GUIDELINE FOR MANUSCRIPT WRITING & TEMPLATE
JURNAL INDONESIA KAJIAN PENDIDIKAN ISLAM (JIKPI)

A. GENERAL GUIDELINES

Manuscript articles submitted to the Jurnal Indonesia Kajian Pendidikan Islam (JIKPI) must be based on the latest research results, either with a Quantitative, Qualitative or R&D approach, or Literature Review related to problems in the field of teacher professional education. Manuscripts have never been published or are not in the status of having been accepted for publication in other journals.

Language Editing & Style. Manuscripts can be written in **Indonesian** or **English**. Authors are advised to maintain the accuracy of the manuscript, for example through the use of proofreader/translator services. The language and writing style used will be considered as one of the aspects of manuscript assessment. Authors are responsible for avoiding plagiarism at all costs. The Journal Editor checks manuscripts for similarity using computer software (e.g. Turnitin), with a tolerance of no more than 20%.

Article length. Manuscripts consist of a **minimum of 5000 words** and a **maximum of 10.000 words**. Articles are typed in Microsoft Word with 1 space, font size 11,5 for subtitles, 11 for body paragraphs and 9.5 for tables, figures/graphics, in one column with .doc, .docx, or .rtf format (not in pdf format). Page numbers are not required.

Contents of Articles. The manuscript part of the article consists of two parts, the main part includes (1) Introduction; (2) Methods; (3) Results and Discussion; (4) Implications and Contributions; (5) Research and Suggestions; (6) Conclusion. The concluding section includes: Acknowledgments, Author Contribution Statement, Declaration of Competing Interests, Ethical Approval Statement, and References.

Manuscripts can be uploaded via the JIKPI link using the author's username that has been registered in the open journal system. JIKPI editors have the authority to modify or correct spelling, writing, and sentence structure errors.

Citation Styles. Citation uses **APA 7th Edition**. The citation style uses references from the **last 7 years** consisting of **50% of citations from national journals** and **50% from international journals**. Citation is recommended using reference managers (Mendeley, Zotero, and EndNote).

Citation:

Citations using APA 7th Edition. These citations include only the author's last name and date of publication. When paraphrasing, you must cite the source in the text of your writing. Put the author's last name and year of publication in parentheses, or if you put the author's name anywhere in the sentence, put the year of publication in parentheses next to the author's name. Citation using reference management applications (Mendeley, Zotero, and EndNote).

In-text citations can take two forms: parentheses and narration. Both types are automatically generated when citing sources with Scribbr's APA Citation Generator. Citations refer to the example below:

- One-author citations:
  - Parenthetical citation: Teachers play a role in creating a learning climate that allows students to learn comfortably. (Smith, 2021).
  - Narrative citation: Smith (2021) says that teachers play a role in creating a learning climate that allows students to learn comfortably..
- Two-author citation:
  - Parenthetical citation: Teachers play a role in creating a learning climate that allows students to learn comfortably. (Smith & Jones, 2022).
  - Narrative citations: Smith & Jones (2022) says that teachers play a role in creating a learning climate that allows students to learn comfortably..
- Three or more author citations:
  - Parenthetical citation: Teachers play a role in creating a learning climate that allows students to learn comfortably (Smith et al., 2022).
  - Narrative citation: Smith et al. (2022) says that teachers play a role in creating a learning climate that allows students to learn comfortably..
- When paraphrasing, there are several ways to place quotations in the text, such as the following:
  - Citation at the beginning of the sentence: (Leskowitz, 2021) explains that teachers play a role in creating a learning climate that allows students to learn comfortably.
  - Citation at the middle of the sentence: Teaching is important (Leskowitz, 2021) that allows students to learn knowledge.

- Citation at the end of the sentence: Teachers play a role in creating a learning climate that allows students to learn comfortably (Leskowitz, 2021).

- When citing multiple works within the same parenthesis, citations are presented in alphabetical order, separated by semicolons.
  See the following example:
  Students' character development is influenced by several factors (e.g., resilience, expectations, core self-evaluations, social support) from both the family and the environment (Alschuler et al., 2022; Arrewasikporn et al., 2019; Farber et al., 2020; Lee et al., 2021; Lynch et al., 2019; Madan & Pakenham, 2022), the environment being a factor that exerts a great influence on students' character development.

