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Research Paper

Title of the article [Font Cambria Math 16pt Bold, Center]

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ABSTRACT

Write the Abstract as one concise paragraph that clearly answers what was studied, why it matters, how it was done, what was found, and what it means. Begin with 1–2 sentences of background that identify the problem and objective in plain terms, followed by a precise statement of the study design, setting/data source, participants or samples, and primary measures. Briefly describe the core methods of analysis, naming key models or tests, and any preregistration or ethics approvals if crucial. Present the principal results with the most important numbers only—report effect sizes with 95% confidence intervals and exact p-values when relevant, avoiding secondary details and duplication from the main text. Conclude with a single sentence that states the main implication for theory, practice, or policy without overgeneralizing, and avoid citations, undefined abbreviations, or new claims. Keep within the journal's word limit (commonly 150–250 words for original research), use past tense for methods and results, present tense for conclusions, and include 4–8 specific keywords after the paragraph that do not repeat title terms to improve indexing. [Cambria Math, 11pt, Justify]

Keywords: 3 – 5 words or phrases; separated by semicolon; lowercase.

DOI: https://doi.org/.....

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INTRODUCTION [Cambria Math 12pt Bold]

The introduction section contains the background of the research problem, the importance of the research, supporting or relevant research, research objectives, and literature review. It is recommended to cite RISE journals, international journals, and nationally accredited journals related to the research. **Using the Cambria Math font, size 11, 1.5 spacing, A4 paper size. Top margin 1.5 cm, left 1.5 cm, right 1.5 cm, and bottom 1.5 cm.**

State the scholarly context, why the topic matters, and the specific knowledge gap. Conclude with clear objectives or hypotheses and the guiding framework, without reporting results. Example APA in-text citations: narrative: Smith and Lee (2022) argued that X remains underexplored; parenthetical: Recent studies suggest Y (Garcia et al., 2021; Patel, 2023). [Cambria Math 11pt Bold]

LITERATURE REVIEW [Cambria Math 12pt Bold]

The Literature Review should deliver a critical, integrative synthesis that explains what is known, where the controversies and gaps lie, and why your study is needed. It must define core constructs and theories, evaluate the quality of prior evidence, and position your contribution (theoretical, methodological, or empirical) with a clear narrative thread.

Example: Research on digital literacy has proposed the Cognitive Skills Model and the Socio-Cultural Model to explain online information evaluation, emphasizing individual critical-thinking processes and community practices, respectively (e.g., Buckingham, 2015; Street, 2003). Empirical studies across secondary schools and first-year university cohorts generally find moderate gains after short interventions, although results vary with prior proficiency and assessment format (Johnson et al., 2019; Kim & Park, 2021). Methodologically, prior work often relies on small, single-site quasi-experiments, raising concerns about selection bias and limiting generalizability to diverse learners (Nguyen et al., 2020). Recent advances using large-scale log-data analytics suggest that task-embedded feedback can accelerate skill acquisition but remain inconclusive due to limited randomized comparisons (Lopez, 2022). Consequently, a focused examination of adaptive, classroom-integrated interventions is warranted. The present study addresses this by implementing a cluster-randomized field experiment with pre-registered analyses, thereby testing the claim that adaptive feedback yields larger effects than static materials and extending prior findings to public high schools in urban settings. [Cambria Math 11pt Bold]

METHOD [Cambria Math 12pt Bold]

Describe design and setting; participants/data and inclusion–exclusion criteria; sample size and any power analysis; variables, instruments, and validity/reliability evidence; data collection and preprocessing; handling of missing data/outliers; preregistration or protocol (with link/DOI); analytic strategy (models, assumptions checks, effect sizes, CIs, multiple-comparison control, sensitivity analyses); software and versions; and ethics approvals/consent. [Cambria Math 11pt Bold]

Participants [Cambria Math 11pt Bold]

Describe who was eligible and who was excluded, how and when participants were recruited, and what consent and ethics approvals applied. Summarize key characteristics (e.g., age, gender, relevant demographics) to show representativeness.

Instruments [Cambria Math 11pt Bold]

List each tool or scale and what it measures, note any adaptations or translations, and report reliability/validity evidence. Explain how the instruments were administered and scored, including cutoffs or scoring rules.

Sample [Cambria Math 11pt Bold]

State how the target sample size was determined (e.g., power analysis or justification), then report the final number of participants and any attrition. Indicate the sampling method and group/strata composition if applicable.

