

Instructions for preparing manuscript: The title should be written in sentence case with 15 words maximum (Cambria, bold, center, space 1.5)

Author 1¹, Author 2², Author 3¹ ← 11pt, Cambria, Bold

¹Department of Author One, Name of University, Name of Province/State, Name of Country ← 10pt

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***Correspondence:** corresponding author email (xyz@email.com) ← 10pt

Contact Person Correspondence: (WhatsApp) This number will be deleted when published

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Abstract ← 11pt, Cambria, Bold

The abstract should be clear, concise, and descriptive. This abstract should provide a brief introduction to the problem and the research objective, followed by a statement of the methodology and a summary of the results. The abstract should end with a comment on the significance of the results and research contribution. Abstracts are written in 11pt Cambria, preferably between 200-250 words.

Keywords: 3-5 keywords separated by comma (,), crucial to the appropriate indexing of the papers, are to be given. e.g.: Design Research, Fuzzy Logic, Realistic Mathematics Education

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How to Cite: Author 1, D., & Author 2. (2026). Instructions/template for preparing a manuscript for the journal Factor M. *Journal Focus Action of Research Mathematic (Factor M)*, x(x), xx-xx. http://doi.org/0.30762/f_m.vxix.xxxx

INTRODUCTION ← (HEADING 1) 12PT, CAMBRIA, ALIGN LEFT, BOLD, UPPERCASE

The introduction must contain (shortly and consecutively) a general background and a literature review (state of the art), the main research problems, and the research method. In the introduction, prior research related to it and the differences from the study conducted must be discussed. In the final part of the introduction, the purpose/research question and novelty of the article should be stated.

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Save As this MS Word file as your document, then copy and paste your document here. To copy and paste the text to this template document, please use “Special Paste” and choose “Unformatted Text”.

Manuscripts should be typed using word processors (Microsoft Word or Open Office). The font used throughout the paper is Cambria 12 pt. Suppose there are verses or hadith (Arabic writing), then typed in Traditional Arabic letters, size 14 pt. Fill in the manuscript between 10 and 15 pages. The paper size is A4 (i.e., 210 x 297 mm), in a two-column format with 2.5 cm margins at the top, bottom, left, and right. Lines are 1,5 spaced, justified. Page numbers should be included in the header section of each page. Use of pronouns such as I, we, etc., is to be avoided.

The introduction must be clear and written descriptively. The introduction must contain at least five things, namely (1) issues related to the research, both international and national issues. Try to have sources related to the issue, and it is not allowed to display issues that do not have a clear source; (2) how is the response of researchers related to the issue? Try to have expert opinions on the issue to strengthen the researcher's argument; (3) how previous research is related to the issues presented. Then, where is the gap between the research conducted and previous studies? The results of previous research must be relevant to the research topic; (4) how the novelty or gap of the research carried out is supported by relevant theories and sourced from primary sources; and (5) how the focus of the research is carried out. Researchers can write the purpose or the research problem descriptively in the last paragraph of this introduction, not using bullets and numbering.

The citation should use APA Style 7. One or two author(s) should write the last of their name, then the reference year. If there are three or more authors, write the first author's last name and et al., and then the reference year. In the narrative citation example, the introduction should be clear, as in Hamidah and Sulistyawati (2021). In addition, Resti et al. (2021) stated that authors must follow the author guidelines and this template. Whereas the parenthetical citation example, an introduction should be clear (Ahyan & Supiyati, 2021). Authors also must follow the author guidelines and this template (Ahyan et al., 2021). If there are two or more references, for example, Syamsudin (2021), Fauzi and Rasidi (2020), and Gazali et al. (2020), the novelty of the study is essential. However, the previous sentence should be written in a parenthetical

citation; the study's novelty is essential (Ahyar, 2021; Fauzi & Rasidi, 2020; Gazali et al., 2020).

METHODS ← (HEADING 1) 12PT, CAMBRIA, ALIGN LEFT, BOLD, UPPERCASE

The method describes the type of research, population and sample or research subject, instruments, procedures for conducting research, data collection techniques, and data analysis techniques. Methods should enable readers to reproduce the experiment. Provide sufficient detail to allow the work to be reproduced. A reference should indicate methods already published: only relevant modifications should be described. Do not repeat the details of established methods. The description should be in the past tense.

RESULT AND DISCUSSION ← (HEADING 1) 12PT, CAMBRIA, ALIGN LEFT, BOLD, UPPERCASE

Results should be clear and concise. The results should summarize (scientific) findings rather than providing data in great detail. Please highlight the differences between your results or findings and those of previous publications by other researchers.

