

Mediators between self-criticism and depression

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Abstract

Reflecting the substance of the whole contents of the article and enabling to help readers to determine relevance with their interest and decide whether or not to read the full document. The abstract consists of a statement about the background, objective of the study or focus of discussion, method or important research steps, findings and discussion, and conclusion. Title and abstract are written in English, each in one paragraph, single spacing, and in total about 150-250 words.

Keywords: *listing important terms, enabling readers to find the article, 3-5 terms, written below Abstract, and italicized.*



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Introduction

Containing backgrounds of the problem, depiction and further scrutiny of the problem or the gap between what is idealized and what is the reality, supported by relevant theories and recent research, and objective of the study. The problem should offer a new research value or benefit as an innovative endeavour, written more or less 20% of the whole body including the title and abstract.

Method

Written out briefly, concisely, clearly, but adequately so that it can be replicated. This section contains explanation of the research approach, subjects of the study, conducts of the research procedure, use of materials and instruments, data collection and analysis techniques. These are not theories. In the case of statistical uses, formulas that are generally known should not be written down. Any specific criteria used by the researcher in collecting and analyzing the research data should be completely described, including the quality of the instruments, material of the research, and procedure of data collection. This section should be written about 10% (for qualitative research) or 15% (for quantitative research) of the body

Text running.....

Sub-heading1

Text running.....

Sub-heading2

Text running.....

If figures or tables need to be added, do not forget to write a figure number and caption below the figure, and a table number and title above the table.



Figure 1. Bringing up style in the journal template

Findings and Discussion

For ease of reading and comprehension, findings are presented first followed by discussion. The Findings sub-title and Discussion sub-title are presented separately. This section should occupy the most part, minimum of 60%, of the whole body of the article.

Findings

Results of data analyses can be presented in tables, graphs, figures or any combination of the three. Tables, graphs, or figures should not be too long, too large, nor too many. The writer is advised to use decent variation in presenting tables, graphs, or verbal description. All displayed tables and graphs should be referred to in the text. The format of tables is shown in Table 1. Tables do not use column (vertical) lines and row (horizontal) lines are used only for the head and tail of the table. The font of the table entry may be reduced. Figures in the table should not be over-repeated in the narration before or after the table. The font stle is Garamond, 10 pt.

Table 1. Length Weight of Sections

No.	Name	Length in Per cent	Notes
1.	Introduction	20	Maximum (incl. title and abstract)
2.	Method	10	Up to 15% for quantitative research.
3.	Findings and Discussion	60	Minimum
4.	Conclusion and References	10	Approx.

For mathematical symbols or notations, the alphabet is italicized, but Greek letters are written upright using the correct symbols. The equal sign is given a punch space before and after; e.g. (English format): $r = .456$; $p = .008$. For statistical values having degrees of freedom such as t , F , atau Z , the figure of the degree of freedom is written in braces such as $t(52) = 1.234$; $F(1, 34) = 4.567$. Statistical calculation for hypothesis testing should be completed with effect sizes; for example: the t -test using *cohen's d*, the F -test using *partial eta squared*, or other post-hoc tests in line with the references under consideration.

For qualitative research, findings resulted by the interview, observation, text intepretation, or others should substantially be presented in a condensed substantial reports. Therefore, some substantial findings can be resented in tables, diagrams, charts, or other data visualizations maybe

presented to facilitate ease of reading. Authentic evidence from empirical data (e.g., excerpts from interview transcripts, field-notes, documents) should be presented in a reasonable amount of texts that do not surpass the authors' statements on their findings. See Figure 1 as an example of a figure caption.

Discussion

Intended to give interpretation and meaning to the results of the study in accordance with the theories and references that are used. It is not merely used to present findings. Interpretation should be enriched with referencing, comparing, or contrasting with findings of previous research published in reputable, not predatory, journal. It is advisable to integrate findings into collection of theories or established knowledge, development of a new theory, or modification of existing theories. Implications of the research findings are given.

Conclusion

Intended not only to repeat findings. Conclusion contains substantialization of meaning. It can present a statement of what is being expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that there is compatibility. An addition can be made concerning the prospects of enriching the research findings and developing the potentials for future research.

Acknowledgment (if any)

In this section, the funding or grant-awarding bodies is acknowledged. For single agency grants: "This work was supported by the [Name of Funding Agency] under grant [number xxxx].

References

The citation and references are referred to American Psychological Association (APA) (Sixth Edition) style. The author is strongly recommended to use Reference Manager application (Mendeley) to facilitate referencing. The followings are the examples of reference style in various sources:

Books:

Hoy, W. K. & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice* (8th ed.). New York, NY: McGraw-Hill International Edition.

Journals:

Retnawati, H., Munadi, S., & Al-Zuhdy, Y. A. (2015). Factor analysis to identify the dimension of Test of English Proficiency (TOEP) in the listening section. *REiD (Research and Evaluation in Education)*, 1(1), 45–54. <https://doi.org/10.21831/reid.v1i1.4897>

Wang, C., & Gierl, M. J. (2011). Using the attribute hierarchy method to make diagnostic inferences about examinees' cognitive skills in critical reading. *Journal of Educational Measurement*, 48(2), 165–187.

Book Review:

Dent-Read, C., & Zukow-Goldring, P. (2001). Is modeling knowing? [Review of the book Models of cognitive development, by K. Richardson]. *American Journal of Psychology*, 114, 126-133.

Online Newspaper Articles:

Becker, E. (2001, August 27). Prairie farmers reap conservation's rewards. *The New York Times*. Retrieved from [http:// www.nytimes.com](http://www.nytimes.com)

Technical and Research Reports:

Hershey Foods Corporation. (2001, March 15). 2001 Annual Report. Retrieved from <http://www.hersheysannualreport.com/2000/index.htm>