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Title (Related to the Variables, Research Highlights/Findings, and/or the COntents of the Article)

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The affiliation is written in full name (not abbreviation) and complete address just as the example below: Department of Chemical Education, Faculty of Teacher Training and Education, Universitas Lampung, J;. Prof. Dr. SoemantriBrojonegoro No.1 Bandar Lampung, Indonesia

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Abstract: Abstract and keywords are written in English and Bahasa Indonesia. The abstract is a concise (short and clear) summary of your work. It should clearly state the background problem, the research purposes, the short methods, the main results/findings, and the conclusions, and should not include citations, tables, figures, and formulas. It should not be more than 300 words.objectives, methods, findings, conclusion should be clearly stated in this part.

Keywords: 3 or 5 important, spesific, and representative words or phrase.

Abstrak: *[IF YOU CANNOT SPEAK BAHASA INDONESIA, PLEASE SKIP THIS PART]Abstrak dan kata kunci ditulis dalam Bahasa Inggris dan Bahasa Indonesia. Abstrak merupakan ringkasan (singkat, padat, dan jelas) dari penelitian Anda. Abstrak harus menjelaskan dengan baik mengenai latar belakang masalah, tujuan penelitian, metode yang digunakan (singkat), hasil penelitian (yang paling utama), dan kesimpulan. Abstrak tidak boleh berisi sitasi, tabel, gambar dan persamaan-persamaan. Abstrak sebaiknya tidak lebih dari 300 kata.tujuan, metode, temuan, dan kesimpulan harus dinyatakan dengan jelas pada abstrak.*

Kata kunci: *3-5 kata atau fraseyang penting, spesifik, atau representatif bagi artikel ini.*

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▪ INTRODUCTION

Introduction contains background, rational, and/or urgency of research. References (relevant literature or research), need to be included in this section, its relationship to the justification of research urgency, the emergence of research problems, alternative solutions, and selected solutions. The source writing method in the text needs to clearly show the author's name and source citations, in the form of the year of publication and the page where the text is located. For example are: ..... the results of the study show that more than 70% of students are not able to recognize authentic problems ..... (Abdurrahman, 2008).

Problems and objectives, as well as the usefulness of research are written narratively in paragraphs, do not need to be given a special subtitle. Likewise, the operational definition, if deemed necessary, is also written narrative. Introduction is written with a TNR-12 upright, with a space of 1. Each paragraph begins with a word jutting in about 1 cm from the left edge of each column.

The **introduction** explains **state of the art** of the research, **gap analysis**, and **research objectives/questions**. The state of the art of the research includes research background, previous research, references, and theory related to the research. The gap analysis is the statement about why the research is needed to be conducted and the novelty (uniqueness) of the research. The research objective/questions state the research problem that will be solved in the manuscript. **This part should have 15-20% proportion of the manuscript**.

▪ METHOD

This part contains the type of research, time and place of research, target / target, research subject (population and sample), procedures, instruments and data analysis techniques as well as other matters related to the way of research. Methods can be written in sub-sections, with sub-subheading. Subtitles do not need to be notated, but are written in lower case with a capital letter, TNR-12 unbold, flat left. For example can be seen below. The **research method** is written in **full and detail so that it can be repeated by others (reproducible)**. The common methods should not be written in detail. This part contains research design, data collecting technique, data sources or participants, and data analysis technique. **This part should have 10-15% proportion of the manuscript**.

In this part, research sample need to be clearly explained in this section. It is also necessary to write down techniques for obtaining subjects (qualitative research) and/or sampling techniques (quantitative research). Procedure should be described according to the type of research. How research is carried out and data obtained, needs to be described in this section. For experimental research, the type of design (experimental design) used should be written in this section. Types of data, how data is collected, with instruments where data is collected, and how technical the collection is, should be explained clearly in this section. Then, how to interpret the data obtained, in relation to problems and research objectives, needs to be explained clearly.

Second-Level Heading

Insert…

Second-Level Heading

Insert…

▪ RESULT AND DISCUSSION

The results of the study are presented in the form of graphs, tables, or descriptive. **Analysis and interpretation of these results is needed before being discussed**. The table is written in the middle or at the end of each text description of the results / acquisition of research. If the table width is not enough to be written in half a page, it can be written in full page. The table title is written from the left centered, all words begin with uppercase letters, except conjunctions. If more than one line is written in a single space (at least 12). For example, can be seen in Table 1 below.