The discussion should explore the significance of the results rather than merely repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

The discussion is the most important section of your article. Here, you can sell your data. Make the discussion correspond to the results, but do not reiterate the results. Often, it should begin with a summary of the main scientific findings (not experimental results). The following components should be covered in the discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what)? Do you provide scientific interpretation for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

According to Engelmores and Morgan (1988), manuscript content should, in general, be organized in the following order: *Title; Author's Name; Author's Affiliation; Abstract; Keywords; Methods; Results and Discussion; Conclusions; Acknowledgments; and References.*

Title

First Author, Second Author, Third Author

The paper will be published in Journal Factor-M after a peer-reviewed process and will be decided “Accepted” by the Editor. Editorial Office of Journal Factor-M will reproduce the final paper layout. The final paper layout in PDF type, known as “Uncorrected Proof,” should be corrected by the author. The final corrected proof will be published first in “Article In Press” pre-issue.

Three levels of heading are allowed as follows:

- **LEVEL 1 (HEADING1 FORMAT)** - 12pt, cambria, align left, bold, uppercase
- **Level 2 (Heading 2 Format)** - 12pt, cambria, align left, bold, capitalize each word
- ***Level 3 (Heading 3 Format)*** - 12pt, cambria, align left, bold, italic, capitalize each word
- *Level 4 (Heading 4 format)* - 12pt, cambria, align left, italic, capitalize each word

Numbering

There is one level of allowed numbering. Format: Arabic numeral followed by a period, 12pt, Cambria, Align Left. The numbering also refers to specific processes or steps that will be explained.

1. This is an example of numbering;
2. This is an example of numbering;
3. This is an example of numbering.

Bullets 12pt, Cambria, italic, left justified.

There are two levels of allowed bulleting:

- This is the first bullet level
- This is the first bullet level
 - This is a sub-bullet level

Tables

Tables are sequentially numbered with the table title and number above the table. Tables should be centered in the column OR on the page. Tables should be followed by a line space (11pt). Elements of a table should be single-spaced; however, double spacing may be used to indicate data groupings or to separate parts within the

table.

Table headings should be at 11pt. Tables are referred to in the text by the table number. eg: [Table 1](#). Do not show vertical lines in the table. Only a horizontal line should be shown within the table.

Table 1. Formatting Rules

Object	Indicator	Data Indicator
Name 1	Indicator 1	Data Indicator 1
Name 2	Indicator 2	Data Indicator 2
Name 3	Indicator 3	Data Indicator 3

All tables should be cited as Table 1, Table 2, etc.

Table 2. This is an example 2 of the table

Tittle 1	Tittle 2	Tittle 3
Entry 1	Data 1 Data 1	Data Data
Entry 2	Data 2 Data 2	Data Data
Entry 3	Data 3 Data 3	Data Data

Equations

Equations should be numbered serially within parentheses as shown in Equation (1). The equation should be prepared using MS Equation Editor (not as an image). The equation number is to be placed on the far right. The equations and their numbers are to be placed inside a borderless table.

$$\int_0^{r_2} F(r, \phi) \, dr \, d\phi = [\sigma r_2 / (2\mu_0)] \quad (1)$$

Figures

Figures are sequentially numbered, commencing at 1, with the figure title and number below the figure, as shown in Figure 1. Figures may include charts, graphs, diagrams, images, maps, schematics, and drawings.

Figures must be clear and legible, with a resolution of at least **300 dpi**. Use color only if necessary to improve understanding. Figures should be centered on the page and

should not exceed the page margins. All symbols, lines, or annotations in figures should be explained either in the caption or in the text. Figures must be referred to in the text sequentially (e.g., "As shown in [Figure 1](#)...")



Figure 1. UIN Syekh Wasil Kediri Logo

Units, Abbreviations and Symbols

Metric units are preferred. Define abbreviations and symbols for the first time as they are introduced in the text.

Citation Format

The citation format uses APA 7th Edition and is recommended for use with third-party applications such as Zotero, Mendeley, EndNote, and so on. Please note the Author Guidelines that we include. Before submitting an article, we recommend using the application to check plagiarism with a maximum similarity of 25%, excluding References.

CONCLUSION

Conclusions should address the research objectives. Tells how your work advances the field from the present state of knowledge. Without clear Conclusions, reviewers and readers will find it difficult to judge the work and determine whether it merits publication in the journal. Do not repeat the Abstract or list experimental results. Provide a clear scientific justification for your work, and indicate possible applications and extensions. You should also suggest future experiments and/or point out those that are underway.