Title

The title should be clear and specific, identify the content of the article, not use implicit terms and where possible, be a statement of the main results or conclusions presented in the manuscript. Abbreviations should be avoided in the title.

Witty or creative titles are welcome, but only if relevant and within the measure. Consider if a title meant to be thought-provoking might be misinterpreted as offensive or alarming. In extreme cases, the editorial office may veto a title and propose an alternative

Authors

All names are listed together and separated by commas. Provide exact and correct author names as these will be indexed in official archives.

Affiliations

Affiliations should be keyed to the author's name with superscript numbers and be listed as follows: Institut/University/Organization, Country (without detailed address information such as city zip codes or street names).

Example: Universitas Negeri Malang, Kota Malang, Indonesia

Abstract

As a primary goal, the abstract should render the general significance and conceptual advance of the work clearly accessible to a broad readership. In the abstract, minimize the use of abbreviations and do not cite references. **Minimum 100 words** and **Maximum 180 words,** written in English.

The abstract section includes:

- Background of the Study
- Research Objectives
- Research Methods
- Analysis Results
- Research Conclusion
- Research Contributions

Keywords

All article types: you may provide up to 5 keywords; at least 3 are mandatory. All keywords separated by semicolons

Corresponding Author

Corresponding Authors should be marked with a superscript. Include the email and contact address of the primary author

See the following example:

* **Corresponding Author:** Prio Utomo, prio.utomo@gmail.com
ORCID ID: https://orcid.org/0000-0001-9826-6066
Elementary Education, Faculty of Education, IKIP Siliwawani, Cimahi, Indonesia
Address: Jl. Terusan Jend. Sudirman No.3, Baros, Kec. Cimahi Tengah, Kota Cimahi, Jawa Barat 40521, Indonesia

B. MANUSCRIPT TEMPLATE (Substance of Article Content)

Title of Article (16 pt Normal)

First Author[1*], Second Author[2], Third Author[3] (12 pt Normal)

[1] Department, Institution/Affiliation, City, Country (9 pt Normal)
firstauthor@gmail.com, ORCID: https://orcid.org/XXXX-XXXXXXX
Address: Institution or author address
[2] Department, Institution/Affiliation, City, Country (9 pt Normal)
secondauthor@gmail.com, ORCID: https://orcid.org/XXXX-XXXXXXX
Address: Institution or author address
[3] Department, Institution/Affiliation, City, Country (9 pt Normal)
thirdauthor@gmail.com, ORCID: https://orcid.org/XXXX-XXXXXXX
Address: Institution or author address

Abstract:
Minimum 100 words and **Maximum 180 words**. Abstract: Reflects the substance of the overall content of the article and makes it possible to help readers determine the relevance to their interests and decide whether to read the full document or not. The abstract consists of statements about (1) **Background of the Study**; (2) **Research Objectives**; (3) **Research Methods**; (4) **Results and Analysis**; (5) **Research Conclusion**; (6) **Research Contributions**. The title and abstract are written in Indonesian and English, each in one single-spaced paragraph (9 pt Normal)

Keywords: listing important terms, enabling readers to find the article, 3-5 terms (9 pt Normal)

* Corresponding Author: Author Name, Email: jikpi.ojs@gmail.com (9 pt Normal)
ORCID ID: https://orcid.org/0000-0001-9826-6066
Elementary Education, Faculty of Education, IKIP Siliwawani, Cimahi, Indonesia
Address: Jl. Terusan Jend. Sudirman No.3, Baros, Kec. Cimahi Tengah, Kota Cimahi, Jawa Barat 40521, Indonesia (9 pt Normal)

1. INTRODUCTION (11,5 pt, Bold)

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 endeavor, and the contribution of research to science (teacher professional education) (10,5 pt, Normal).

