` Available online at website :
http://uinjkt.ac.id /index.php/elementar
Elementar: Jurnal Pendidikan Dasar, 5(1), 2025, 47-59

TITLE USES GARAMOND FONT; SIZE 14 PT; MAXIMUM 13 WORDS

Author[1], Author[2], Author[3]
Afiliation[1], Afiliation[2], Afiliation[3]
Address
E-mail Correspondens Author: e-mail
Contact Person : 08xxxxxxxx

Corresponding Author:
Author 1/author 2/author 3
Submit: -
Revisi: -
Approve: -

Pengutipan: Rusyda, Siti Hadaina, dkk. (2022). Pengaruh Model *Paired Storytelling* Terhadap Keterampilan Bercerita Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas IV MI Dayatussalam Cileungsi Bogor. *Elementar: Jurnal Pendidikan dasar*, 4 (1), 2024. doi: 10.15408/elementar.v4i1.id artikel

Abstract

Abstract* (Garamond 11, Bold, space 1, spacing before 0 pt, after 3 pt)

The abstract contains the problem, research objectives, research methods, research results, and conclusions (written in 200 words, using Garamond font, font size 10, single spacing). Written in English.

Keywords: word 1, word 2, word 3 (minimum 3 words)

** English Language*

Copyright © *2025,* ELEMENTAR : Jurnal Pendidikan Dasar, 5 (1) 2025
© 2025 The Author(s). This is an open access article under CC-BY-SA license (https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

The introduction contains the purpose of the article/research formulated and presented with adequate background. The introduction should include the **urgency of the study, supporting facts from previous studies, gap analysis, research status, the novelty, and research objectives**. Gap analysis means the gap found in previous studies, while the status of the study is the position of previous research whether it is correcting, debating, or supporting. References must be taken from various reputable national and international scientific journals (**indexed by SCOPUS, Web of Science, or SINTA**) that are published no more than ten years from the submission of the article. Article length is 3,500 - 5,000 words, including all images, tables, nomenclature, references, etc.

METHODS

Basically, this section explains how the research was carried out, which includes research designs, populations, and samples (research targets), data collection techniques, 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. Data analysis procedures and techniques must be emphasized in the literature review article. The stages of the research must be clearly stated. The research method must be written in paragraph form.

RESULTS AND DISCUSSION

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.

The discussion in the article aims to: (1) answer the problem formulation and research questions; (2) shows how the findings were obtained; (3) interpret research findings; (4) linking research findings to established knowledge structures; and (5) bringing up new theories or modification 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.

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

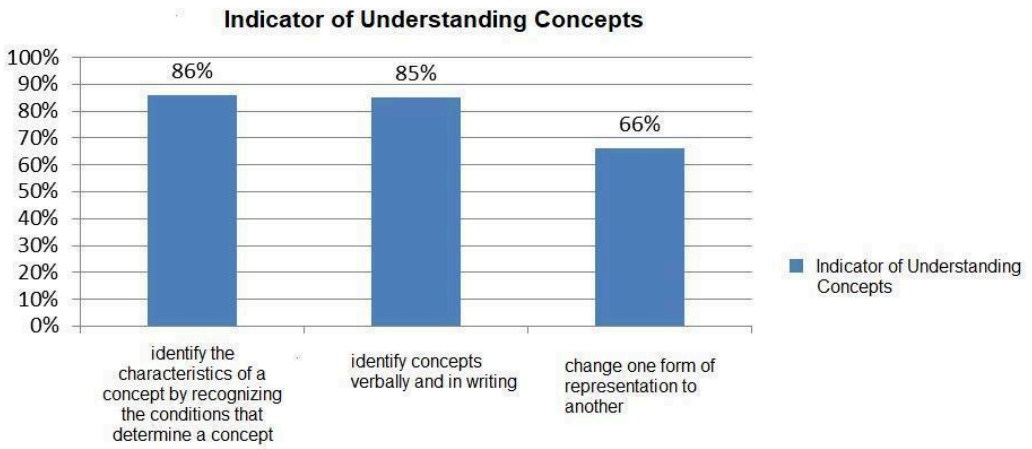
Place the title/label of the table above the table (*center*) and number it in the order of the table, while the title/label of the image and graphic at the bottom of the picture/graphic. Write down specific tables/figures/graphics, for example Table 1/figures 1/graph 1, when referring to a table/picture/graphic.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

Table 1. Criteria for Feasibility Percentage of Education Textbooks for MI / SD

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. PGSD Student Exploration Activities at the Ciwaringin Batik Center



Graph 1. Indicator of Understanding Concepts

CONCLUSION

The research conclusions are presented briefly, narratively, and conceptually that describe the research findings and their impact. Avoid using numbering and symbols (bullet and numbering).

REFERENCES

Write down all references cited and actually written/quoted in the text from primary sources (80% taken from national and international reputable scientific journals indexed by **SCOPUS, Web of Science, or SINTA**, 20% of other supporting sources). The minimum number of references is **30 references**. Writing a bibliography/reference using APA (*American Psychological Association*) 6th edition using the application **Mendeley**. Examples of writing the following bibliography:

Scientific Journal Articles

Arifuddin, A., & Arrosyid, S. R. (2017). Pengaruh Metode Demontrasi dengan Alat Peraga Jembatan Garis Bilangan Terhadap Hasil Belajar Matematika Materi Bilangan Bulat. *Al Ibtida: Jurnal Pendidikan Guru MI, 4*(2), 165-178.

Prahani, BK, Limatahu, I., Winata, SW, Yuanita, L., & Nur, M. (2016). Effectiveness of physics learning material through guided inquiry models to improve student's problem-solving skills based on multiple representations. *International Journal of Education and Research*, *4*(12), 231-244.

Book

Valanides, N. (2014). *Technological Pedagogical Content Knowledge*. New York: Springer

Proceedings of the Seminar / Conference

Damayanti, D., & Nurgiyantoro, B. (2019, July). Carpon: Local Wisdom Integrated with Character Education for Primary Students. In 6th International Conference on Educational Research and Innovation (ICERI 2018). Atlantis Press.

Thesis/Dissertation

Latif, M. A. (2018). Analisis Tingkat Literasi Teknologi Informasi dan Komunikasi Guru Sekolah Dasar di Kabupaten Garut (Doctoral dissertation, Universitas Pendidikan Indonesia).