

## **MatchCityMap, Numeracy Competence, and Geometry Learning** □ 16pt, bold, Sentenced Case, Centered

<sup>1</sup>Panji Pratama & <sup>2</sup>Exsaris Januar □ 12pt

<sup>1</sup>*SILN Kota Kinabalu, Malaysia*

<sup>2</sup>*Sekolah Dasar Negeri 44 Kalumbuk □ 10pt, Italics*

<sup>1</sup>*[arissetianto12@gmail.com](mailto:arissetianto12@gmail.com) □ 10pt, Italics*

### **Abstract** □ 10 pt, bold, centre, Sentenced Case, Centered

The abstract should be clear, concise, and descriptive. This abstract should provide brief information to the problem, objective of the paper, followed by a statement regarding the methodology and a summary of results. The abstract should end with a comment on the significance of the results or a brief conclusion. Abstracts are written in 10pt Times New Roman, preferably not more than 250 words.

**Keywords:** Maximum of 5 keywords separated by comma (,).

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### **Introduction** □ 12pt, bold, Sentenced Case, Centered

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In Introduction, Authors should state the objectives of the work at the end of introduction section. Before the objective, Authors should provide an adequate background, and very short literature survey in order to record the existing solutions/method, to show which is the best of previous researches, to show the main limitation of the previous researches, to show what do you hope to achieve (to solve the limitation), and to show the scientific merit or novelties of the paper. Avoid a detailed literature survey or a summary of the results.

## **Methods □ 12pt, bold, Sentenced Case, Centered**

### **General Organization of the Paper ← (section heading lv 2) 12pt, Times New Roman, Bold, Align Left**

Methods should make readers be able to reproduce the experiment. Provide sufficient detail to allow the work to be reproduced. Methods already published should be indicated by a reference: only relevant modifications should be described. Do not repeat the details of established methods.

The paper will be published in PROCEEDING INTERNATIONAL SEMINAR after peer-reviewed process and decided “Accepted” by Editor. The final paper layout will be reproduced by the Editorial Office of Litbang Division Sekolah Indonesia Kota Kinabalu. The final paper layout in docx. type, known as “Uncorrected Proof” should be corrected by Author. The final corrected proof will be published first in “Article in Press” pre-issue.

Manuscript should be typed using word processors (Microsoft Word or Open Office) software. The font used throughout the paper is Times New Roman. The paper size is A4 (i.e., 210 x 297 mm), one-column format with a 2.54 cm margin at the top, a 2.54 cm margin at the bottom, 2.5 cm margin on the left, and 2.5 cm margin on the right. Lines are Multiple spaced at 1.15, justified. Page numbers should be included in the text located in the header section of each page. Use of pronouns such as I, we etc is to be avoided. The total number of pages should not exceed 12 pages; this also includes the reference.

Manuscript content should, in general, be organized in the following order: Title; Authors Name; Authors Affiliation; Abstract; Keywords; Methods; Results and Discussion; Conclusions; Acknowledgments; and References.

For citation, it should be written like this (Surname, 2008) or; Surname (2008). Please refer to the APA style. First line of each paragraph is indented 0.5 cm and spaced Multiple at 1.15.

### ***Bullets***

There are two levels of allowed bulleting:

- This is the first bullet level, with indentation 1cm
- This is a sub-bullet level, with indentation 1.5cm

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Lists are sequential numbers as follows:

1. Spacing before the start of the list is 3pt
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### ***Tables***

Tables are sequentially numbered with the table title and number above the table. Tables should be centered in the column OR on the page. Tables should be followed by a line space

(12pt). Elements of a table should be single-spaced, however double spacing can be used to show groupings of data or to separate parts within the table. Table headings should be in 12pt. Tables are referred to in the text by the table number. eg: Table 1. Do not show a vertical line in the table. There is only a horizontal line should be shown within the table.

Table 1

*Summary of Test Results on Conceptual Understanding*

No	School	Group	Stats	Conceptual Understanding		
				Pre-test	Post-test	Differences
1	All	Experiment	Means	23.02	92.28	69.27
			Std Dev	20.49	11.28	22.99
		Control	Means	27.17	69.39	42.23
			Std Dev	18.36	24.37	30.20
2	SMAN 8	Experiment	Means	14.71	87.15	72.45
			Std Dev	17.21	16.32	22.37
		Control	Means	23.06	88.39	65.33
			Std Dev	19.64	17.46	27.02
3	SMAN 2	Experiment	Means	29.68	93.42	63.74
			Std Dev	17.78	8.19	17.52
		Control	Means	26.49	52.97	26.48
			Std Dev	17.68	21.53	27.92
4	SMAN 11	Experiment	Means	23.90	95.07	71.16
			Std Dev	23.08	7.58	26.89
		Control	Means	32.51	80.34	47.83
			Std Dev	18.11	13	19.52

### Figures

Figures are sequentially numbered commencing at 1 with the figure title and number below the figure as shown in Figure 1. Detailed recommendations for figures are as follows:

- Ensure that figures are clear and legible with typed letterings.
- Black & white or colored figures are allowed.
- If a figure spans two columns, it should be placed at the top or bottom of a page.
- Hard copy illustrations should, preferably, be scanned and included in the electronic version of the submission in an appropriate format as follows:
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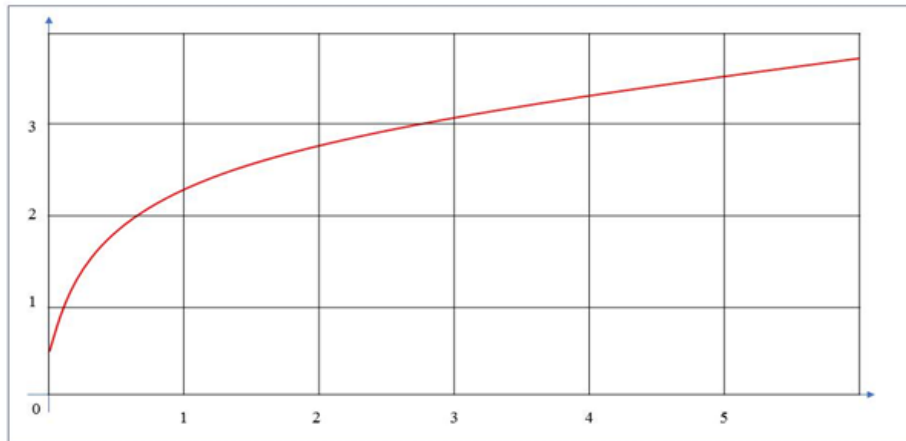


Figure 1. The Cartesian graph for Task 1.

### Equations

Equations should be numbered serially within parentheses, as shown in Equation (1). Equation should be prepared using MS Equation Editor (not in image format). The equation number is to be placed at the extreme right side.

$$\int_0^{r_2} F(r, \varphi) dr d\varphi = [\sigma r_2 / (2\mu_0)] \cdot \int_0^\infty \exp(-\lambda |z_j - z_i|) \lambda^{-1} J_1(\lambda r_2) J_0(\lambda r_i) d\lambda. \quad (1)$$

### Units, Abbreviations and Symbols

Metric units are preferred. Define abbreviations and symbols for the first time as they are introduced in the text.

### Results and Discussion □ 12pt, bold, Sentenced Case, Centered

Results should be clear and concise. The results should summarize (scientific) findings rather than providing data in great detail. Please highlight differences between your results or findings and the previous publications by other researchers.

The discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

In discussion, it is the most important section of your article. Here you get the chance to sell your data. Make the discussion corresponding to the results, but do not reiterate the results. Often should begin with a brief summary of the main scientific findings (not experimental results). The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

### **Conclusion □ 12pt, bold, Sentenced Case, Centered**

Conclusions should answer the objectives of the research. Tells how your work advances the field from the present state of knowledge. Without clear Conclusions, reviewers and readers will find it difficult to judge the work, and whether or not it merits publication in the journal. Do not repeat the Abstract, or just list experimental results. Provide a clear scientific justification for your work, and indicate possible applications and extensions. You should also suggest future experiments and/or point out those that are underway.

### **Acknowledgements □ 12pt, bold, Sentenced Case, Centered**

Recognize those who helped in the research, especially funding supporter of your research. Include individuals who have assisted you in your study: Advisors, Financial supporters, or may other supporters i.e. Proofreaders, Typists, and Suppliers who may have given materials.

### **References □ 12pt, bold, Sentenced Case, Centered**

- Aso, K. (2001). Visual images as educational materials in mathematics. *Community College Journal of Research and Practice*, 25(5–6), 355–360. Retrieved from: <https://doi.org/10.1080/106689201750192184>
- Hasnida, N., Ghazali, C., & Zakaria, E. (2011). Students' procedural and conceptual understanding of mathematics. *Australian Journal of Basic and Applied Sciences*, 5(7), 684–691.
- Walpole, R. E., Myers, R. H., & Ye, K. (2007). *Probability & Statistics for Engineers & Scientist*. London: Pearson Education International.

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#### **Book**

- Allen, M. J., & Yen, W. M. (1979). *Introduction to measurement theory*. California: Brooks/Cole Publishing Company.

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- McKenney, S., & Reeves, T. C. (2014). Educational design research. In Spector J., Merrill M., Elen J., Bishop M. (Eds.), *Handbook of Research on Educational Communications and Technology* (pp. 131-140). New York: Springer. [https://doi.org/10.1007/978-1-4614-3185-5\\_11](https://doi.org/10.1007/978-1-4614-3185-5_11).



**Proceeding, Conference:**

Prahmana, R.C.I. (2013). Designing division operation learning in the mathematics of Gasing. *Proceeding in The First South East Asia Design/Development Research (SEA-DR) Conference 2013*, pp. 391-398. Palembang: Sriwijaya University

**Article in Journal:**

Alsina, C., & Nelsen, R. B. (2010). An invitation to proofs without words. *European Journal of Pure and Applied Mathematics*, 3(1), 118–127. Retrieved from <http://www.ejpam.com/index.php/ejpam/article/view/546>