The introduction section contains:

a. Research Context: Explains the importance of the research topic within a broader context and why it is relevant to be studied at this time, especially in the context of Islamic education.
b. Literature Review: Presents the theories that underpin the research and summarizes previous studies relevant to the research topic.
c. Problem Description: Outlines the main issue the research aims to address, as well as identifying challenges or gaps in existing literature or practice.
d. Significance of the Research: Explains the contribution of this research to theory, practice, and policy, as well as its benefits to society or stakeholders in the field of counseling and psychotherapy.
e. Key Developments: Reviews the latest findings or significant developments in research related to this topic and its contributions to the field of counseling and psychotherapy.
f. State of the Art: Presents the current state of research in this field and explains how this study will enhance existing knowledge.
g. Research Gaps: Identifies gaps or shortcomings in previous research that need to be addressed in order to expand understanding in the field.
h. Novelty: Describes what differentiates this research from previous studies and why its innovative aspects are important.
i. Research Objectives: Formulates the primary goals of this research, outlines the research questions or hypotheses to be answered, and explains how these objectives will be achieved.

2. METHOD (11,5 pt, Bold)

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. (10,5 pt, Normal).

The method provides an explanation of:

2.1 Research Design

This section explains the type of approach and methodology used in the research.

2.2 Research Location and Implementation Time

This section describes the location, setting, and year of the research. For literature reviews, explain the research object and its scope.

2.3 Population, Sample, or Research Subject

This section explains the population, sample, or subjects studied. For literature reviews, describe the data sources.

2.4 Instruments and Data Collection

This section details the types of instruments and data collection techniques used.

2.5 Data Analysis

This section explains the types of data analysis and the process of analysis.

2.6 Research Procedures

This section outlines the procedures followed in conducting the research

3. RESULTS AND DISCUSSION (11,5 pt, Bold)

For ease of reading and comprehension, findings are presented first followed by discussion. The Findings sub-title and Discussion sub-title are presented separately. However, if the results and discussion of the research cannot be separated, then the results and discussion of the research can be combined (10,5 pt, Normal).

3.1 Results (10,5 pt, Bold)

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 author is advised to use decent variation in presenting tables, graphs, or verbal description. All displayed tables, figure and graphs should be referred to in the text. Tables, figures and graphs are the most effective way to present results. The captions should be able to stand alone, so that figures and tables can be understood without the need to read the entire manuscript. In addition, the data presented should be easy to interpret (10,5 pt, Normal).

General Style Guidelines for Figures

Figures help readers visualize the information you are trying to convey. Often, it is difficult to be sufficiently descriptive using words. Images can help in achieving the accuracy needed for a scientific manuscript. For example, it may not be enough to say, "The surface had nanometer-scale features." In this case, it would be ideal to provide a microscope image.

For images, be sure to:

- The figures should be simple, but informative;
- The figures should uphold the standards of a scholarly, professional publication;
- Consider labeling important items
- Indicate the meaning of different colors and symbols used
- Do not include postage stamps or currency from any country, or trademarked items (company logos, images, and products), and;
- Avoid choosing a figure that already appears within the text of the manuscript.

Example of image presentation:

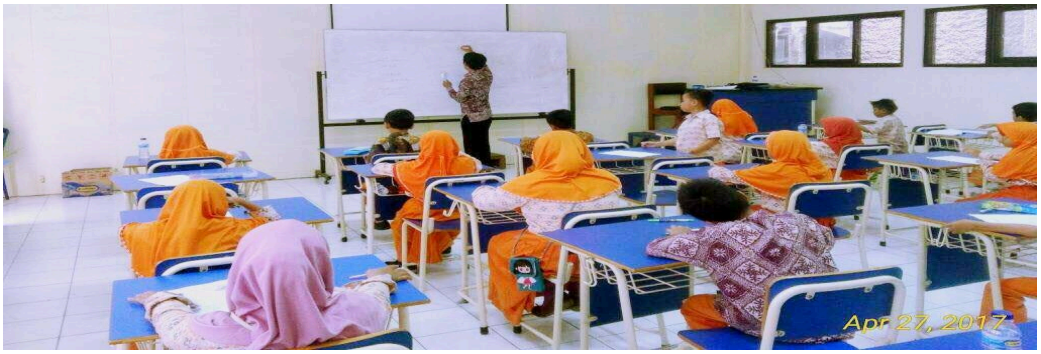


Figure 1. Classroom Teaching Process (10 pt, Normal)

General Style Guidelines for Tables/Charts

Tables or Charts are a concise and effective way to present large amounts of data. Author should design them carefully so that author clearly communicate research results to busy researchers.

