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(English)

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ARTICLE INFO

ABSTRACT (10PT)

Article history

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Keywords

Keywords 1

Keywords 2

Keywords 3

Keywords 4

Abstract is written in English. Abstract contains no more than 250 words and the essence of the entire article including: background, objectives, methods, results and conclusions, and is written with 1.0 line spacing, using Type your abstract here (10 pt). Abstract includes 3-5 keywords.

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1. Introduction (*Heading 1*) (bold, 11 pt)

This template refers to the IEEE conference template and the tetrahedron_Letters_template by Elsevier, modified in MS Word 2007 and saved as a "Word 97-2003 Document" for PC, providing authors with most of the negotiated IFIC specification formats needed to prepare electronic versions of their papers. All standard paper components have been defined for three reasons: (1) ease of use when formatting individual papers, (2) automatic compliance with electronic requirements that facilitate concurrent or delayed production of electronic products, and (3) stylistic conformity across the Diversia Biologia journal template. Margins, column widths, line spacing, and type styles are built-in; examples of type styles are provided throughout this document and are set in italics, in brackets, following the examples. Some components, such as multi-level equations, graphs, and tables are not defined, although various styles of table text are provided. The formatter will need to create these components, incorporating the applicable criteria that follow. The introduction should appear in this section, with Font Size 11 and Book Antiqua typeface. The introduction contains at least the background of the service, the purpose and benefits of the service and a literature review. Sub-headings are allowed with the numbering 1, 2, etc.

2. Method

The method must be in this section, with Font Size 11 and Times New Roman font. The method section contains at least the stages of the study used to solve the service problem including the data analysis used. Sub-headings are allowed with numbering 1, 2, etc.

Before you begin working on your paper, first write and save the content as a separate text file. Keep your text and graphics files separate until the text is formatted and organized. Do not use hard

tabs, and limit the use of hard returns to one return at the end of a paragraph. Do not add any type of pagination to the paper. Do not number the text headers - the template will do that for you.

The methods section should be in 11 font size and Times New Roman font. The methods section contains at least the stages of the study used to solve the service problem including the analysis of the data used. Subheadings are allowed with numbers 1, 2, etc.

Finally, complete the content and organizational edits before formatting. Please note the following items when proofreading for spelling and grammar:

Abbreviations and Acronyms

Define abbreviations and acronyms the first time they are used in the text, even after they are defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not need to be defined. Do not use abbreviations in titles or headings unless they are unavoidable.

Unit

- Use SI (MKS) or CGS as primary units. (SI units are recommended.) English units may be used as secondary units (in parentheses). An exception is the use of English units as identifiers in commerce, such as "3.5-inch disk drive."
- Avoid mixing SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because the equation is dimensionally unbalanced. If you must use mixed units, explain the units for each quantity you use in the equation.
- Do not mix spellings and abbreviations of full units: "Wb/m²" or "weber per square meter," not "weber/m²." Spell out units when they appear in the text: "... a few henries," not "... a few H."
- Use a zero before the decimal point: "0.25," not ".25." Use "cm³," not "cc." (Bullet list)

Equality

Equations are an exception to the specified specifications of this template. You need to specify whether your equations should be typed using Times New Roman or Symbol font (no other fonts please). To create nested equations, it may be necessary to treat the equations as graphs and insert them into the text after your paper is laid out. Consecutive number equations. The equation number, in parentheses, is positioned flush right, as in (1), using a right tab stop. To make your equations more compact, you can use the solidus (/), the exp function, or exponents as appropriate. Italicize Roman symbols for quantities and variables, but not Greek symbols. Use a long hyphen rather than a dash for the minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in

$$a \otimes b \bullet \blacksquare$$



Note that the equation is centered using the center tab stop. Make sure the symbols in your equation are defined before or immediately following the equation. Use "(1)," not "Equation. (1)" or "equation (1)," except at the beginning of a sentence: "Equation (1) is..."

