articles Compilation book (edited book):

Prasad, A. S. *Clinical and biochemical spectrum of zinc deficiency in human subjects*, In: A. S. Prasad, Ed., *Clinical, biochemical and nutritional aspects of trace elements*, Alan R. Liss, Inc., New York, 1982, pp. 5-15.

Seminar Proceeding:

Saregar, A. (2016). Efektifitas pembelajaran fisika dengan model learning cycle dan model contextual teaching learning (CTL) terhadap hasil belajar siswa kelas XI di SMA Negeri 1 Karya Pinggawa Krui Pesisir Barat. *Mathematic, Science, and Education National Conference (MSENCo)* (pp. 49-54). FTK UIN Raden Intan Lampung.

Published Undergraduate Thesis / Dissertation / Thesis

Wahyuni, S. Y. 2009. *Pengembangan uji kompetensi mandiri berbasis computer: Meningkatkan efikasi diri siswa* (Doctoral dissertation). University Name

Unpublished Undergraduate Thesis / Dissertation / Thesis

Kuntoro, T. H. 2007. *Pengembangan kurikulum pelatihan magang di SMK: Suatu studi berdasarkan dunia usaha* (Unpublished Doctoral dissert/ Unpublished master's thesisation/). Program Pascasarjana UNNES, Semarang.

Internet Sources:

Honeycutt, L. (2011, Maret). *Communication and design course*. Retrieved from <http://dcr.rpi.edu/commdesign/class1.html>.

Regulation

Depdikbud. 2013. *Permendikbud nomor 66 tahun 2013 tentang standar penilaian*. Jakarta: Departemen Pendidikan dan Kebudayaan.