The following is an example of a well-designed table/charts:

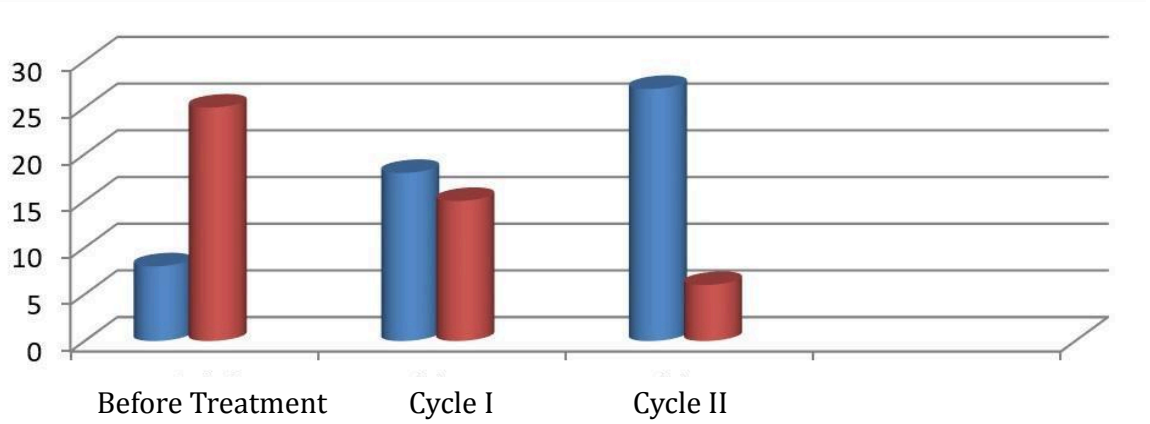
- Clear and concise legend/caption
- Data divided into categories for clarity
- Sufficient spacing between columns and rows
- Units are a provided font type and size are legible
- The tables, or graphic should be simple, but informative;
- The table or graphic should uphold the standards of a scholarly, professional publication;

Example of table presentation:

Table 1. Pretest and Posttest Control Group Design (10 pt, Normal)

Groups	Pre-test	Treatment	Post-test
Experiment Group	O1	X	O2
Control Group	O3	Y	O4

Example of graphical presentation:



Graph 1. Development of Student Achievement Motivation (10 pt, Normal)

The research results are presented in full and according to the scope of the research. And presented in the form of theoretical descriptions both qualitatively and quantitatively. Research results can be interpreted following the provisions and truth of the research results (10,5 pt, Normal).

3. 2 Discussion (10,5 pt, Bold)

The discussion is intended to provide interpretation and meaning to the research results in accordance with the theories and references used. The discussion is not solely used to present the findings. Interpretation should be enriched by referring, comparing, or contrasting with previous research findings published in reputable journals, not predatory journals. Integration of findings into existing bodies of theory or knowledge, development of new theories, or modification of existing theories is encouraged (10,5 pt, Normal).

The discussion section contains:

a. Answering the research problem: supporting and defending the answer with results;
b. Compare with relevant research results: (1) what distinguishes your results from previous research, (2) state the limitations of the study conducted;
c. Describe the significance of your research findings (findings);
d. State the Major Findings of the Study;
e. Explain the Meaning of the Findings and Why the Findings Are Important;
f. Support the answers with the results. Explain how your results relate to expectations and to the literature, clearly stating why they are acceptable and how they are consistent or fit in with previously published knowledge on the topic;
g. Relate the Findings to Those of Similar Studies;
h. Consider Alternative Explanations of the Findings;

4. IMPLICATIONS AND CONTRIBUTION (11 pt, Bold)

4.1 Research Implications (10,5 pt, Bold)

In the **research implications**, in this section the researcher describes an effect or impact of the results of

the research that has been conducted so that it can be used as a comparison with previous studies. Researchers can explain the implications of research from the point of view of (1) theoretical implications; (2) practical implications; (3) managerial implications; (4) methodological implications. (10,5 pt, Normal).