Data analysis [Cambria Math 11pt Bold]

Specify the primary statistical tests or models and any covariates, and note how assumptions were checked. Describe how missing data and outliers were handled, how multiple comparisons were controlled, and confirm that effect sizes with 95% confidence intervals were reported.

RESULT [Cambria Math 12pt Bold]

This section presents the research findings. The research findings can be supplemented with tables, graphs (figures), and/or charts. The discussion section presents the results of data processing, logically interprets the findings, relates them to relevant reference sources, and places them in a broader context. **Table titles and table content, font size (Cambria Math, 10, single space). Image titles, font size (Cambria Math, 10, single space).** The paragraph contains only one main idea. All foreign terms are written in italics. Every piece of information/image/or graphic from another source is cited. Every acronym used needs to be written out in full the first time it appears. Numbers are written with a maximum of two digits after the decimal point. For percentages, the maximum is one digit after the decimal point.

Table

Tables should be numbered in the order in which they are written (Table 1, etc.). The title of the table is written at the top, with a middle average in a 10pt font. The table is centered as shown below and referenced in the script.

Table 1 Criteria for assessment by Design Experts [Table Title: Cambria Math 10pt on Bold]

No.	Value Range	Percentage (%)	Criterion
1.	39.00 – 48.00	81.25 – 100.00	Excellent
2.	30.00 – 38.99	62.50 – 81.24	Good
3.	21.00 – 29.99	43.75 - 62.49	Bad
4.	12.00 – 20.99	25.00 – 43.74	Very Not Good

Illustrations, Photos, and Drawings

Photos and images are numbered in the order of writing (Fig.1, etc.). The title of the image is placed below the image in the middle position with a font size of 10pt. The image title should be complete so that it is easy to understand.

