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ABSTRACT

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research articles, abstracts should give a pertinent overview of the work. We strongly encourage authors to use the following style of structured abstracts, but without headings: (1) Background: Place the question addressed in a broad context and highlight the purpose of the study; (2) Methods: Describe briefly the main methods or treatments applied; (3) Results: Summarize the article's main findings; and (4) Conclusions: Indicate the main conclusions or interpretations. The abstract should be an objective representation of the article, it must not contain results which are not presented and substantiated in the main text and should not exaggerate the main conclusions. **For example:** This study explores the perceptions of primary school teachers of online learning in a program developed in Indonesia called School from Home during the COVID-19 Pandemic. Data were collected through surveys and semi-structured interviews with 67 class teachers in primary schools. Data analysis used thematic analysis of qualitative data. The analysis results found four main themes, namely, instructional strategies, challenges, support, and motivation of teachers. This research contributes to the literature of online collaborative learning between teachers, parents, and schools that impact student success. Broadly, the success of online learning in Indonesia during the COVID-19 Pandemic was determined by the readiness of technology in line with the national humanist curriculum, support and collaboration from all stakeholders, including government, schools, teachers, parents and the community.



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1. Introduction

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be reviewed carefully and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. References should be cited as (Robo (2014), (Skidmore, 2004; McConkey & Mariga, 2011; Rose & Howley, 2007), (Anders et al., 2011). See the end of the document for further details on references.

1.1. Sub Heading 1

Online learning emphasizes Internet-based courses offered synchronously and asynchronously. Synchronous is a form of learning with direct interactions between students and teachers at the same time using online forms such as conferences and online chat.

1.1.1. Sub Heading 2

The transition of instructional methods that have been through face-to-face directly in schools forces the school to follow the flow so that learning can take place with complex limitations.

2. Methods

Methods should be described with sufficient details to allow others to replicate and build on published results. Please note that publication of your manuscript implicates that you must make all materials, data, computer code, and protocols associated with the publication available to readers. Please disclose at the submission stage any restrictions on the availability of materials or information. New methods and protocols should be described in detail while well-established methods can be briefly described and appropriately cited. Research manuscripts reporting large datasets that are deposited in a publicly available database should specify where the data have been deposited and provide the relevant accession numbers. If the accession numbers have not yet been obtained at the time of submission, please state that they will be provided during review. They must be provided prior to publication.

3. Results and Discussion

Results section is provided prior to the discussion section. Each section stands alone as a subtitle. The findings and discussion should be written in not less than 60% of the entire body of the manuscript.

3.1. Results

Results may be presented in the form of tables, graphs, verbal descriptions, or a combination of the three. Tables, graphics, or images should not be too long, too large; please do not present too many figures in the manuscript. Authors are recommended to use a combination of presentation tables, graphs, or verbal descriptions. The tables and graphs presented must be referred to in the main text. The writing style for the tables and figures are presented in Table 1.

Table 1 Recommended length of each section in the manuscript

Item	Criteria	Amount	Percentage (%)
Sex	Male	25	25
	Female	77	75
School status	Public	88	86
	Private	14	14
Age	< 35 Years	40	39
	> 35 Years	62	61
Teaching experience	< 5 Years	30	29
	> 5 Years	72	71

Numbers in the tables are not to be repeated in verbal descriptions, either before or after the tables or figures.

Place and label figure captions below each figure, in uppercase and lowercase letters. Type (Figure 1. Captions...). See example as shown:

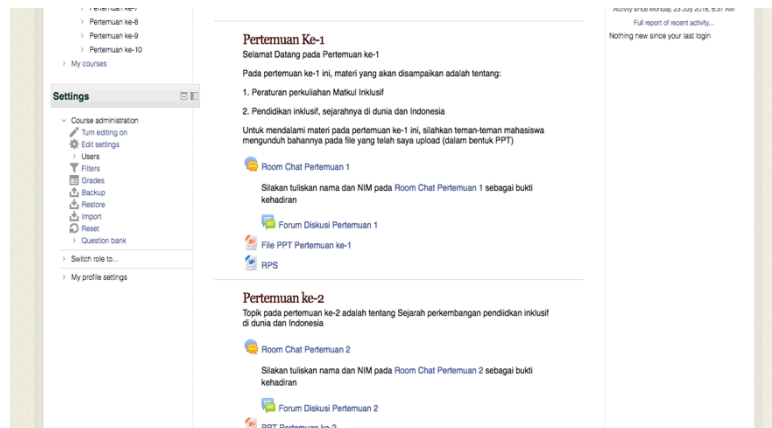


Figure 2 Learning Management System

3.2. Discussion

The discussion section is intended to interpret the findings of the study in accordance with the theories used and not merely describe the founding. The discussion must be enriched by referring to the results of previous studies that have been published in scientific journals.

4. Conclusion

A conclusion is not merely a re-statement of the data or findings, but a synthesis of key points and, as mentioned in the "Introduction" which eventually produces the "Results and Discussion" chapter so that there is compatibility. In addition, the prospects for developing research results and the prospects for future research applications (based on results and discussion) can also be added.

Acknowledgments

This section displays authors appreciation to sponsors, fund donors, resource persons, or parties who have an important role in conducting research.

References

List of References shall be arranged in alphabetical order of last name of first-named author for with more than one author. Do not number them. Please refer and follow the APA Style 7th

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For some examples:

Text Book

a. One editor

Mitchell, D. R. (2008). What really works in special and inclusive education: using evidence-based teaching strategies. London ; New York: Routledge.

b. Two or more editors

Armstrong, A. C., Armstrong, D., & Spandagou, I. (2010). Inclusive education: international policy and practice. Los Angeles: SAGE.

c. Book Section

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

d. Online journal

Rohmah, I. (2017). Classroom Interaction in English Language Class for Students of Economics Education. Arab World English Journal, 8(2), 192–207. <https://doi.org/10.24093/awej/vol8no2.14>

b. Journal with 2 or more authors

Caldarella, P., Sabey, C. V., & Griffin, A. A. (2017). The effects of a buddy bench on elementary students solitary behavior during recess. Lnternational Electronic Journal of Elementary Education, 10(1), 27–36. <https://doi.org/10.26822/iejee.2017131884>

c. Journal with six or more authors

Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D., Lengua, L., et al. (2000). An experimental evaluation of theorybased mother and mother-child programs for children of divorce. Journal of Consulting and Clinical Psychology, 68(5), 843-856.

d. National Newspaper

Nadhir, M. (2017, November 10). Kompas.com (if online, add the website address)

e. Tesis/Dissertation

Rasmitadila. (2015). Instructional Interaction in Inclusive Classrooms. Case Study Research at Al Fikri Junior High School Depok West Java. Universitas Negeri Jakarta, Jakarta.

Slamet Suyanto. (2009). The success of schools in national examinations is reviewed by learning organizations. Dissertation, not published. Universitas Negeri Jakarta.

f. Abstract proceeding:

Paidi. The urgency of developing problem solving and metacognitive abilities of high school students through learning biology. Proceedings, Seminar and MIPA National Conference, 2008. Yogyakarta: FMIPA Universitas Negeri Yogyakarta.

g. Internet

White H. 2007. Problem-based learning in introductory science across disciplines. Retrieved October 4, 1999 from <http://www.udel.edu/chem/white/finalrpt.html>.

h. Legal document

Minister of National Education Regulation Number 70, Year 2009 concerning Inclusive Education