



Title Should be Clear, Brief, and Informative. Times New Roman 13, space 1, spacing after 6 pt

Author's Name^{a*}, Author's Name^b, Author's Name^c, Author's Name^d, Author's Name^e
(maximum five author's)

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article info	abstract
Article history: Received: dd mm yyyy Received in revised form: dd mm yyyy Accepted: dd mm yyyy Available online: dd mm yyyy Keywords: Keyword 1 Keyword 2 Keyword 3 Keyword 4 Keywords consist of 3-5 words or phrases.	Abstract contains a brief description of the problem (background), the aims of the research, methods, results, and the conclusions (summary of research findings). The pressure of writing abstracts primarily on the research results. Abstract written in English. Abstract typing is done with a single space. The abstract is no more than 250 words long and the main terms that underlie the implementation of the research [Times New Roman 10]. The presentation of the abstract is as follows: <i>Background:</i> <i>Aims:</i> <i>Methods:</i> <i>Results:</i> <i>Conclusions:</i>
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1. Introduction

The introduction should include **1) the urgency of the study that supports the relevant literature, 2) a clear statement of the problem from the results of previous studies, 3) the proposed approach or solution (if quantitative research), 4) gap analysis from previous studies, 5) the novelty of the research, and 6) research objectives.** The gap analysis states the difference(s) between the research and other previous studies. At this point, the novelty will be apparent. **References** must be taken from various reputable international scientific journals (indexed by SCOPUS or Web of Science) that were published *no more than ten (10) years after the article was submitted*. **Article length is 5,000 - 6,000 words**, including all images, tables, nomenclature, references, etc. **For the introduction, the length is approximately 1500 words.** Each paragraph must be accompanied by 5-10 references from various national and international journal articles with 1,15 space.

2. Methods

Basically, this section explains how the research was carried out, which includes **research designs, research procedure, participant / informant, data collection techniques/instruments, and data analysis techniques.** For qualitative research such as classroom action research, case studies, and so on, it is necessary to add the presence of researchers, research subjects, informants who helped along with ways to explore research data, location, and duration of research as well as a description of checking the validity of research results. The method used must be accompanied by a reference, relevant modifications must be explained. The procedure and data analysis techniques must be emphasized in the literature review article. The stages and analysis of the research must be explained in detail. **The length of the methods is approximately 850 words.** The presentation of the research method is as follows:

2.1 Research design

2.2 Research procedures

2.3 participants / informants

2.4 Data collection

2.5 Data analysis

3. Results

3.1 Sub Result 1

3.2 Sub Result 3

3.3 Sub Result 3

The results of the study presented are important data obtained from the results of data collection in the field (test results, questionnaires, interviews, documents, etc.). Research results can be supplemented by tables, figures, or graphs to clarify the results of the study. Avoid presenting similar data in separate tables. Tables, figures and graphics must be commented or discussed. All tables, figures and graphics must be centered and numbered

consecutively. For qualitative research, the results section contains detailed sections in the form of sub-topics that are directly related to the research focus and categories.

In answering the formulation of the problem and research questions, the results of the study must be concluded explicitly. Interpretation of findings is carried out using logic and existing theories. Findings in the form of reality in the field are integrated/linked with the results of previous studies or with existing theories. For this purpose, there must be a reference. In bringing up new theories, old theories can be confirmed or rejected, some may need to modify theories from old theories.

Tables, Images and Graphics

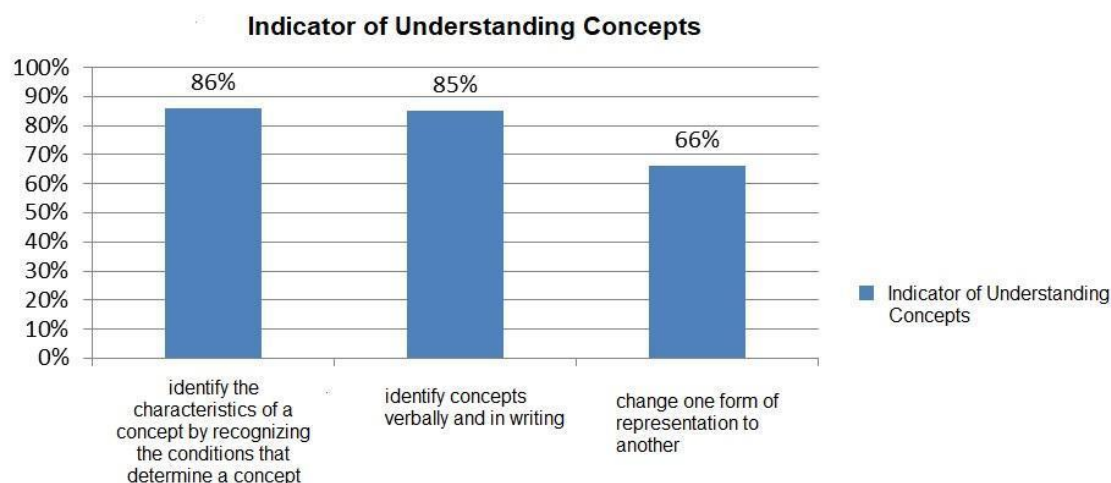
Place the title/label of the table above the table (*center*) and number it in the order of the table, while the title/label of the image and graphic at the bottom of the picture/graphic. Write down specific tables/figures/graphics, for example Table 1/figures 1/graph 1, when referring to a table/picture/graphic. Examples of writing tables, figures, and graphs are as follows:

Table 1. Criteria for Feasibility Percentage of Education Textbooks

Level of Achievement (%)	Qualification	Notes
86 – 100	Very decent	No Revision Needed
71 – 85	Worth it	No Revision Needed
56 – 70	Enough	worth Revision
41 – 55	Less	worth Revision
0 – 40	Very Unworthy	Revision



Figure 1. Part of Science-Mathematics-based fairy tale book



Graph 1. Indicator of Understanding Concepts

4. Discussion

4.1 Sub discussion 1

4.2 Sub discussion 2

4.3 Sub discussion 3

Etc.

The discussion in the article aims to (1) answer the problem formulation and research questions; (2) show how the findings were obtained; (3) interpret research findings; (4) link research findings to established knowledge structures; and (5) bring up new theories or modifications of existing theories. This part of the discussion should contain the benefits of the research results, not the repetition results. The analysis must address the stated gap.

Therefore, the discussion must include 1) *a statement of main results*; 2) *(un)expected results*; 3) *a comparison with the literature*; 4) *explanations (of results)*; 5) *limitations (of methodology)*; and 6) *generalization of findings*. **The length of the discussion is approximately 1500 words** with references from various reputable national and international journal articles.

5. Limitations

This study is subject to several limitations, including constraints in research design, sample representativeness, and the scope of data and analytical methods, which may affect the generalizability and depth of the findings. Additionally, the study is conducted within a specific context that may not fully capture broader variations across settings or populations. Future research is therefore recommended to employ more diverse samples, longitudinal designs, and more robust analytical approaches to strengthen the validity and applicability of the results.

6. Conclusion

The conclusion of the research is presented briefly, narrative, and conceptual. The research impact must be stated. This section is presented in paragraph form, not numbering/listing.

Conclusions are presented in one paragraph. *The length of the conclusion is approximately 250 words.*

Author Contributions

Author A conceived and designed the study. Author B collected and analyzed the data. Author A and Author B wrote and revised the manuscript. All authors have read and approved the final version of the manuscript.

Acknowledgment

Acknowledgments should be made only to those who have made a substantial contribution to the study. Authors are responsible for obtaining written permission from people acknowledged by name in case readers infer their endorsement of data and conclusions.

References

Write down all references cited and actually written/quoted in the text from primary sources (minimal 80% taken from national and international reputable scientific journals indexed by **SCOPUS, Web of Science, or SINTA**). The minimum number of references is **40 references**. Writing a bibliography/reference using APA (*American Psychological Association*) 6th edition using the application **Mendeley**.

Examples of writing the following bibliography:

- Rudianto, A., Maftuh, B., Agustin, M., Syaodih, E., & Salahudin, A. (2025). Promoting Religious Moderation through Multicultural Problem-Based Learning: A Study in Elementary Education. *Al Ibtida: Jurnal Pendidikan Guru MI*, 12(2), 259-272. <https://doi.org/10.24235/al.ibtida.snj.v12i2.21890>
- Toshtemirova, S., Koshanova, N., Khaydarova, Z., Ilmurodova, F., Sadullaeva, M., & Nurmukhammadova, D. (2025). Integrative Pedagogy and Didactic Models in Teaching History Through Islamic Education: Insights from Uzbekistan. *Jurnal Pendidikan Islam*, 11(1), 63-76. <https://doi.org/10.15575/jpi.v11i1.44967>
- Zheng, L., & Xiao, Y. (2026). Supervised or autonomous? Exploring the effect of instructional strategies on elementary school students' mathematics and science achievement. *Teaching and Teacher Education*, 170, 105315. <https://doi.org/10.1016/j.tate.2025.105315>
- Lee, H., Kim, H., & Yan, W. (2025). Promoting inclusive AI and technology in K-12: A review of context, instructional strategies, and learning outcomes. *Computers and Education: Artificial Intelligence*, 100478. <https://doi.org/10.1016/j.caeai.2025.100478>