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Title written in Goudy Old Style - 16 Bold, 15 Words Maximum, Centered

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Abstract: *Abstract English version, written using Times New Roman -10, italic. The abstract contains the research aim/purpose, method, research results, contribution or implication; written in 1 paragraph 200-250 words, single space among rows, using past tense sentences.*

Keywords: *Keyword 1; Keyword 2; Keyword 3; Keyword 4, Keyword 5*

INTRODUCTION

The introduction contains the background of the problem, gap research (research problems), literature review (previous research studies), novelty (novelty of research based on literature review that has been done), and ends with a statement of research objectives. Use supporting data to strengthen the gap research.

The introduction is written in Cambria-12 upright, with 1 space. Each paragraph begins with a word that protrudes about 1 cm from the left edge of each column. Each citation is written using body notes and recommended reference tools (Mendeley or Zotero). There is no need to create sub-chapters in the introduction.

RESEARCH METHOD

The research method must be able to describe the research process carried out. It consists of the type or method of research, type of data, data collection techniques, and data analysis techniques. If using quantitative methods, then write down the hypothesis to be tested and how to test the hypothesis. If using qualitative methods, then write down the triangulation carried out and how the triangulation is carried out. If using interview data collection techniques, then explain the information. If using observation data collection techniques, then mention where the observations were made. If using questionnaire data collection techniques, then explain the sampling technique used and the sample. If using documentation data collection techniques, then mention the documentation data used or other secondary data used.

The introduction is written in Cambria-12 upright, with 1 space. Each paragraph begins with a word that protrudes about 1 cm from the left edge of each column. Each

citation is written using body notes and recommended reference tools (Mendeley or Zotero). There is no need to create sub-chapters in the research methods.

RESULTS AND DISCUSSION

At the beginning, briefly discuss the substance of the theory that will be used as the basis for analysis. Include citations of the theory used. Then present the data or research results and analyze them with the chosen theory. Data and analysis must answer the problem or research objectives.

Results and Discussion are written in Cambria-12 upright, with 1 space. Each paragraph begins with a word that protrudes about 1 cm from the left edge of each column. Each citation is written using body notes and recommended reference tools (Mendeley or Zotero). In the Results and Discussion section, subchapters can be made as needed, for example, subchapters are made based on indicators or aspects of the discussion. Use consistent numbering with letters or numbers, bullets are not recommended.

Tables are written in the middle or at the end of each text description of research results/objectives. If the width of the table is not enough to be written in half a page, it can be written on a full page. The title of the table is written from the left centered, all words begin with uppercase letters, except conjunctions. If more than one line is written in single space (at least 12). For example, see Table 1. Below:

Table 1. xxxxxxxxxxxxxxx

No.	Aspects of Assessment	Score
Mean		

Results in the form of images, or data made into images/schemes/graphics/diagrams/etc., the presentation also follows the existing rules; the title or name of the image is placed below the image, from the left, and spaced 1 space (at least 12) from the image. If there is more than one line, the lines are single-spaced, or at least 12. For example, see Figure 1 below.

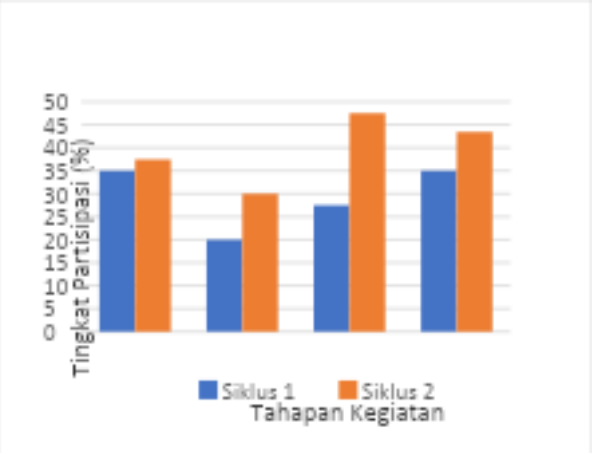


Figure 1. xxxxxxxxxxxxxxxxxxxx
Source: ……

CONCLUSION

The conclusion must be able to answer the problem or research objectives. State the important findings of the research conducted. State the limitations of this research, so that it can be a space or foothold for further research. State the implications or contributions of the research findings. Suggestions or recommendations are presented based on the research findings.

REFERENCES

The minimum number of references is at least 20, with 50% of primary sources from international journals and must not be more than 10 years old. Other sources can come from books, book chapters, proceedings, other published research results, and secondary data from the internet from credible sources.

Follow the E-Journal style, as stated in the journal's Guidelines (which ratifies APA 4th Edition). Written in single space (or at least 12pt), between bibliographies are spaced 1 space apart. Some examples of how to write references in the Bibliography are given below:

a. Example if it comes from a textbook:

Gronlund, N.E. & Linn, R.L. (1990). *Measurement and evaluation in teaching*. *(6th ed.)*. New York: Macmillan.

b. From the textbook summarized by the editor

Effendi, S. (1982). Unsur-unsur penelitian ilmiah. Dalam Masri Singarimbun (Ed.). *Metode penelitian survei*. Jakarta: LP3ES.

c. From the translated book

Daniel, W.W. (1980). *Statistika nonparametrik terapan*. (Terjemahan Tri Kuntjoro). Jakarta : Gramedia.

d. From thesis/thesis/dissertation

Suyanto, S (2009). Keberhasilan sekolah dalam ujian nasional ditinjau dari organisasi belajar. *Disertasi*, tidak dipublikasikan. Universitas Negeri Jakarta.

e. From the journal:

Pritchard, P.E. (1992). Studies on the bread-improving mechanism of fungal alpha-amylase. *Journal of Biological Education, 26* (1), 14-17.

f. From a collection of research abstracts or proceedings:

Paidi. (2008). Urgensi pengembangan kemam-puan pemecahan masalah dan metakog-nitif siswa SMA melalui pembelajaran biologi. *Prosiding, Seminar dan Musyawarah Nasional MIPA yang diselenggarakan oleh FMIPA UNY, tanggal 30 Mei 2008*. Yogyakarta: Universitas Negeri Yogyakarta.

g. From the internet

Rahmawati, U., & Suryanto, S. (2014). Pengembangan model pembelajaran matematika berbasis masalah untuk siswa SMP. *Jurnal Riset Pendidikan Matematika, 1*(1),

88-97. Retrieved from http://journal.uny.ac.id/index.php/jrpm/article/view/2667