

The Title is typed in Cambria-16 Bold, consists of 15 words maximum, align text to the left

Full name without academic title is written , using Cambria 12 Bold Font

State the aviliation or institution, typed in Cambria-12

State Correspondence address (email)

Article History

Received : January 9th 2020

Revision : March 13th 2020

Publication : April 30th 2020

Abstract

Abstract must be written in English version, using Cambria-11, italic font. It contains the aim/purpose of the research, the method, and the result of the research. All must be written in a paragraph (100-200 words) with the single space.

Keywords: *Important, specific, or representative two to four word(s) or phrase(s) for the article*

Abstrak

Abstrak berbahasa Indonesia ditulis menggunakan Cambria-11. Jarak antarbaris 1 spasi. Abstrak berisi 100-200 kata dan hanya terdiri dari 1 paragraf, yang memuat tujuan, metode, serta hasil penelitian.

Kata kunci: 2 s.d. 4 kata atau frase yang penting, spesifik, atau representatif bagi artikel ini

INTRODUCTION

The manuscript must be written using Cambria 12 Font and must be typed using 1.15 paragraph spacing.

Consists of the research background which is rational and urgent. The references from the library or other related previous researches should be put in this part to justify the urgency of the research. To explore the research problem, the alternative solution, or the preferred solution. To write citation, state the name of author and the year when it was published. The citation uses APA style model. For example:The result of this research showed that more than 70% students could not identify the authentic problems..... (Paidi, 2008). Use the reference management system, Zotero or Mendeley. In case of data collected from unpublished or personal interviews, use citation format as follows: (D. Nuraeni, personal communication. 2019, August 26).

The research problem, objectives of the research and the significance of the research must be presented in narrative paragraphs, without special sub title. This is also applied in writing operational definitions if it is necessary.

METHOD

This section consists of type of the research, time and place where the research was conducted, the targets, the research subjects, procedures, instruments and the techniques of data analysis, and other related to the should be written in sub-section with sub-heading. The sub-headings without notation must be in lower case and start with capital letter, regular book-Antiqua-12, align to the left.

For example:

Type of research

This research used qualitative approach.....

Time and place of the research

Both qualitative and quantitative research must describe the time and place of research clearly.

Target/ Research Subject

Target/Research Subject (for qualitative research) or population -sampling (for quantitative research) must be described clearly. In addition, it is necessary to explain the techniques how to get research subject (for qualitative research) and samples (for quantitative research).

Procedures

Procedures can be explained according to type of the research. How to conduct the research and how to get the data must be explained in this section. It is also important to describe the experimental design for experimental research. Data, Instrument, and techniques for collecting the data

It is also important to describe what kind of data obtained, how to collect the data, the instruments for collecting the data, and techniques used for collecting the data. All of them should be clearly described.

Techniques for data analysis

The interpretation of the data must be influenced by the problem, the aims of the research.

(Notes: the sub headings may be different because of the different type of research or research approach. If there is a procedure or sequential steps, There can be notation (letter or number) according to its position

RESULTS AND DISCUSSION

Result part contains correct and complete quantitative and/or qualitative research result that can utilized information in forms of explanation/description/figures/graphics/tables.

The result which is presented in this part is “net” result. The data analysis processes such as statistical calculation and hypothesis testing do not have to be presented. Only analysis and hypothesis testing result that should be report. The discussion of research is aimed to: (1) answer the problem formulation and questions of research; (2) indicate how the findings are obtained; (3) interpret findings; (4) relate the research finding result to established knowledge structure; and (5) present new theories or modification of research, the result of research should be concluded explicitly. The interpretation towards finding should be done by using existing logics or theories.

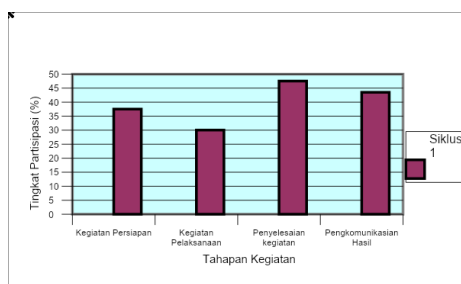
The result of the research can also be presented in graph or table. Tables and graphs can be utilized to clarify the result presentation of research verbally. Tables and graphics should be commented or discussed.

