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# The English title should be a maximum of 20 words, TNR 14 pt, bold

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(The author's name should not include academic titles or similar designations, only the first name and last name. TNR 12pt)

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**Abstract**

The abstract provides a concise and clear summary of the entire study, including the research questions, methodology, key findings, and implications. It should be self-contained, allowing the reader to understand the core of the research without needing to read the full article. The abstract is written in a single paragraph, with a word count of at least 200 words and a maximum of 300 words. It should be divided into the following components to ensure that all major aspects of the research are covered. The **main problem of the study** should briefly introduce the research topic and provide context for the study. This section should highlight the main issue or question being addressed by the research. The **research objectives** should state the aim or purpose of the study. Explain what the study seeks to achieve or the questions it aims to answer. The **methodology** should provide a brief overview of the research design and methods used in the study. Mention whether the study is qualitative or quantitative, the sample or participants involved, and the data collection techniques employed. The **key findings** should summarize the main findings of the research. Focus on the key discoveries that directly answer the research questions. Finally, the **conclusion** should conclude with the significance of the findings and their implications for practice, policy, or future research.

## Introduction

The Introduction should establish the context, significance, and scholarly relevance of the study. Begin by introducing the broader research problem and describing the current situation, condition, or development relevant to the topic. The discussion should progressively move from the broader context toward the specific issue investigated in the study, enabling readers to understand what is happening in the field and why the topic deserves scholarly attention.

Authors should explain the importance of the research problem and its potential social, economic, scientific, practical, or policy relevance, as appropriate. The Introduction should demonstrate why the issue requires investigation and what may be better understood, improved, reconsidered, or addressed through the study. Claims regarding the importance of the research should be supported by appropriate evidence and relevant scholarly literature.

Relevant previous studies should then be critically synthesized to establish the current state of knowledge. Rather than providing an extensive or descriptive review of the literature, authors should focus on studies that are directly relevant to the research problem. The literature should be used to demonstrate what is

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already known, identify important findings or debates, and reveal limitations, inconsistencies, unresolved questions, or areas that remain insufficiently investigated.

Based on this synthesis, authors should clearly identify the research gap. The gap should emerge logically from the preceding literature rather than simply being asserted. Authors should explain what remains unknown, underexplored, insufficiently explained, theoretically unresolved, methodologically limited, or contextually overlooked, and why addressing this gap is important.

The Introduction should then provide a clear rationale for the present study by explaining how the research responds to the identified gap and what new understanding it is expected to provide. Where relevant, authors should indicate the theoretical, empirical, methodological, practical, or policy contribution of the study. The claimed contribution should be specific and directly connected to the identified gap.

The final part of the Introduction should clearly state the research question(s), objective(s), and/or hypothesis(es), as appropriate to the research design. These should follow directly from the research problem and gap identified earlier and should clearly define what the study seeks to investigate, explain, examine, compare, or understand.

As a general guide, the Introduction should develop the following logical progression:

**broader context → significance of the problem → current state of knowledge → research gap → rationale and expected contribution → research question(s), objective(s), and/or hypothesis(es).**

The Introduction should be written as a coherent and flowing scholarly narrative using interconnected paragraphs. Authors are not required to use subheadings such as *Background*, *Importance of the Topic*, *Existing Knowledge*, *Research Gap*, *Rationale*, or *Research Aim*. These elements are provided only as guidance for developing the logical structure of the Introduction. Where a separate **Literature Review** or **Theoretical Framework** is necessary because of the disciplinary convention, theoretical complexity, or analytical requirements of the study, it may be presented as a separate section rather than being fully developed within the Introduction.

## Method

The methodology section outlines the approach and methods used to carry out the research. It is essential to provide enough detail for the reader to understand how the study was designed and conducted, and how the data was collected and analyzed. The methodology should justify the research design and provide a rationale for the chosen methods, ensuring that they align with the research questions and objectives.

*Research location*

In this section, please provide a more detailed explanation of the study location. I recommend including a map of the study area to help readers clearly identify the location where the research was conducted. This map will provide a visual context that supports the geographical and contextual information discussed in your manuscript. Also, include the specific time of the research—for example, if the study was conducted in July 202x—so readers can better understand the temporal context of the data collection.

*Research design / Research methods*

In this section, you should describe the overall approach and design of the research. Clearly explain whether the research is qualitative, quantitative, or mixed-methods, and justify why this approach was chosen based on the research questions and objectives. The research design should be appropriate for addressing the gap identified in the existing knowledge.