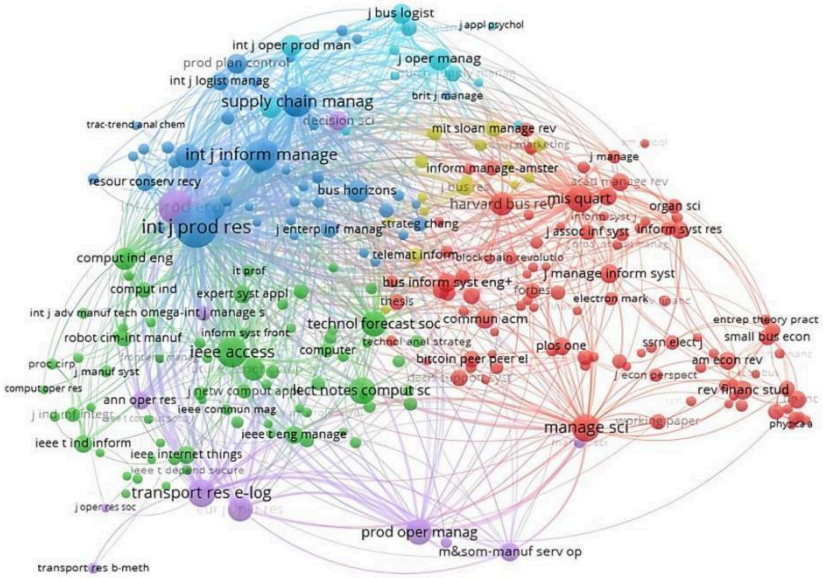


Figure 1. Example of a research figure

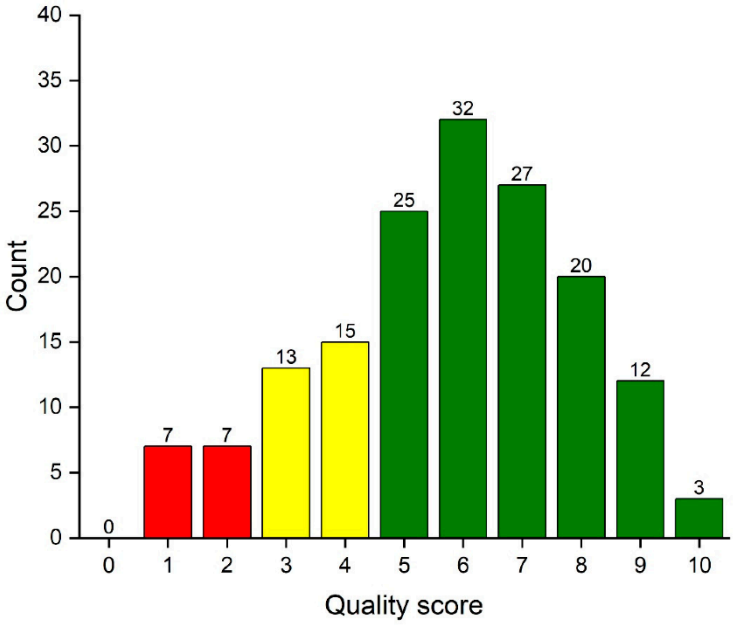


Figure 2. Example of a research chart

DISCUSSION [Cambria Math 12pt Bold]

The Discussion interprets the findings with respect to the research questions, theory, and prior literature. Start with a concise statement of the principal results and their meaning, then explain concordance or divergence from previous studies and propose plausible mechanisms. Address strengths and limitations frankly, including sources of bias, measurement error, internal and external validity, and generalizability. Delineate theoretical, methodological, and practical implications, noting boundary conditions and uncertainties. Conclude with specific, feasible directions for future research that logically extend from your results.

To support a rigorous, Scopus-standard Discussion, incorporate up-to-date, high-quality citations that are directly relevant to each interpretive claim. **Prioritize literature from the past 10 years, supplemented by seminal works where necessary, and draw mainly from reputable, peer-reviewed journals indexed in Scopus or Web of Science.** When asserting convergence or divergence, cite at least two to three recent studies per claim and, where possible, systematic reviews or meta-analyses that synthesize the field. Avoid reliance on non-peer-reviewed sources or predatory outlets; verify journal reputation using established indices and consult retraction databases when in doubt.

CONCLUSION [Cambria Math 12pt Bold]

The Conclusion should clearly state the main answer to your research question in one short paragraph. Summarize what was found and why it matters, without adding new data or detailed numbers. Mention any

key limits that readers should keep in mind, then end with one practical takeaway and, if relevant, a simple next step for future research or action.

DATA AVAILABILITY STATEMENT [Cambria Math 12pt Bold]

Indicate where data, code, and materials are available (repository name and DOI/accession). If restricted, explain the constraints, de-identification, and request procedure.

FUNDING [Cambria Math 12pt Bold]

List all funders, grant numbers, and the role of funders in study design, data collection, analysis, writing, and publication decisions. Provide a "no specific funding" statement if applicable.

ACKNOWLEDGEMENT [Cambria Math 12pt Bold]

Acknowledge substantial non-authorship contributions (technical, data collection, editorial, facilities) with permission from those named; include any community or patient partners.

GENERATIVE AI STATEMENT [Cambria Math 12pt Bold]

Disclose any generative AI tools and versions used, the specific tasks performed (e.g., language editing, code assistance, figure drafting), and how outputs were verified. Affirm that authors remain responsible for content, no AI tools are credited as authors, checks for originality and reference validity were conducted, and no confidential/PII data were provided to AI systems without consent and safeguards.

REFERENCES

This section contains information about sources that have been cited in the body of the article. **Reference the last 5 years and use the DOI**. References are arranged chronologically following the APA style (*American Psychological Association*) system. For each Reference cited in the manuscript, a reference must appear in the reference list. **It is recommended to cite several relevant Biodik journal articles**. The format of writing a library with the APA Style system is as follows:

Writing References taken from textbooks:

Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2009). Introduction to meta-analysis. Wiley.

Mulyasa, E., Iskandar, D., & Aryani, W. D. (2017). *Revolution and innovation in learning according to process standards*. Bandung: PT. Remaja Rosda Karya.

Suryani, N., Setiawan, A., & Putria, A. (2018). *Innovative learning media and its development.* Bandung: PT. Teenager Rosdakarya.

Bibliography writing taken from journals:

Des Jarlais, D. C., Lyles, C., & Crepaz, N. (2004). Improving the reporting quality of nonrandomized evaluations of behavioral and public health interventions: *The TREND statement. American Journal of Public Health, 94(3),* 361–366. https://doi.org/10.2105/ajph.94.3.361

Kilkenny, C., Browne, W. J., Cuthill, I. C., Emerson, M., & Altman, D. G. (2010). Improving bioscience research reporting: The ARRIVE guidelines for reporting animal research. *PLOS Biology, 8(6),* e1000412. https://doi.org/10.1371/journal.pbio.1000412