ACKNOWLEDGMENTS

Recognize those who helped in the research, especially the funding supporters of your research. Include individuals who have assisted you in your study: Advisors, Financial supporters, or any other supporter, i.e., Proofreaders, Typists, and Suppliers who may have given materials.

FUNDING STATEMENT

The authors have to describe a funding statement of the financial support for this article's research, authorship, and/or publication. It should be a sentence with the funding agency written out in full, followed by the grant number in square brackets (if applicable). For example: This work was supported by the Ministry of Education, Culture, Research, and Technology of Indonesia [grant number xxxx].

A comma and a space should separate multiple grant numbers. When the research was supported by more than one agency, separate the agencies with semicolons, and use "and" before the final funder. For example: This work was supported by the Ministry of Education, Culture, Research, and Technology of Indonesia [grant numbers xxxx]; the Japan International Cooperation Agency [grant number zzzz]; and the Ministry of Religious Affairs [grant number XXXX].

If there was no funding, the following wording should be used: This work received no specific grant from any public, commercial, or not-for-profit funding agency.

AUTHOR CONTRIBUTIONS

This section must describe each author's contributions, including conceptualization, methodology, software, validation, formal analysis, investigation, resources, data curation, writing – original draft, writing – review & editing, visualization, supervision, project administration, and funding acquisition. Please see <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/factorm/cas> for each explanation.

Below is a sample of how to write this section:

Author One: Conceptualization, writing - original draft, editing, and visualization;

Author Two: Writing - review & editing, formal analysis, and methodology;

Author Three: Validation and supervision.

REFERENCES

To avoid typing mistakes and duplicated references, we recommend preparing the references with a bibliography software package, such as Mendeley, EndNote, Reference Manager, or Zotero. Include the digital object identifier (DOI) for all references where available or provide a link for online sources. Order the reference list entries alphabetically by author. All references must be in the body of the article and vice versa. The source referred to in the body of the article must be in the reference section. The references used are at least 30, published in the last 10 years, consisting of at least 80% journal articles and the rest from other sources. References must be up-to-date, at least the last ten years, except for the fundamental theories. Authors must also input all references in the Open Journal System (OJS) of Journal Factor M when submitting articles. Reference writing and citation follow the rules of APA Style 7th edition, such as the following example:

Journal article with a DOI

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51. <https://doi.org/10.1037/rev0000126>

Parenthetical citation: (McCauley & Christiansen, 2019)

Narrative citation: McCauley and Christiansen (2019)

Journal article without a DOI, with a non-database URL

Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education and Disability*, 31(1), 17–39. <https://www.ahed.org/professionalresources/publications/jped/archived-jped/jped-volume-31>

Parenthetical citation: (Ahmann et al., 2018)

Narrative citation: Ahmann et al. (2018)

Journal article with a DOI, 21 or more authors

Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetmaa, A., . . . Joseph, D. (1996). The NCEP/NCAR 40-year reanalysis project. *Bulletin of the American Meteorological Society*, 77(3), 437–471. <http://doi.org/fg6rf9>

Parenthetical citation: (Kalnay et al., 1996)

Narrative citation: Kalnay et al. (1996)

Because the original DOI was long and complex, a short DOI (<https://shortdoi.org/>) is used.

Journal article, in press

Title

First Author, Second Author, Third Author

Pachur, T., & Scheibehenne, B. (in press). Unpacking buyer–seller differences in valuation from experience: A cognitive modeling approach. *Psychonomic Bulletin & Review*.

Parenthetical citation: (Pachur & Scheibehenne, in press)

Narrative citation: Pachur and Scheibehenne (in press)

Journal article, published in another language

Chaves-Morillo, V., Gómez Calero, C., Fernández-Muñoz, J. J., Toledano-Muñoz, A., Fernández-Huete, J., Martínez-Monge, N., Palacios-Ceña, D., & Peñacoba-Puente, C. (2018). La anosmia neurosensorial: Relación entre subtipo, tiempo de reconocimiento y edad [Sensorineural anosmia: Relationship between subtype, recognition time, and age]. *Clínica y Salud*, 28(3), 155–161. <https://doi.org/10.1016/j.clysa.2017.04.002>

Parenthetical citation: (Chaves-Morillo et al., 2018)

Narrative citation: Chaves-Morillo et al. (2018)

When an article is in a different language than your paper, include a translation of the article title in square brackets.

Special section or special issue in a journal

Lilienfeld, S. O. (Ed.). (2018). Heterodox issues in psychology [Special section]. *Archives of Scientific Psychology*, 6(1), 51–104.