*Data collection*

In this section, you should describe the methods used to collect data, clearly explaining the instruments or techniques employed, such as surveys, interviews, observations, or experiments. Justify why these methods were chosen and how they align with the research objectives. You should also specify the number of informants or respondents interviewed or involved, along with the sampling technique used (e.g., purposive sampling, snowball sampling, or random sampling), and provide a rationale for why this technique was

chosen to ensure in-depth and relevant data. The criteria for selecting informants or respondents should be explained, along with the reasons why they are considered relevant to the study. If instruments such as interview guides or questionnaires are used, you must describe how these instruments were tested for validity and reliability, and explain the process of testing and validation that was carried out to ensure the instruments reliably collect accurate and consistent data.

*Data analysis*

In this section, you should outline how the collected data were analyzed. Describe the techniques or software used for data analysis, such as statistical analysis for quantitative data or thematic analysis for qualitative data. Be specific about the steps taken to analyze the data and how they help answer the research questions. If appropriate, mention any coding systems or frameworks applied to organize the data.

## Results and discussion

Authors may present the Results and Discussion using either an integrated format or a separate format, depending on the research design, disciplinary convention, nature of the data, and the most appropriate way to communicate the findings. Both formats are acceptable, provided that the presentation is clear, logically structured, analytically sound, and provides meaningful scholarly insight.

Regardless of the format selected, this part of the manuscript should make clear what was found, what the findings mean, how they relate to existing knowledge, why they are important, and what contribution or implication they offer.

**Option 1. Integrated Results and Discussion**

The Results and Discussion section should be presented as one integrated section. Authors should not separate the manuscript into an independent Results section followed by a separate Discussion section. Instead, this section should be organized into several relevant subsections and, where necessary, sub-subsections based on the main themes, variables, dimensions, categories, research questions, or analytical issues examined in the study. The subsection titles should reflect the substantive content of the findings rather than generic labels such as “Results,” “Discussion,” “Quantitative Results,” or “Qualitative Findings.”

Each subsection should function as an integrated unit of analysis. Authors should first present the relevant empirical findings and then directly explain their meaning and significance. The findings may be presented through statistical results, tables, figures, interview quotations, field observations, documentary evidence, or other forms of data appropriate to the research design. The presentation of evidence should be concise and focused on findings that directly address the research objectives, questions, or hypotheses.

After presenting the evidence, authors should interpret the findings by explaining what they indicate, why they are important, and how they relate to the research problem, conceptual framework, or theoretical perspective. The findings should also be compared with relevant previous studies to determine whether they support, extend, refine, or contradict existing knowledge. Authors should avoid merely stating that findings are “consistent” or “inconsistent” with previous studies; instead, they should explain possible reasons for similarities or differences and clarify the contribution of the present study.

As a general guide, each subsection should follow the analytical flow:

**empirical finding → supporting evidence → interpretation → comparison with relevant literature or theory → explanation → contribution or implication.**

This sequence does not need to be applied mechanically in every paragraph, but it should guide the development of the discussion and ensure that evidence and interpretation remain closely connected.

For **quantitative studies**, authors should report relevant statistical results and explain their substantive meaning rather than only stating whether they are significant or non-significant. Unexpected or non-significant findings should also be discussed when they are important to the research questions. For

**qualitative studies**, findings should be organized around major themes, categories, patterns, or processes and supported by appropriate quotations, observations, cases, or documentary evidence. Such evidence should always be followed by analytical interpretation. For **mixed-methods studies**, quantitative and qualitative findings should be integrated whenever they address the same issue, with each type of evidence used to explain, deepen, confirm, or challenge the other.

Authors may include a broader theoretical or conceptual synthesis when several findings collectively reveal a larger pattern, mechanism, contradiction, or transformation. Tables and figures should be used selectively and should not duplicate information already described in the text.

Overall, the Results and Discussion section should develop a coherent scholarly argument rather than merely present data. It should clearly demonstrate what was found, what the findings mean, how they relate to existing knowledge, why they matter, and what contribution or implication they offer to the field.

**Option 2. Separate Results and Discussion**

Authors may alternatively present the Results and Discussion as separate sections when this structure is more appropriate to the research design, disciplinary convention, or nature of the data.

**Results**

The Results section should present the main empirical findings in a clear, systematic, and objective manner. The findings should directly address the research questions, objectives, or hypotheses and may be supported by tables, figures, statistical outputs, interview quotations, observations, documentary evidence, or other relevant data.

Authors should highlight the most important patterns, relationships, differences, themes, or outcomes without unnecessarily repeating information already presented in tables or figures. Interpretation should be limited to what is necessary to clarify the findings.

**Discussion**

The Discussion should move beyond the description of results and provide a substantive interpretation of what the findings mean and why they matter.

Authors should relate the findings to the research questions, objectives, theoretical or conceptual framework, and relevant previous studies. The discussion should explain whether the findings support, extend, refine, or challenge existing knowledge and should provide plausible explanations for important, unexpected, contradictory, or non-significant findings where relevant.