4.1 Research Contribution (10,5 pt, Bold)

In the **research contribution**, this section the researcher describes the results of the research which are expected to provide information as a basis for consideration, support, and contribution of ideas to decision makers in an effort to improve and develop in the future. Research contribution is an activity to improve methods, science, ways, models and algorithms. In this case, researchers focus on developing, improving and perfecting the science itself (10,5 pt, Normal).

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS (11,5 pt, Bold)

5.1 Research Limitations (10,5 pt, Bold)

In the **research limitations**, researchers can explain things that are limitations regarding the focus of the discussion (objectives), the data collection process, the sample/subject of the study, the time and logistical limitations faced by researchers when conducting research. Difficulties faced by researchers when conducting research. Research limitations specifically describe things or variables that are actually included in the breadth of the research scope but due to certain methodological or procedural difficulties cannot be included in the research and are beyond the control of the researcher (10,5 pt, Normal).

5.1 Recommendations for Future Research Direction (10,5 pt, Bold)

In **research recommendations**, researchers can put forward suggestions or follow-up based on the results of the research as material for consideration and hope to provide good and positive changes from a research problem discussed. Research recommendations are given to readers (academics, teachers, lecturers, students, researchers) based on the findings in the research that has been conducted and not in the form of the author's personal idealistic opinion or review (10,5 pt, Normal).

6. CONCLUSIONS (11,5 pt, Bold)

The conclusion can present statements about what was expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that there is congruence. Prospects for enrichment of research findings and potential development for future research can be added (10,5 pt, Normal).

Acknowledgments (11 pt, Bold)

Contains a brief description to recognize the contribution of certain colleagues, institutions, or agencies that have helped the author's efforts. This section contains the author's gratitude to all parties involved and contributing to the research implementation process (10,5 pt, Normal).

Acknowledgments can also be made to sponsors, funders, resource persons, institutions and others who played an important role in the research. Authors can name people but must seek permission from the person or organization to mention them in the acknowledgements (10,5 pt, Normal).

CRediT Authorship Contribution Statement (11 pt, Bold)

The author contribution statement briefly describes the duties and contributions of each author. The author contribution statement is intended to explain the role and contribution of the author in preparing and completing the article (research). (10,5 pt, Normal).

Here are the standard roles commonly used in CRediT:

- **Conceptualization:** Developing the ideas, objectives, and overall design of the research.
- **Methodology:** Designing the methodology or model.
- **Software:** Development of software or implementation of programming code.
- **Validation:** Verifying results and ensuring reproducibility.
- **Formal Analysis:** Statistical analysis, computational techniques, or other formal methods.
- **Investigation**: Conducting experiments or data collection.
- **Resources**: Providing research materials, equipment, or other resources.
- **Data Curation:** Managing, organizing, and maintaining research data.
- **Writing - Original Draft:** Writing the initial draft of the article.
- **Writing - Review & Editing:** Critical review and revision of the manuscript.
- **Visualization:** Creation of graphs, tables, or other visual representations.
- **Funding Acquisition:** Securing funding or financial support for the research.
- **Project Administration:** Organizing and coordinating the ongoing project.
- **Supervision:** Supervising or mentoring the research.

Here's an example of how to write the Author Contributions section in the manuscript:

John Smith: Conceptualization, Methodology, Writing – Original Draft.
Max Johnson: Investigation, Data Curation, Formal Analysis.
Lee Chaou: Supervision, Writing – Review & Editing.
Kim Zee: Software, Visualization.

Declaration of GenAI in Scientific Writing (11 pt, Bold)

The Declaration of GenAI in Scientific Writing provides a clear statement on the use of AI tools throughout the research process, particularly in the preparation of the manuscript. It is intended to disclose the role of AI technologies and ensure transparency regarding their use in generating or refining content. This declaration specifies the types of AI tools used, the extent of their involvement, and the author's responsibility for the final work.

Sample Declaration:

"In this manuscript, no content generated by AI technologies has been used in this assessment. However, the authors acknowledge the following uses of AI tools"

The authors acknowledge the use of ChatGPT [(https://chat.openai.com/)] to assist in generating materials that were later included in the final manuscript in modified form.