McDaniel, S. H., Salas, E., & Kazak, A. E. (Eds.). (2018). The science of teamwork [Special issue]. *American Psychologist*, 73(4).

Parenthetical citations: (Lilienfeld, 2018; McDaniel et al., 2018)

Narrative citations: Lilienfeld (2018) and McDaniel et al. (2018)

Editorial

Cuellar, N. G. (2016). Study abroad programs [Editorial]. *Journal of Transcultural Nursing*, 27(3), 209. <https://doi.org/10.1177/1043659616638722>

Parenthetical citation: (Cuellar, 2016)

Narrative citation: Cuellar (2016)

Authored book with a DOI

Brown, L. S. (2018). *Feminist therapy (2nd ed.)*. American Psychological Association. <https://doi.org/10.1037/0000092-000>

Parenthetical citation: (Brown, 2018)

Narrative citation: Brown (2018)

Authored book without a DOI, from most academic research databases or a print version

Burgess, R. (2019). *Rethinking global health: Frameworks of power*. Routledge.

Parenthetical citation: (Burgess, 2019)

Narrative citation: Burgess (2019)

Authored book with editor credited on the book cover

Meadows, D. H. (2008). *Thinking in systems: A primer (D. Wright, Ed.)*. Chelsea Green Publishing.

Parenthetical citation: (Meadows, 2008)

Narrative citation: Meadows (2008)

Title

First Author, Second Author, Third Author

Edited book with a DOI, with multiple publishers

Schmid, H. J. (Ed.). (2017). *Entrenchment and the psychology of language learning: How we reorganize and adapt linguistic knowledge*. American Psychological Association; De Gruyter Mouton. <https://doi.org/10.1037/15969-000>

Parenthetical citation: (Schmid, 2017)

Narrative citation: Schmid (2017)

Edited book without a DOI, from most academic research databases or a print version

Hacker Hughes, J. (Ed.). (2017). *Military veteran psychological health and social care: Contemporary approaches*. Routledge.

Parenthetical citation: (Hacker Hughes, 2017)

Narrative citation: Hacker Hughes (2017)

Book in another language

Sumintono, B., & Widhiarso, W. (2013). *Aplikasi model Rasch untuk penelitian ilmu-ilmu sosial [Rasch model application for social science research]*. Trim Komunikata.

Parenthetical citations: (Sumintono & Widhiarso, 2013)

Narrative citations: Sumintono and Widhiarso (2000)

Book in a series

Madigan, S. (2019). *Narrative therapy (2nd ed.)*. American Psychological Association. <https://doi.org/10.1037/0000131-000>

Parenthetical citation: (Madigan, 2019)

Narrative citation: Madigan (2019)

Chapter in an edited book with a DOI

Balsam, K. F., Martell, C. R., Jones, K. P., & Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In G. Y. Iwamasa & P. A. Hays (Eds.), *Culturally responsive cognitive behavior therapy: Practice and supervision (2nd ed., pp. 287–314)*. American Psychological Association. <https://doi.org/10.1037/0000119-012>

Parenthetical citation: (Balsam et al., 2019)

Narrative citation: Balsam et al. (2019)

Chapter in an edited book without a DOI, from most academic research databases or print version

Weinstock, R., Leong, G. B., & Silva, J. A. (2003). Defining forensic psychiatry: Roles and responsibilities. In R. Rosner (Ed.), *Principles and practice of forensic psychiatry (2nd ed., pp. 7–13)*. CRC Press.

Parenthetical citation: (Weinstock et al., 2003)

Narrative citation: Weinstock et al. (2003)

Chapter in an edited book in another language

Carcavilla González, N. (2015). Terapia sensorial auditiva: Activación cerebral por medio de la música [Auditory sensory therapy: Brain activation through music]. In J. J.

Title

First Author, Second Author, Third Author

García Meilán (Ed.), *Guía práctica de terapias estimulativas en el Alzheimer* (pp. 67–86). Editorial Síntesis.

<https://www.sintesis.com/guias-profesionales-203/guiapractica-de-terapias-estimulativas-en-el-alzheimer-libro-1943.html>

Parenthetical citation: (Carcavilla González, 2015)

Narrative citation: Carcavilla González (2015)

Wikipedia entry

List of oldest companies. (2019, January 13). In Wikipedia. <https://en.wikipedia.org/w/index.php?title=List of oldest companies&oldid=878158136>

Parenthetical citation: (“List of Oldest Companies,” 2019)

Narrative citation: “List of Oldest Companies” (2019)

Report by a government agency or other organization

Australian Government Productivity Commission & New Zealand Productivity Commission. (2012). *Strengthening trans-Tasman economic relations*. <https://www.pc.gov.au/inquiries/completed/australia-newzealand/report/trans-tasman.pdf>