Authors should avoid simply repeating the Results. Instead, the Discussion should develop a coherent analytical argument that demonstrates the contribution of the study and, where appropriate, explains its theoretical, methodological, practical, or policy implications.

**Example of the use of tables and figures in a manuscript**

**Tables**

Tables are used to present data in an organized and clear manner, allowing readers to easily compare and analyze various variables. Each table should be numbered consecutively (e.g., Table 1, Table 2) and should have a descriptive title that clearly explains the content of the table. The title of the table should not be bolded and must not use color, either in the title or within the table itself. The table title should be positioned above the table and aligned to the left.

**Table 2.** Table title

| Year | Sector | | | | |
|---|---|---|---|---|---|
| | **Government** | **Infrastructure** | **Community Building** | **Community Empowerment** | **Urgent** |

| | | | | | |
|---|---|---|---|---|---|
| 20xx | xx.x | xx.x | xx.x | xx.x | xx.x |
| 20xx | x.xx | x.xx | x.xx | x.xx | x.xx |
| 20xx | x.xx | x.xx | x.xx | x.xx | x.xx |
| 20xx | x.xx | x.xx | x.xx | x.xx | x.xx |

Source: (xxxxxxxxxxxxxxx, 202x)

Formatting: Use font size **11 pt** for the table title and **10 pt** for the content of the table. The table should be simple and not overly complicated, presenting only the data that is relevant to the research questions.

*Placement*: The table should be placed as close as possible to the first reference to the table in the text.

*References*: If the data in the table comes from another source, proper citations must be included.

*Analysis and Explanation*: Tables must be explained in detail to help readers clearly understand the data presented. Please explain and analyze the table above.

**Figures**

Figures are used to present data visually, such as graphs, charts, photographs, or other diagrams, which help the reader understand the data more easily. Figures should be numbered consecutively (e.g., Figure 1, Figure 2), and each figure should be accompanied by a clear and concise caption that provides a clear understanding of the data contained within the figure. The caption should be placed below the figure and aligned to the left. The font size for the figure title should be **11 pt**, and ensure that the figure is presented in **JPG or PNG format** with high resolution to guarantee clarity of the image. **References**: If the figure is taken from another source, proper attribution and citation must be provided.

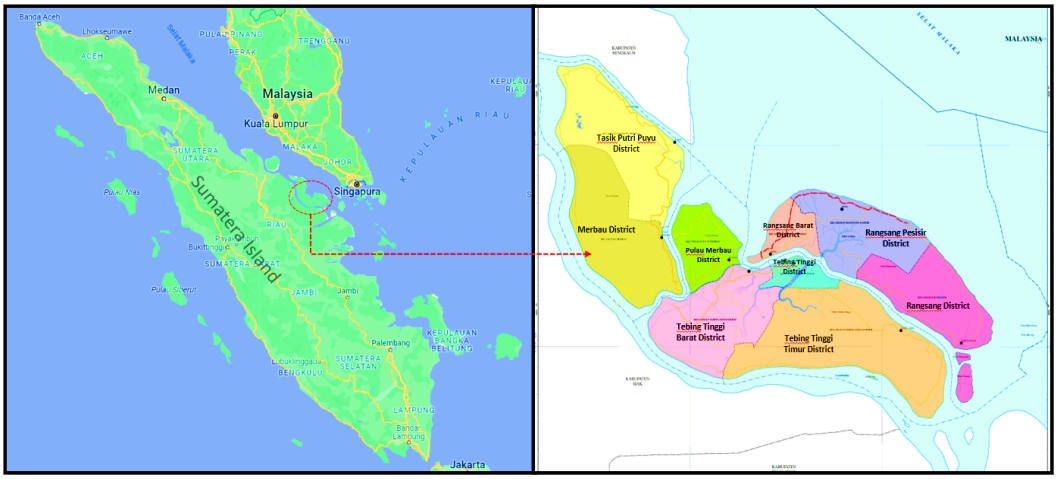



**Figure 1.** Figure title
Source: (xxxxxxxxxxxxx, 202x)

Figures must be explained in detail to help readers clearly understand the data presented. Just as tables require thorough explanations, figures should also be analyzed and described in context to ensure clarity. After presenting a figure, authors should provide a detailed explanation of what the figure shows, highlighting key data points and patterns that are important for the research.

**Conclusion**

In the conclusion, the main findings of the research are briefly summarized, highlighting how they address the research questions or hypotheses presented at the beginning of the study. The most significant results are emphasized, along with any novel or unexpected contributions made by the study. The broader implications of these findings are discussed, demonstrating how the results contribute to advancing knowledge in the field and could influence future research, policy, or practice. Practical applications of the findings are also considered, outlining how they can be applied in real-world contexts. Additionally, the limitations of the study are acknowledged, along with suggestions for future research based on the study's findings and limitations. Finally, the conclusion encapsulates the overall contribution of the research and its relevance to

the academic community and real-world applications, reflecting on the significance of the study and offering potential directions for further investigation.