Table is written in the middle or the end of research result description. In case of the Table width is not sufficient in a half page, the table can be written in a full page. The title of the table is written above the table in center alignment using a single space, all words begin with capital letter except for conjunction. Refer to the following example of Table:

Table 1. Students' Competence Score and Rank

Rank.	Competence Aspect	Score
1 st		
2nd		

Picture/figure/graph/scheme/diagram is presented in the middle or the end of research result description. The title of the picture, graph, scheme, or diagram is written below, in center alignment using a single space, all words begin with capital letter except for conjunction. Refer to the following example:



Graph 1. Level of Students' Participation in Discussion

Use original graph that copied from Microsoft Excel instead of print-screen format.

CONCLUSION

Conclusion can be written in paragraph format. The conclusion answers research problem and its relevance to the research objectives.

SUGGESTION

Suggestion can be in form of recommendation for next researcher or an implicative recommendation from research result.

REFERENCES

Author must list the References, not Bibliography. The references are listed alphabetically. Note that your reference must follow the "APA" style. (The publisher will return your post (manuscript) to be corrected if you do not format your references correctly. It is highly recommended to use reference management software i.e. Zotero or Mendeley.

For more information and examples of APA Style, please see <http://www.apastyle.org/pubmanual.html>; <http://www.apastyle.org/faqs.html> <http://www.apastyle.org/previoustips.html>.

Book with one author:

Santoso, S. (2011). *Konsep Pendidikan Anak Usia Dini Menurut Penderitanya*. Jakarta: UNJ.

Book with two authors:

Nutbrown, C., & Clough, P. (2015). *Early Childhood Education: History, Philosophy and Experience Edisi Bahasa Indonesia*. Yogyakarta: Pustaka Pelajar.

Book with two or more authors:

Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher's Guide*. London: Pearson Education.

Journal Article:

Tuswadi, & Hayashi, T. (2014). Disaster Prevention Education in Merapi Volcano Area Primary Schools: Focusing on Students' Perception and Teachers' Performance. *Procedia Environmental Sciences*, 20, 668–677.
<https://doi.org/10.1016/j.proenv.2014.03.080>

Edited Book:

Nutbrown, C., & Clough, P. (2015) (Ed). *Early Childhood Education: History, Philosophy and Experience Edisi Bahasa Indonesia*. Yogyakarta: Pustaka Pelajar.

Chapter in an edited book:

Jaques, P. A., & Vicari, R. M. (2006). Considering students' emotions in computer-mediated learning environments. In Z. Ma (Ed.), *Web-based intelligent e-learning systems: Technologies and applications* (pp. 122-138). Hershey, PA: Information Science Publishing.

Published Proceeding:

Wiyanti, E., & Dinihari, Y. (2018). Penerapan Konsep Edutainment dalam Pembelajaran Bahasa Indonesia di PAUD Putra Putri Kelurahan Pademangan Barat. *Seminar Nasional Kajian Bahasa, Sastra, dan Pengajarannya (SEMNAS KBSP) V 2018*. Surakarta: UMS.

Unpublished Theses:

Novita, A. (2018). *Inovasi Guru dalam Metode Pembelajaran Berhitung untuk Menstimulasi Kecerdasan Logis-Matematis di TK Kalyca Montessori School Yogyakarta (Studi Kasus Kelas Bugis)* (Tesis Magister yang tidak dipublikasikan). Universitas Islam Negeri Sunan Kalijaga, Yogyakarta.

Presented Paper:

Setyaningsih, A. (2010, Oktober). Developing Young Learners' Listening Skill through Stories. Paper dipresentasikan pada *TEYL International Seminar, Opportunities and Challenges*. Yogyakarta: Universitas Sanata Dharma.

Website:

VandenBos, G., Knapp, S., & Doe, J. (2001). *Role of reference elements in the selection of resources by psychology undergraduates*. Retrieved from <http://jbr.org/articles.html>.