Some Common Mistakes

- The word "data" is plural, not singular.
- The subscript for the permeability of a vacuum μ_0 , and other common scientific constants, is a zero with a subscript format, not a lowercase "o."
- In American English, commas, semicolons, periods, question marks, and exclamation points are placed in quotation marks only when a complete thought or name is being quoted, such as a title or a full quotation. When quotation marks are used, rather than bold or italics, to highlight a word or phrase, the punctuation should appear outside the quotation marks. A

parenthetical phrase or statement at the end of a sentence is punctuated outside the closing parentheses (like this). (A parenthetical sentence is punctuated inside parentheses.)

- • A graph within a graph is “inset,” not “inset.” The word alternate is preferable to the word “alternately” (unless you really mean something that alternates).
- • Don’t use the word “essentially” to mean “approximately” or “effectively.”
- • • In the title of your paper, if the words “using” can accurately replace the word used, capitalize the “u”; otherwise, stick with cased-cased.
- • Be aware of the different meanings of the homophones “affect” and “effect,” “complement” and “compliment,” “tacit” and “discrete,” “principal” and “principle.”
- • Don’t confuse “imply” and “conclude.”
- • The prefix “not” is not a word; it must be combined with the word it modifies, usually without a hyphen.
- • There is no period after “et” in the Latin abbreviation “et al.”
- • The abbreviation “i.e.” means “that is,” and the abbreviation “e.g.” means “for example.”

3. Results and Discussion

Once the text editing is complete, the paper is ready for the template. Duplicate the template file using the Save As command, and use the naming convention specified by your conference for the name of your paper. In this newly created file, highlight all the content and import the text file you prepared. You are now ready to style your paper; use the scroll-down window on the left of the MS Word Formatting toolbar.

Results and Discussion should be in this section, with Font Size 11 and Times New Roman font. Illustrations of the research results can be in the form of graphs/tables/figures with sufficient captions to make them easy to understand.

4. Results and Discussion

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Results and Discussion should be in this section, with Font Size 11 and Times New Roman font. Illustrations of the research results can be in the form of graphs/tables/figures with sufficient captions to make them easy to understand.

4.1. Authors and Affiliations

This template is designed to prevent author affiliations from being repeated each time for multiple authors of the same affiliation. Please keep your affiliations as short as possible (e.g., do not differentiate between departments in the same organization). This template is designed for two affiliations.

4.2. Identify Headings

Headings, or headings, are organizational devices that guide readers through your paper. There are two types: component headings and text headings.

Component headings identify the different components of your paper and do not overlap with each other. Examples include ACKNOWLEDGEMENTS and REFERENCES, and for these, the correct style to use is “Heading 5.” Use “figure caption” for your Figure captions, and “table head” for your table titles. Run-in heads, such as “Abstract,” will require you to apply a style (in this case,

italics) in addition to the style provided by the drop-down menu to distinguish the heading from the text.

Text headings organize topics in a relational, hierarchical manner. For example, the title of the paper is the main text heading because all subsequent material relates to and elaborates on this one topic. If there are two or more subtopics, the next-level heading (uppercase Roman numerals) should be used and, conversely, if there are not at least two subtopics, then no subheadings should be introduced. Styles called “Heading 1,” “Heading 2,” “Heading 3,” and “Heading 4” are defined.

4.3. Figures and Tables

Position of Figures and Tables: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of a column. Large figures and tables can span both columns. Figure captions should be below the numbers; table headings should appear above the table. Include figures and tables after they are cited in the text. Use the abbreviation “Fig. 1,” even at the beginning of a sentence.

Table 1. Table Style

Table Head	Table Column Header		
	Table column subheadings	subheadings	subheadings
copy	-	-	-

*Example of Table footnote. (Table footnote)

We recommend using a text box to insert an image (ideally a TIFF or EPS file at 300 dpi with all fonts embedded) as this method is somewhat more stable than inserting the image directly.

To have invisible rules on your frame, use the MSWord "Format" drop-down menu, select Text Box > Colors and Lines to select No Fill and No Line.

