

Type the paper title, Capitalize first letter (The Title Describes the Conducted Research, Aptos, Bold, Font Size 19, Single Line Spacing, 0 pt after spacing)

First Author¹, Second Author², Third Author³, Fourth Author⁴

¹**First affiliate**, Department Name, Organization Name, City, Country;

²**Second Affiliation**, Department Name, Organization Name, City, Country;

Article History

Received : Revised :

Accepted :

Published :

Article history uses Aptos font size 9

*Corresponding Author:

Author A,

Name of

Institution/Organization, City

Name, Country Name;

Email:

Abstract: contains the essence of the research, including the research background, research objectives, research methods, research results, conclusions, and recommendations. The abstract is written in Aptos format with a font size of 10.

Abstract is written using Aptos font size 10

Keywords: keyword 1; keyword 2; keyword 3; keyword 4; (all words in English).

Font: Aptos, Font Size: 11, Spacing: 1.

The body of the article is made into 2 columns with a distance between columns of 0.76 cm.

Introduction

The introduction includes the background of the problem, the urgency of the research, the problem formulation, and the research objectives. If necessary, a theoretical basis can be added to outline the concepts or theories underlying the learning innovation being developed, such as digital literacy theory, learning models, or instructional design frameworks.

The introduction section must be written in Aptos, font size 10, 0 pt before spacing, and 0 pt after spacing.

Materials and Methods

Create a topic or sub topic

The methods section should be written concisely, concisely, and clearly, but adequately. It should clearly explain the research method, implementation procedures, tools, materials, or instruments, but should not be theoretical. If deemed necessary, include an appendix containing the instrument outline or excerpts from the materials used. If statistical formulas

are used as part of the methods, commonly used formulas do not need to be listed. For example, specific provisions established by the researcher for collecting and analyzing data are explained in this methods section. This section should be written for a maximum of 10% (for qualitative research) or a maximum of 15% (for quantitative research) of the body of the article.

Results and Discussion

Create a topic or subtopic

To facilitate understanding and reading, the research results are described first, followed by the discussion section. The results and discussion subheadings are presented separately. This section should comprise the bulk of the article, at least 60% of the total body.

Create a topic or subtopic

Results can be presented in the form of tables of figures, graphs, verbal descriptions, or a combination of the three. Tables, graphs, or figures should not be too long, too large, or too numerous. Authors should use a variety of

presentations of tables, graphs, or verbal descriptions. Tables and graphs should be referenced in the text. Tables should be written in Table 1. Tables should not contain vertical lines, and horizontal lines should only be placed at the header and tail of the table. The font size of tables and figures may be reduced.

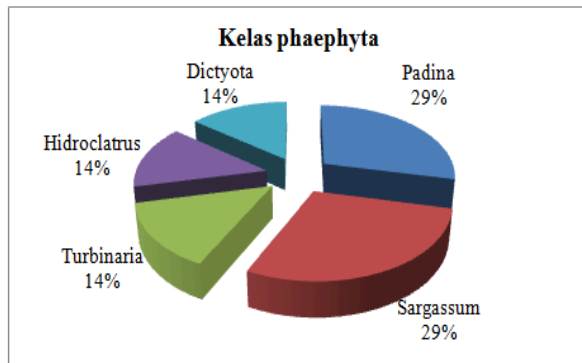


Figure 1. Example image

Table 1. Environmental quality at the research location

No	Environmenta l parameters	Unit	Range
1.	Temperature	°C	29
2.	Salinity	‰	32-33
3.	pH	-	7
4.	Nitrate	mg/l	0.0127-0. 0147
5.	Phosphate	mg/l	0.0040-0. 0044
6.	Brightness	%	100%

The numbers in the table should not be repeated in the verbal narrative either before or after it.

Discussion

Create a topic or subtopic

The discussion is intended to interpret the research results in accordance with the theory used, not simply to explain the findings. The discussion should be enriched by referencing previous research published in scientific journals.

