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ABSTRACT

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Introduction

The introduction is written with TNR-12 upright, with a single space. Each paragraph begins with a word that protrudes into seven digits, or about 1,27 cm from the left edge of each column.

Contains background, rationale, and research urgency. References (relevant literature or research) need to be included in this section, their relationship to the justification of research urgency, the emergence of research problems, alternative solutions, and the chosen solution. An example is: ..... research results show that more than 70% of students are unable to recognize authentic problems ..... (Nawawi, 2008).

Problems and objectives and the usefulness of research written in paragraphs do not need special subtitles. Likewise, if deemed necessary, the operational definition is also written narrative.

Research Method

The research method contains the type of research, time and place of study, targets/targets, research subjects, procedures, instruments, data analysis techniques, and other matters related to the way of research. The research method can be written in sub-sections, with a sub-sub heading. Sub-subtitles do not need to be notated but are written in lowercase letters beginning with capital letters, TNR-12 unbold, left-aligned.

Sub-sections may differ according to the type of research approach used. If there are sequential procedures or steps, they can be given a notation (number or letter) according to their position.

Result and Discussion

The study results are presented in graphs, tables, or descriptive. Analysis and interpretation of these results are needed before being discussed.
The table is written in the middle or at the end of each study description text. If the table's width is not enough to write in half a page, it can be written one full page. The table's title is written from the center-left; all words start with capital letters, except conjunctions. For example, you can see Table 1 below.

Table 1. Student Ability Score

No.	Aspek Penilaian	Skor
Mean 1		
Mean 2		
Mean 3		

The results in the form of pictures, or data made of drawings/schemes/graphs/diagrams/compatriots, the presentation also follows the existing rules; the title or name of the image is placed under the picture, from the left, and is given a space of 1 space from the image. Suppose more than 1 line, between lines, is given a single room. For example, it can be seen in Figure 1 below.

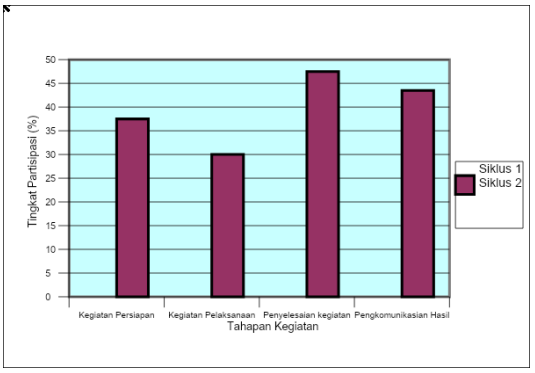


Figure 1. Level of Student Participation in Discussion Activities

The discussion is focused on linking the data and results of the analysis with the problem or research objective and the broader theoretical context. Can the discussion also answer why facts such as the data are found?

The discussion is written attached to the data discussed. The discussion is sought not separately from the data discussed.

Conclusion

Conclusions can be generalized according to research problems and recommendations for the next step.

Acknowledgements (if any)

Acknowledgements are addressed to various parties who assisted in the writing, for example, research sponsors and resource persons.

References

The bibliography can be sourced from various references in textbooks, textbooks summarized by editors, translation books, thesis/thesis/dissertation, journals,

proceedings, and newspapers. The bibliography is written by following the style of Journey, as stated in the Guidelines of this journal (which ratified APA IV Edition).

References are written in a single space, between libraries given an area of 1 room, as an example of how to write references/references in the Bibliography, given below.

a. Example from book citation

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

b. From textbooks summarized by the editor:

Effendi, S. (1982). Unsur-unsur Penelitian Ilmiah. Dalam Masri Singarimbun (Ed.). *Metode Penelitian Survei*. Jakarta: LP3ES.

c. From translation book:

Daniel, W.W. (1980). *Statistika Nonparametrik Terapan*. (Terjemahan Tri Kuntjoro). Jakarta: Gramedia.

d. From skripsi/thesis/dissertation:

Suyanto, S. (2009). Keberhasilan Sekolah dalam Ujian Nasional Ditinjau dari Organisasi Belajar. *Disertasi*, tidak dipublikasikan. Universitas Negeri Jakarta.

e. From journal article:

Grandey, A.A., Fisk, G.M., & Steiner, D.D. (2005). Must "Service With a Smile" Be Successful? The Moderating Role of Personal Control for American and French employees. *Journal of Applied Psychology, 90* (1), 893-904.

f. From providing article:

Paidi. (2008). Urgensi Pengembangan Kemampuan Pemecahan Masalah dan Metakognitif 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 news article:

Hartiningsih, M. (2015). Indikator Kemajuan: Mengejar *"*Kebahagiaan*"*. *Kompas,*23 Februari 2015.