(image caption)

figure labels. Use words instead of symbols and confusing the reader. For example, write not just “M.” If including units in the label, write just the units. In the example, write not just “A/m.” Do not label the axes with the ratio of quantities and units. For example, write “Temperature (K),” not “Temperature/K.”

5. Conclusion

Provide a statement that what is expected, as stated in the "Introduction" chapter, can ultimately produce the "Results and Discussion" chapter, so that there is compatibility. In addition, prospects for developing research results and prospects for further study applications in the future (based on results and discussions) can also be added. Conclusions must be in this section, with Font Size 11 and Times New Roman font. It is not allowed to use subtitles or numbering, convey Conclusions in paragraphs and avoid using statistical data.

6. Acknowledgements

If you have any Acknowledgements regarding research assistance/organizations/persons, you can submit them in this section (Optional), with Font Size 11 and Times New Roman font.

References

The bibliography is written using Times New Roman 11 pt font, aligned left-right, 1 space, after paragraph 6 pt. The second line and so on are indented to the right by 1 cm. The bibliography is written using Mendeley. The bibliography must contain taken from the last 10 years, 80% from journal papers. Here is an example of writing a bibliography (American Psychological Association Style):

Journal:

Zheng, L., Xie, S., Zhuang, Z., Liu, Y., Tian, L., & Niu, J. (2021). Effects of yeast and yeast extract on growth performance, antioxidant ability and intestinal microbiota of juvenile Pacific white shrimp (*Litopenaeus vannamei*). *Aquaculture*, 530. <https://doi.org/10.1016/j.aquaculture.2020.735941>

Book:

Allen, P.G., Botsford, L.W., Schuur, A.M., Johnston, W. E. (1984). *Bioeconomics of Aquaculture*. Amsterdam: Elsevier.

Boyd, C.E. (1979). *Water Quality in Warmwater Fish Ponds*. Auburn: Fisheries and Allied Aquacultures Departmental, Auburn University.

[NRC] National Research Council. (1977). *Nutrients Requirements of Warmwater Fishes*. Washington, DC: National Academy of Sciences.

Pillay TVR. (1992). *Aquaculture and the Environment*. New York: Wiley.

Chapter in a Book:

Busacker, G.P., Adelman, I.R., Goolish, E.M., (1990). Growth. Di dalam: Schreck, C.B., Moyle, P.B., editors. *Methods for Fish Biology*. USA: American Fisheries Society. (pp. 58-87).

Donaldson, E.M., Fagerlund, U.H.M., Higgs, D.A., McBride, J.R. (1979). Hormonal Enhancement of Growth. Di dalam: Hoar WS, Randall DJ, Brett JR, editors. *Fish Physiology*. Vol. VIII. New York: Academic Press. hlm. 455-497.

Abstract:

Hamper, L. (2011). Best management practices on shrimp farms in Texas. Abstrak. *Symposium of World Aquaculture Society*. Lake Buena Vista, FL., 21–25 January 2001, hlm. 270.

Proceedings:

Dedi, J. Probosongko DAM, Mokoginta I. (2013). Pengaruh kadar silase jeroan ikan patin yang berbeda dalam pakan terhadap pertumbuhan ikan patin *Pangasius hypophthalmus* ukuran sejari. *Prosiding Semi-loka Aplikasi Teknologi Pakan dan Peranannya bagi Perkembangan Usaha Perikanan Budi Daya*. Bogor, 9 September 2003, hlm. 91-95.

Hardy RW. (2011). Fish hydrolysates: Production and used in aquaculture feeds. Di dalam: Akiyana DM, Ronnie KH (editor). *Proceeding of the Aquaculture Feed Processing and Nutrition Workshop*. Singapore and Indonesia, 19-25 September 1991, hlm. 109-115.

Information from the internet:

Syvokiene, J., Mickeniene, L., Jankauskiene, R. (2013). Hydrocarbon-degrading bacteria in the bacteriocenosis of higher crustaceans and fish. 5 Januari 2015. <http://www.ices.dk/iceswork/asc/abstracts/J.pdf>