



Title of article, brief and concise, articulating contents (justify, bold, Palatino Linotype 14, maximum of 13 words)

First Writer^{1*}, Second Writer¹, Third Writer² (Full names without titles, Bold, Palatino Linotype 9)

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Abstract

Summarizing the entire content of the article, allowing readers to gauge its relevance to their interests and decide whether to proceed with reading the full text. The abstract includes a summary of the background, research objectives or discussion focus, methodology or key research steps, results and analysis, and conclusion. Both the title and abstract are in English, formatted as a single paragraph, single-spaced, using Palatino Linotype 10, with a maximum of 200 words.

Keywords: Provide 3-5 essential terms to help readers locate the article. Written below the abstract, Palatino Linotype 10

Introduction (Bold, PL 12)

It provides background information on the problem, an exploration, and analysis of the gap between the ideal and the actual situation, backed by relevant theories, recent studies, and the research objectives. The problem should contribute new research value or serve as an innovative effort. This section should make up about 20% of the total content, including the title and abstract. Use Palatino Linotype 11. References should follow the APA 7th edition style, using Mendeley for citation management, as per PSIKOSPIRIT: Jurnal Integrasi Psikologi dan Teologi guidelines.

Method (Bold, PL 12)

Provide a brief, concise, and clear explanation to ensure the study can be replicated. This section should describe the research methodology, participants, procedures, materials and instruments used, data collection, and analysis methods. It should not include theories or well-known statistical formulas. Clearly outline any specific criteria employed by the researcher in gathering and analyzing data, along with the quality of instruments, materials, and data collection processes. This section should comprise approximately 10% of the content for qualitative research and 15% for quantitative research.

Findings And Discussion (Bold, PL 12)

To enhance readability and understanding, the findings are presented first, followed by the discussion. This section should offer a clear and concise summary of the experimental results, their interpretation, and the conclusions that can be drawn. The subtitles "Findings" and "Discussion" should be separated for clarity. This portion of the article should make up at least 60% of the total content.

Citation (APA Style): To be added by editorial staff during production

Findings (Bold, PL 11)

Data analysis results can be displayed using tables, graphs, figures, or a combination of these. It's important to avoid making the tables, graphs, or figures excessively long, large, or numerous. A variety of tables, graphs, or written descriptions is recommended for clarity. All displayed tables and graphs must be referenced in the text. As shown in Table 1, tables should avoid vertical (column) lines, and horizontal (row) lines should only be used at the top and bottom. The font size for table entries can be reduced. Figures in tables should not be redundantly repeated in the surrounding text. All figures and tables must be cited in the main text, such as Figure 1 or Table 1.

Table 1. Length-weight of sections

Name	Length in percent	Notes
Introduction	20	Maximum (include title and abstract)
Method	10	Up to 15% for quantitative research
Findings and discussion	60	Minimum
Conclusion and references	10	Approx. ¹

Note: Tables may have a footer if needed in PL 10

**Figure 1. This is a Figure. Schemes Follow the Same Formatting**

Statistical analyses for hypothesis testing should include effect size measures, such as Cohen's *d* for *t*-tests, partial eta squared for *F*-tests, or other posthoc tests aligned with the relevant references.

For qualitative studies, findings should be concisely reported, drawing from comprehensive data analysis. To enhance readability, tables, diagrams, charts, or other visual aids may be used. Genuine evidence from empirical data (such as interview excerpts, field notes, or documents) should be presented in a balanced manner that supports but does not overwhelm the authors' conclusions.

Discussion (Bold, PL 11)

The author needs to analyze the results and interpret them in relation to prior research and the working hypotheses. The findings and their implications should be examined in the widest context possible. Potential directions for future research may also be addressed.

Conclusion (Bold, PL 12)

The conclusion is not merely a repetition of the findings. It provides deeper meaning and insight, connecting what was anticipated in the "Introduction" with the outcomes

detailed in the "Findings and Discussion" to demonstrate alignment. It may also offer suggestions for enhancing the research outcomes and exploring potential avenues for future studies.

Acknowledgment (Bold, PL 12)

This section is meant to express appreciation to sponsors, financial supporters, contributors, and other individuals or organizations who played key roles in the research. The author must obtain permission from those being acknowledged before including them. It is not necessary to mention editors in the acknowledgments.

References (Bold, PL 12)

References should be organized alphabetically. Every source cited in the text must appear in the reference list, and all sources in the reference list must be cited in the text. It is recommended to prioritize recent articles from journals indexed by Web of Science or Scopus over books or conference proceedings. Authors are required to accurately provide all reference details, including the URL or DOI (digital object identifier) when available, especially for journal articles. When listing publication cities, distinctions should be made between U.S. cities and those from other countries.

- Hunt, M. E., & Jung, P. B. (2020). Women, Sex, and Religion. In D. A. Leeming (Ed.), *Psychology and Religion* (3rd ed.). Springer.
- Klein, A. (2023). Resilience and Return in Isaiah—Using Resilience Theory in Hebrew Scripture Theology. *Religions*, 14(3). <https://doi.org/10.3390/rel14030318>
- Santrock, J. W. (2011). *Child Development*. McGraw-Hill.