Parenthetical citations: (Australian Government Productivity Commission & New Zealand Productivity Commission, 2012)

Narrative citations: Australian Government Productivity Commission and New Zealand Productivity Commission (2012)

Conference session

Fistek, A., Jester, E., & Sonnenberg, K. (2017, July 12–15). *Everybody’s got a little music in them: Using music therapy to connect, engage, and motivate* [Conference session]. Autism Society National Conference, Milwaukee, WI, United States. <https://asa.confex.com/asa/2017/webprogramarchives/Session9517.html>

Parenthetical citation: (Fistek et al., 2017)

Narrative citation: Fistek et al. (2017)

Paper presentation

Maddox, S., Hurling, J., Stewart, E., & Edwards, A. (2016, March 30–April 2). *If mama ain’t happy, nobody’s happy: The effect of parental depression on mood dysregulation in children* [Paper presentation]. Southeastern Psychological Association 62nd Annual Meeting, New Orleans, LA, United States.

Parenthetical citation: (Maddox et al., 2016)

Narrative citation: Maddox et al. (2016)

Poster presentation

Pearson, J. (2018, September 27–30). *Fat talk and its effects on state-based body image in women* [Poster presentation]. Australian Psychological Society Congress, Sydney, NSW, Australia. <http://bit.ly/2XGStHP>

Parenthetical citation: (Pearson, 2018)

Narrative citation: Pearson (2018)

Symposium contribution

Title

First Author, Second Author, Third Author

De Boer, D., & LaFavor, T. (2018, April 26–29). The art and significance of successfully identifying resilient individuals: A person-focused approach. In A. M. Schmidt & A. Kryvanos (Chairs), *Perspectives on resilience: Conceptualization, measurement, and enhancement* [Symposium]. Western Psychological Association 98th Annual Convention, Portland, OR, United States.

Parenthetical citation: (De Boer & LaFavor, 2018)

Narrative citation: De Boer and LaFavor (2018)

Unpublished dissertation or thesis

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.

Parenthetical citation: (Harris, 2014)

Narrative citation: Harris (2014)

Dissertation or thesis from a database

Hollander, M. M. (2017). *Resistance to authority: Methodological innovations and new lessons from the Milgram experiment (Publication No. 10289373)* [Doctoral dissertation, University of Wisconsin–Madison]. ProQuest Dissertations and Theses Global.

Parenthetical citation: (Hollander, 2017)

Narrative citation: Hollander (2017)

Dissertation or thesis published online (not in a database)

Hutcheson, V. H. (2012). *Dealing with dual differences: Social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents* [Master's thesis, The College of William & Mary]. William & Mary Digital Archive. <https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf>

Parenthetical citation: (Hutcheson, 2012)

Narrative citation: Hutcheson (2012)

Unpublished manuscript

Yoo, J., Miyamoto, Y., Rigotti, A., & Ryff, C. (2016). *Linking positive affect to blood lipids: A cultural perspective* [Unpublished manuscript]. Department of Psychology, University of Wisconsin–Madison.

Parenthetical citation: (Yoo et al., 2016)

Narrative citation: Yoo et al. (2016)

Manuscript submitted for publication

Lippincott, T., & Poindexter, E. K. (2019). *Emotion recognition as a function of facial cues: Implications for practice* [Manuscript submitted for publication]. Department of Psychology, University of Washington.

Parenthetical citation: (Lippincott & Poindexter, 2019)

Narrative citation: Lippincott and Poindexter (2019)

Informally published work, from a preprint archive or an institutional repository

Title

First Author, Second Author, Third Author

Leuker, C., Samartzidis, L., Hertwig, R., & Pleskac, T. J. (2018). *When money talks: Judging risk and coercion in high-paying clinical trials*. PsyArXiv. <https://doi.org/10.17605/OSF.IO/9P7CB>

Stults-Kolehmainen, M. A., & Sinha, R. (2015). *The effects of stress on physical activity and exercise*. PubMed Central. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3894304>

Parenthetical citations: (Leuker et al., 2018; Stults-Kolehmainen & Sinha, 2015)

Narrative citations: Leuker et al. (2018) and Stults-Kolehmainen and Sinha (2015)

Informally published work, from ERIC database

Ho, H. K. (2014). *Teacher preparation for early childhood special education in Taiwan (ED545393)*. ERIC. <https://files.eric.ed.gov/fulltext/ED545393.pdf>

Parenthetical citation: (Ho, 2014)

Narrative citation: Ho (2014)

Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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