**Acknowledgements (Optional)**

This section is for acknowledging individuals or organizations who have contributed to or supported the review article. This may include those who provided ideas, data, or writing assistance. Ensure that all contributors are properly acknowledged.

**Declaration of generative AI and AI-assisted technologies in the writing process (if AI was used in the manuscript preparation)**

During the preparation of this work, the author utilized [NAME OF TOOL/SERVICE] for [REASON] as an aid. After using the tool/service, the author reviewed and edited the content as necessary and is fully responsible for the published material.

**Statement of originality and plagiarism-free**

In this section, the author declares that the article is an original work and free from plagiarism. The author also states that the article has not been published elsewhere and is not under submission to any other journal. Example: *"The author declares that this article is an original work that has not been published elsewhere and is free from plagiarism. All references and citations have been properly acknowledged according to the applicable standards."*

**Declaration of conflicts of interest**

In this section, the author must declare any conflicts of interest related to the research, authorship, or publication of the article. Conflicts of interest can include financial, professional, or personal relationships that may influence the objectivity of the research. **Key Points to Include**:

- If there are no conflicts of interest: *"The author declares no conflicts of interest related to this research, authorship, or publication."*
- If there are conflicts of interest, briefly explain the nature of the conflict, for example: *"The author declares a conflict of interest related to funding from [organization name] that supported the research for this article."*

## References

The manuscript must include at least 20 references, with a minimum of 80% from scholarly journal articles. Of these references, 70% should be published within the last 10 years. Authors are required to use one of the following applications: Mendeley, EndNote, Zotero, or another application following the American Psychological Association (APA) style, 7th Edition. Here are some examples of bibliography citations:

**1. Journal Article**

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology, 114*(6), 1242–1256. https://doi.org/10.1037/edu0000696

**2. Online Magazine Article**

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah's Great Salt Lake. *Newsweek*. https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explained-mirabilite-1741151

**3. Print Magazine Article**

Nicholl, K. (2020, May). A royal spark. *Vanity Fair, 62*(5), 56–65, 100.

**4. Online Newspaper Article**

Bernstein, J. (2024, June 3). The man who couldn't stop going to college. *The New York Times*. https://www.nytimes.com/2024/06/03/magazine/benjamin-bolger-college-harvard-yale.html

**5. Print Newspaper Article**

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

**6. Blog Post**

Rutledge, P. (2024, April 23). Are tweens too young for digital literacy? *Dr. Pam: Living With Media*. https://www.pamelarutledge.com/are-tweens-too-young-for-digital-literacy/

**7. Authored Book**

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association. https://doi.org/10.1037/0000048-000

**8. Edited Book Chapter**

Zeleke, W. A., Hughes, T. L., & Drozda, N. (2020). Home–school collaboration to promote mind–body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind–body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association. https://doi.org/10.1037/0000157-002

**9. Online Dictionary Entry**

American Psychological Association. (2018). Internet addiction. In *APA dictionary of psychology*. https://dictionary.apa.org/internet-addiction

**10. Report by a Group Author**

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

**11. Report by Individual Authors**

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings. https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf

**12. Press Release**

American Psychological Association. (2024, April 11). People who use willpower alone to achieve goals, resist temptation, deemed more trustworthy [Press release]. https://www.apa.org/news/press/releases/2024/04/people-who-use-willpower

**13. Conference Session**

Davidson, R. J. (2019, August 8–11). Well-being is a skill [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf

**14. Dissertation**

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367) [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

**15. Preprint Article**

Latimier, A., Peyre, H., & Ramus, F. (2020). A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention. *PsyArXiv*. https://psyarxiv.com/kzy7u/

**16. Data Set**

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks* (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. https://doi.org/10.3886/ICPSR36966.v1

**17. Webinar**

Lee, C., McAdoo, T., & Denneny, S. (2023). *APA Style seventh edition refresher for instructors* [Webinar]. American Psychological Association. https://apastyle.apa.org/instructional-aids/tutorials-webinars

**18. PowerPoint From a Classroom Website**

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. https://fnu.onelogin.com/login

**19. The Law and Government Regulations**

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Sistem Pendidikan Nasional. 8 Juli 2003. Lembaran Negara Republik Indonesia Tahun 2003 Nomor 4301. Jakarta.
Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Standar Nasional Pendidikan. 16 Mei 2005. Lembaran Negara Republik Indonesia Tahun 2005 Nomor 41. Jakarta.

**20. Central Statistics Agency**

Badan Pusat Statistik. (2022). *Kecamatan Randangan Dalam Angka*. Jakarta: Badan Pusat Statistik.