The authors acknowledge the use of ChatGPT [(https://chat.openai.com/)] to refine the academic language and improve the accuracy of the manuscript. the entire draft of the manuscript was submitted with the instruction to "Improve the academic tone and accuracy of language, including grammatical structures, punctuation, and vocabulary." The AI-generated output was then modified further to better reflect the author's tone and writing style.

The authors used AI tools in the following ways: Generate ideas or provide structure suggestions for the manuscript. Assist with understanding core concepts or other foundational activities required for the preparation of the manuscript. Provide substantial support for preparatory work, such as summarizing literature or organizing ideas.

The authors utilized the following AI-driven tools: Consensus [(https://consensus.app/search/)] to identify relevant academic literature. Scite [(https://scite.ai/)] to analyze and find key references. ExplainPaper [(https://www.explainpaper.com/dashboard)] to assist in comprehending the arguments within the identified sources.

Conflict of Interest Statement (11 pt, Bold)

Conflict of Interest Statement is a situation where an interest or relationship-direct or indirect-may influence the research. A competing interest declaration relates to the author having an employer or sponsor who is funding the research or has a financial, commercial, legal, or professional relationship with another organization, or people who work with the author that could influence the author's research. (10,5 pt, Normal).

Example:

"The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article".

"The authors declare that this research has no competing political interests, funding (financial) or personal relationships that could affect the results of the research reported in this article."

"In accordance with Institute of Academia Edu Cendekia Indonesia (AEDUCIA) policy and my ethical obligations as a researcher, I report that I [have financial and/or business interests] or [am a consultant] or [receive funding] from Institute of Academia Edu Cendekia Indonesia (AEDUCIA) which is a university that could be affected by the research reported in the attached paper. I have fully disclosed these interests to Institute of Academia Edu Cendekia Indonesia (AEDUCIA), and I have an approved plan to manage any potential conflicts arising from the above involvement".

"This research has been approved and funded by Institute of Academia Edu Cendekia Indonesia (AEDUCIA) as a Tridarma Perguruan Tinggi activity that leads to competency development and the output can be licensed to copyright or product, I have fully disclosed these interests to Institute of Academia Edu Cendekia Indonesia (AEDUCIA), and have an approved plan to manage any potential conflicts arising from this arrangement.

REFERENCES (11,5 pt, Normal)

The references contains reference sources with at least 80% of the literature published in the last **7 years**. Literature sources are recommended to come from books, national journals and/or international journals. References (theoretical studies) are not recommended to quote from Internet sources, unless they are related to problems reported on the Internet. (10,5 pt, Normal).

The number of references sources is at least **40 references** consisting of 20 national and 20 international

journals. Writing references and citations with APA Style 7th Edition. Writing a references using reference managers (Mendeley, Zotero, and EndNote).

References writing example (**APA Style 7th Edition**):

Books:

Harris, A. (2019). Teaching and learning in the effective school. Routledge.

Paris, D., & Alim, H. S. (Eds.). (2017). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. Teachers College Press.

Kurtz, S., Draper, J., & Silverman, J. (2017). Teaching and learning communication skills in medicine. CRC press.

Book Chapters:

Suffragettes. (2016). In J. Palmowski (Ed.), A dictionary of contemporary world history (4th ed.). Oxford University Press. https://prospero.murdoch.edu.au/record=b2902355

Yura, P. (2020). 'Good or bad': How people think of me is not important. In B. Rudy & H. Dion (Eds.), Mental health policy (pp. 368-389). University of Life Press.

