

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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Article Info	Abstract
Research article	<p>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 150 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.</p>
Article history	
Received:	
Accepted:	
Available online:	
Keyword:	
Minimum of 3 words and a maximum of 5 words	
To cite this article:	

Introduction

Background: The background section serves as an introduction that explains the context of the topic being investigated. In this section, you provide an overview of the research topic and its significance within a broader context. You must provide the reader with an understanding of what is currently happening in this field and why the topic is important to investigate. Start by explaining the broader background of the topic, followed by a discussion of the current situation or relevant state of affairs related to your research.

Topic Importance: In this section, you need to explain why your research topic is important and relevant to discuss. What impact does this topic have? What will be changed or improved through your research? You need to convince the reader that this research adds significant value. Provide compelling reasons why this topic needs to be investigated, whether from a social, economic, or scientific perspective. Explain how this research is relevant to practical contexts or how it fills a gap in the existing theory.

Existing Knowledge: Here, you will discuss previous research that has been conducted on your topic. This literature review provides the context and theoretical foundation for your research. Focus on the most relevant studies that lead to the gap you intend to address in your research. Summarize the key findings of



these studies and discuss how they relate to your research. Also, mention any limitations in the existing research that justify the need for further investigation.

Knowledge Gap: In this section, you need to identify gaps or areas of knowledge that remain unexplored or underexplored. This section shows that although there is relevant literature, there are areas that have not been thoroughly studied or researched. This is an important part of guiding the focus of your research. Explain what has not been sufficiently discussed or investigated within this topic. What is missing in previous studies? Why is it crucial to fill this gap, and how will your research address this deficiency?

Rationale: In this section, you should explain why this research is necessary. The rationale provides the reasons why the identified gap is important to investigate and how your research will offer new contributions. Explain why this gap needs to be filled and how your study will contribute to addressing it. Additionally, describe how the findings from your research can provide practical, theoretical, or policy-related benefits.

Research Question: The research question is the primary focus of your study. This section explains the main question that you aim to answer through your research. The main research question should directly relate to the gap you have identified. If necessary, you can include specific sub-questions that clarify the objectives of your research.

Aim/Objective: The research aim outlines what the research seeks to achieve. This section should be clear and specific, so the reader knows what your research will answer or accomplish. Clearly define the main aim of your research, and if applicable, also list secondary objectives that are more specific. Specify exactly what you intend to investigate and achieve through your research.

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.

The study area

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 methods

Here, you should describe the methods used to collect data. Clearly explain the instruments or techniques used, such as surveys, interviews, observations, or experiments. Justify why these methods were chosen and how they align with the research objectives. If you used any tools or instruments, provide a brief description of them and explain their validity and reliability.

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

The Results and Discussion section presents the findings of the research and interprets them in the context of the existing literature. Unlike the separate Results and Discussion sections, this combined section allows for the direct comparison and analysis of the data, linking the findings to the research questions and objectives. In this section, you should not only present the outcomes but also explain their significance, compare them with previous studies, and explore their implications.

Presentation of results

Start by presenting the key results of your study. The results should be reported in a clear, logical, and concise manner. You should present the findings that directly address the research questions or hypotheses. Use tables, figures, and charts where appropriate to present the data in a way that is easy to understand. Be sure to describe the data briefly but avoid interpreting them at this stage.

For Quantitative Studies: Provide the relevant statistical results (e.g., means, standard deviations, p-values, correlations, etc.) and highlight significant findings.

For Qualitative Studies: Present the themes or categories that emerged from the data, supported by quotes or examples from the participants.

Interpretation of results

After presenting the raw data, interpret the results. This is where you connect the findings to the broader research questions and theoretical framework. Explain what the results mean in relation to your research objectives. Compare your findings with previous studies and discuss whether they align with, contradict, or expand on existing literature.

Comparison with Existing Literature: Discuss how your results fit with or challenge existing theories or findings in the field. This helps contextualize your findings and demonstrates how they contribute to the body of knowledge.

Explanation of Unexpected Results: If your study revealed any unexpected findings, discuss these in detail. Consider possible reasons for these results and how they may affect the interpretation of your data.

Implications of the findings

Discuss the implications of your findings for theory, practice, and policy. Explain how your results contribute to advancing knowledge in the field. Consider the broader impact of your study—how can your findings be applied in real-world settings or influence future research? If relevant, discuss any recommendations for policy changes or practical applications based on your results.

Limitations of the study

Acknowledge any limitations in the study that may affect the interpretation or generalizability of the findings. This could include limitations in the research design, sample size, data collection methods, or any biases that may have affected the results. Addressing these limitations adds transparency and shows that you are critically reflecting on your study's validity.

Suggestions for future research

Conclude this section by suggesting directions for future research. Based on your findings and the limitations identified, propose further studies that could address unanswered questions or expand upon the current research. Indicate areas where additional investigations could provide valuable insights and contribute to the field.

Summary of results and discussion

In the Results and Discussion section, you present the findings of your study, interpret them in light of the research questions, and compare them with existing literature. This section not only provides the outcomes of your research but also delves into their significance, implications, and how they contribute to the field. By integrating the results and discussion, this section provides a comprehensive understanding of your research and its relevance in the broader context.

Summary of translation

This translation follows academic English conventions, maintaining clarity, precision, and an objective tone. The combined Results and Discussion section is presented in a logical flow, with clear sub-sections on

presenting the results, interpreting them, discussing their implications, acknowledging limitations, and suggesting future research. This structure is consistent with the practices of international journals and helps ensure a thorough and cohesive presentation of your findings.

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: (xxxxxxxxxxxxxxxx, 2025)

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.

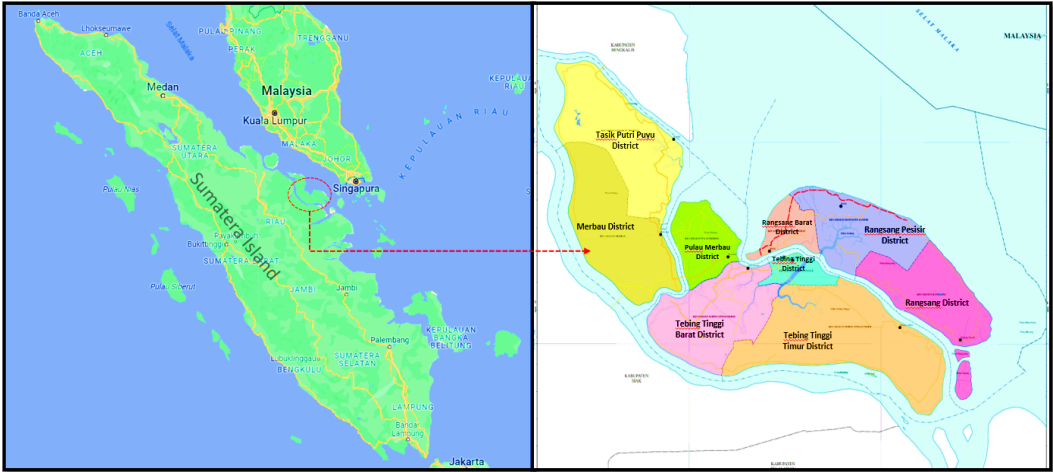


Figure 1. Figure title

Source: (xxxxxxxxxxxxxxxx, 2025)

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.

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 15 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

Zelege, 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.