Table 1. Score of Students' Ability to Do ... in Learning .....

No.	Aspect	Score
1 2 Dst...		
Mea n		

The results are in the form of pictures, or data made by drawings / schemes / graphs / diagrams / similarities, the presentation also follows the existing rules; the title or name of the image is placed below the image, from the left, and is spaced 1 space (at least 12) from the image. If more than one line, between lines are given a single space, or at least 12. For example, can be seen in Figure 1 below.

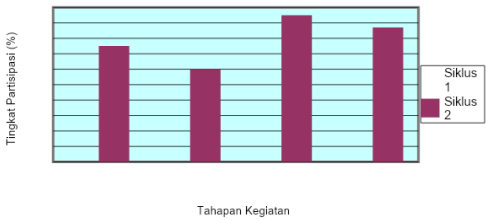

Figure 1. Level of Student Participation in Discussion Activities .....

The discussion focused on linking the data and the results of its analysis to the problem or purpose of the study and the broader theoretical context. It can also be discussed is the answer to the question why are facts found in the data. The discussion is written attached to the data discussed. The discussion is attempted not to be separated from the data discussed. Results and Discussion have proportion about 60-70% of the manuscript. This part is the main part of the research article. Results should summarize or highlight the findings rather than providing the detailed research results. The results also contain the results taken from the data analysis and/or the hypothesis test results and only provide the data that support discussion. This part includes table(s) and graph(s) taken from the research results data.

Discussion plays the important part in a scientific article. This part answers the problems, interprets the research results and the findings into the already known knowledge, confirms and/or contrasts with the research of other researchers, constructs the new theory, and/or modifies the previous theory. Discussion may also contain the implications of both theoretical and implementation results. Results and Discussion should answer what, why and what else questions. The research findings must be stated explicitly. After stating the research findings, the research findings and the relevant theory or hypothesis must be discussed comprehensively. The discussion section also must explain the comparison of the research finding with the relevant results. Therefore, a notable citation must be found in the discussion section. In the last part, the implication of the research finding to sciences should be stated clearly.

▪ CONCLUSION

This part is written in paragraph form (not in the form of points or numbers). The conclusion must be written concise (briefly and clearly). It should not re-discuss the research results. The conclusion must be able to answer the research objectives/questions and should not repeat the abstract or simply rewrite the experimental results. This part should reflect the innovation or improvement of the existing science. Some suggestions related to the results could be added into.

▪ REFERENCES

Reference should use minimum 80% of primary referral sources (international journal) of the last 10 years of publications and written in APA VI style. Unpublished reference is not suggested to be cited. Written in a single space (or at least 12pt), the reference list is spaced 1 space. Some examples of reference / reference writing methods in the referral List are given below.

Book:

Helfer, M. E., Kempe, R. S., &Krugman, R. D. (1997). *The battered child* (5th ed.). Chicago, IL: University of Chicago Press.

Article or Chapter in A Published Book

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York, NY: Springer.

Article in a Journal:

Cartwright, T. J., & Hallar, B. (2018). Taking risks with a growth mindset: long-term influence of an elementary pre-service after school science practicum. *International Journal of Science Education*, *40*(3), 348-370.

Official Document:

National Board of Education Standard. (2006). Retrieved 05 April, 2017 from http://bsnp-indonesia.org/wp-content/uploads/kompetensi/Panduan_Umum_KTSP.pdf

Pusat Pembinaan dan Pengembangan Bahasa. 1978. *Pedoman Penulisan Laporan Penelitian.* Jakarta: Depdikbud.

Undang-undang Republik Indonesia Nomor 2 tentang Sistem Pendidikan Nasional. 1990. Jakarta: PT Armas Duta Jaya.

Thesis or Dissertation:

Biswas, S. (2008). Dopamine D3 receptor: *A neuroprotective treatment target in Parkinson's disease*. Retrieved from ProQuest Digital Dissertations. (AAT 3295214)

Adams, R. J. (1973). *Building a foundation for evaluation of instruction in higher education and continuing education* (Doctoral dissertation). Retrieved from http://www.ohiolink.edu/etd/

Proceeding

Simsek, P. & Kabapmar (2010). *The effects of inquiry-based learning on the elementary students conceptual understanding of matter, scientific process skills and science attitudes*. World Conference on Educational Sciences, Bahcesehir University, 4-8 February 2010. Istanbul, Turkey: Elsevier