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Title of Paper in English, Maximum 15 Words, Font Size 14 Points, Title Case

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Abstract. The abstract is a summary of the article. It consists of research objective, research methods, the principal results and major conclusions. Implications or recommendation can be added in the abstract. The abstract must be written in one paragraph in English (the Indonesian version is written separately below the English abstract). The length of the abstract is less than 250 words. The abstract ***must not contain*** lengthy background information and have no reference to figure, table, equation, any bibliographical reference either coming within or other article. The language of abstract must be clear and concise. It is a stand-alone summary in one paragraph. Immediately after the abstract, provide a maximum of 5 keywords, avoiding general and plural terms and multiple concepts (avoid, for example, "and", "of"). These keywords will be used for indexing purposes. It is written in 11 pt Times New Roman, single space.

Keywords: lower case; write alphabetically in maximum 5 words

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INTRODUCTION (HEADING 1 STYLE) ← 13PT, BOLD, CAPITALIZE

The section uses 12 pt, Times New Roman font type, single space. **(Normal Style)**.

The context of the study, which is supported by references and findings from earlier research, is explained in the introduction. The author must also describe how the current state of the art differs from that of earlier studies. You should identify the knowledge gap that the rest of the article will fill in the introduction.

The introduction includes the problem(s) that will be the subject of the study, the purpose(s), the significance(s), and the problem-solving ideas (s). References should be listed for all sources that are quoted or paraphrased. Use the most current references/theories in your article. A few of classic references are welcome; however, ***80% of references should be taken from the last ten-year-studies***.

REVIEW OF LITERATURE (can be merged into INTRODUCTION) ← 13pt, Bold, Capitalize

Subheading

Text

Subheading

Text

METHOD ← 13pt, Bold, Capitalize

Respondents ← 12pt, Bold, Capitalize Each Word

Text

Instruments ← 12pt, Bold, Capitalize Each Word

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Procedures ← 12pt, Bold, Capitalize Each Word

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Data analysis ← 12pt, Bold, Capitalize Each Word

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Text

etc.

RESULTS ← 13pt, Bold, Capitalize

Subheading 1 (research question 1)

Subheading

Text

Subheading 2 (research question 2)

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Subheading 3 (research question 3)

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Etc.

RESULTS AND DISCUSSION ← 13pt, Bold, Capitalize

Text

CONCLUSION ← 12pt, Bold, Capitalize

The reader receives closure at the conclusion while being reminded of the significance and content of the work. To achieve this, stand back from the details and consider the document's overall structure. In other words, it serves as a reminder of the key point for the reader. The conclusion restates the essential points in an easy-to-understand manner, bringing everything together to assist make the paper's thesis more apparent. A conclusion should make the purpose and significance of the research clear rather than introducing any new ideas.

There may be suggestions in this section as well. One option is to create the same research in a new context, place, and/or culture. Another option is to re-evaluate and broaden the theory, framework, or model that you have addressed in your research. Future study can examine how a specific occurrence, the appearance of a new idea or piece of evidence, or another current phenomenon has affected your research question(s).

AKNOWLEDGMENTS *(if any)* ← 12pt, Bold, Capitalize

Text

REFERENCES ← 12pt, Bold, Capitalize

Book (one author)

McKibben, B. (1992). *The age of missing information*. New York: Random House.

Book (more than one authors)

Larson, G. W., Ellis, D. C.,& Rivers, P. C. (1984). *Essentials of chemical dependency counseling*. New York: Columbia University Press.

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Cobb, P. & Gravemeijer, K. (2006). Design research from a learning design perspective. Dalam Akker, Gravemeijer, K., McKenney, S., & Nieveen, N. (Eds.), *Educational design research* (h. 17-51). New York: Routledge.

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Aziz, A., Ahyan, S., & Fauzi, L. M. (2016). Implementasi model Problem Based Learning (PBL) dalam meningkatkan kemampuan berpikir kritis mahasiswa melalui Lesson Study. *Jurnal Elemen, 2*(1), 83-91. doi:10.29408/jel.v2i1.179.

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OECD. (2010). *PISA results: What makes a school successful?* Retrieved from http://www.oecd.org/dataoecd/11/16/48852721.pdf.

CITATION:

Use APA for in-text citations and the reference list (Angeli et al, 2010). For in-text citations, use the author's name and year (Author, 1980), and if there are direct quotes, then provide the page number" (Author, 2010, p. 24). If you are citing more than one reference, put them in alphabetical order (Alpha, 2008; Beta, 1999). For a reference with up to five authors, use all the names in the first instance (Author1, Author2, Author3, Author4 & Author5, 2007), and then use the first author et al. subsequently (Author1 et al., 2007). **Do not use footnotes**.

FIGURE AND TABLES

Place titles of Figures after the figures and Tables preceding them using Times New Roman font size 11 for the title.

Table 1. Caption (Times New Roman/TNR 11 pt)

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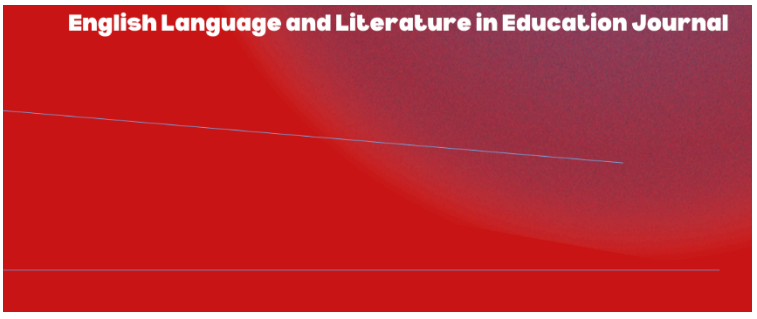


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