Writing references in the body of the article uses the bracketed pattern (). If there is only one author: example(Retnowati, 2018); if there are two authors: example (Nurgiyantoro & Efendi, 2017). If two to five authors, for the first mention, all are written: example (Retnowati,

Fathoni, & Chen, 2018) and subsequent mentions are written (Retnowati et al., 2018). Authors with more than three people are only written as the first author followed by et al., example (Janssen et al. 2010); Reference writing can also be written with the name outside the brackets, for example Nurgiyantoro (2017) according to the writing style. If the statement being referred to is a direct quote or a specific fact, the page must be included: example (Nurgiyantoro & Efendi, 2017:143) or if taking substance from several pages: example (Nurgiyantoro & Efendi, 2017:144-146).

Conclusion

The main conclusions of the experimental work should be presented. The contribution of the work to the scientific community and its economic implications should be emphasized.

Thank-you note

Use the same font size for the content of the acknowledgements section. Authors should acknowledge the funders of the manuscript and provide all necessary funding information.

Reference

Use the author-by-author referencing system. In the text, look for the author's name (without initials) and the year of publication. All publications cited in the text should be presented in the reference list that follows the text of the manuscript.

The reference list should include only those cited in the manuscript and be arranged alphabetically by author's surname. The journal title must be given in full. 'In press' may only be used to cite manuscripts actually accepted for publication in the journal. Citations such as 'manuscript in preparation' or 'manuscript submitted' are not permitted. Authors must provide a Digital Object Identifier (DOI) number for all references. If there is no DOI for any reference, authors may provide a directly accessible URL/web link for verification purposes. References without a DOI or internet link are unacceptable. The following format must be adhered to.

1. Example for single author

Effendie, H. (2003). Water Quality Analysis for Aquatic Resources and Environmental Management. Kanisius. Yogyakarta.

2020) (pp. 406-410). Atlantis Press.
<https://doi.org/10.2991/assehr.k.210525.117>

2. Example for two authors

Kadi, A. & Atmadja WS (1988). Seaweed (Algae) Types, Reproduction, Production, Cultivation and Post-harvest. Natural Resources Series 141. Center for Oceanology Research and Development. LIPI. Jakarta.

3. Example for three or more authors

Arhonditsis, G., Karydis, M. & Tsirtsis, G. (2003). "Analysis of Phytoplankton Community Structure Using Similarity Indices: A New Methodology for Discriminating among Eutrophication Levels in Coastal Marine Ecosystems. Environmental Management, 31 (5): 619–32.
doi:10.1007/s00267-002-2903-4.

1. Journal Articles

Nazarova, E., & Nazarov, A. (2021). Digital Literacy and the Development of Digital Education. *KnE Social Sciences*, 5(2), 168–174.
<https://doi.org/10.18502/kss.v5i2.8348>

2. Textbook

Navabi, Z. (1998). Analysis and Modeling of Digital Systems. 2nd Ed. McGraw Hill, New York. ISBN: 0070464790, pp: 632.

3. Chapters in a book

Katz, R. H. (1986). Computer-Aided Design Databases. In: New Directions for Database Systems, Ariav, G. and J. Clifford, (Eds.), Intellect Books, Norwood, NJ, pp: 110-123. ISBN: 0893913448.

4. Conference Events

Jiwandono, I. S., Khairunnisa, K., Oktaviyanti, I., Nurwahidah, N., & Wardani, K. S. K. (2021, May). Learning in 4.0 Era: Transformation of E-Learning to Strengthen Digital Literacy of Students' Primary Teacher Education Study Program. In *2nd Annual Conference on Education and Social Science (ACCESS*

5. Government Publications

Republic of Indonesia. (1991). Law No. 23 of 1991 concerning Spatial Planning. State Gazette of the Republic of Indonesia 1991, No. 114. State Secretariat. Jakarta.

6. Online Publication

Lal, R. (1995). Sustainable Management of Soil Resources in the Humid Tropics. United Nations University Press, Tokyo, Japan.
<http://www.unu.edu/unupress/unupbooks/uu27se/uu27se00.htm> (Accessed on March 17, 2011)

7. Generic Website

UNEP. (2002). Cleaner Production Assessment in Industries. Production and Consumption Branch. United Nations Environment Programme.
http://www.unepie.org/pc/cp/understanding_cp/cp_industries.htm (Accessed on February 13, 2011)

8. Thesis

Alkoaik, F. (2005). Fate of plant pathogens and pesticides during composting of greenhouse tomato plant residues. Unpublished dissertation in partial fulfillment of the requirements for the degree of Doctor of Philosophy, Dalhousie University, Halifax, Nova Scotia, Canada