Blog Post:

Rutledge, P. (2019, March 11). The upside of social media. The Media Psychology Blog. https://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media/

Conference and Proceedings Session:

Davidson, R. J. (2019, August 8–11). Well-being is a skill [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf

Eguchi, A. (2014). Robotics as a learning tool for educational transformation. In Proceedings of 4th international workshop teaching robotics, teaching with robotics & 5th international conference robotics in education (Vol. 18, pp. 27-34). https://www.terecop.eu/TRTWR-RIE2014/files/00_WFr1/00_WFr1_04.pdf

Froyd, J. E., Wankat, P. C., & Smith, K. A. (2012). Five major shifts in 100 years of engineering education. Proceedings of the IEEE, 100 (Special Centennial Issue), 1344-1360. https://ieeexplore.ieee.org/document/6185632

Mandel, L. (Ed.). (2012). Coherence and Quantum Optics: Proceedings of the Third Rochester Conference on Coherence and Quantum Optics Held at the University of Rochester, June 21–23, 1972. Springer Science & Business Media. https://www.barnesandnoble.com/w/coherence-and-quantum-optics-l-mandel/1117300373

Data Set:

O'Donohue, W. (2017). Content analysis of undergraduate psychology textbooks (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. https://doi.org/10.3886/ICPSR36966.v1

Dissertation From a Database:

Horvath-Plyman, M. (2018). Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition (Publication No. 10937367). [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global. https://eric.ed.gov/?id=ED591473

E-books:

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2005). How people learn: Brain, mind, experience and school. https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition.

Eckes, T. (2000). The developmental social psychology of gender. Lawrence Erlbaum Associates. https://lib.ugm.ac.id/443/record=b1600608

Edited Book Chapter:

Zeleke, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind–body health. In C. Maykel & M. A. Bray (Eds.), Promoting mind-body health in schools: Interventions for mental health professionals (pp. 11–26). American Psychological Association. https://doi.org/10.1037/0000157-002

Film or Video:
Docter, P., & Del Carmen, R. (2015). Inside out [Film]. Walt Disney Pictures; Pixar Animation Studios.

Journal article:
Cheung, J. M. Y., Bartlett, D. J., Armour, C. L., Laba, T. L., & Saini, B. (2018). To drug or not to drug: A qualitative study of patients' decision-making processes for managing insomnia. Behavioral Sleep Medicine, 16(1), 1-26. https://doi.org/10.1080/15402002.2016.1163702
Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. Journal of Educational Psychology, 114(6), 1242–1256. https://doi.org/10.1037/edu0000696

Online Magazine Article:
Thomson, J. (2022). Massive, strange white structures appear on Utah's Great Salt Lake. Newsweek. https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explained-mirabilite-1741151

Online Dictionary Entry:
American Psychological Association. (2021). Internet addiction. In APA dictionary of psychology. Retrieved April 24, 2022, from https://dictionary.apa.org/internet-addiction

Online Newspaper Article:
Roberts, S. (2020). Early string ties us to Neanderthals. The New York Times. https://www.nytimes.com/2020/04/09/science/neanderthals-fiber-string-math.html

Open Educational Resource:
Fagan, J. (2019). Nursing clinical brain. OER Commons. Retrieved January 7, 2020, from https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view

Podcast Episode:
Santos, L. (Host). (2017.) Psychopaths and superheroes (No. 1) [Audio podcast episode]. In The happiness lab with Dr. Laurie Santos. Pushkin Industries. https://www.happinesslab.fm/season-2-episodes/episode-1

Preprint Article:
Latimier, A., Peyre, H., & Ramus, F. (2020). A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention. PsyArXiv. https://psyarxiv.com/kzy7u/

Press Release:
American Psychological Association. (2020, March 2). APA reaffirms psychologists' role in combating climate change [Press release]. https://www.apa.org/news/press/releases/2020/03/combating-climate-change

Print Magazine Article:
Nicholl, K. (2020). A royal spark. Vanity Fair, 62(5), 56–65, 100.

Print Newspaper Article:
Reynolds, G. (2019). Different strokes for athletic hearts. The New York Times, D4.

Radio Broadcast:
Hersher, R. (2020). Spring starts today all over America, which is weird [Radio broadcast]. NPR. https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird

Report by a Group Author:
World Health Organization. (2014). Comprehensive implementation plan on maternal, infant and young child nutrition.
https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors:
Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). How playful learning can help leapfrog progress in education. Center for Universal Education at Brookings. https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_prog

ress_in_education.pdf

Report by a Group Author:

World Health Organization. (2014). Comprehensive implementation plan on maternal, infant and young child nutrition. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Song or Track:

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