

Sample Paper (Title)

**First Middle Last (Author 1)¹ , First Middle Last (Author 2)^{2*} and
First Middle Last (Author 3)¹**

*¹Dept. name of organization (of Affiliation),
Name of organization (of Affiliation),
City, Country*

*²Dept. name of organization (of Affiliation),
Name of organization (of Affiliation),
City, Country*

**Corresponding Author: single corresponding author's email address*

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Abstract

The abstract must mention these four components which are objectives/purposes, methods, key findings/key results, and implications or directions for further research. Indicate the study design, including types of participants or data sources. Content abstract should be about 150-200 words only.

Keywords: *learning style; Sustainable Development Goals (SDG); character building; CFA*

[Must provide FIVE keywords ; *Italicize* your keywords; use lowercase for concepts; Capitalize Each Word for Formal Name/Theories etc]

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INTRODUCTION

The introduction should highlight the key issues related to the title and provide a detailed explanation of the problem statement. Frame the problem / question and its context. Support your arguments with references to the latest scholarly papers or sources published within the past FIVE years.

OBJECTIVES OF THE STUDY

Choose either research objectives or research questions. If you choose to include research objectives, format them as a single paragraph. Clearly state the specific goals you aim to achieve in your research. If you choose to include research questions, format them as a bulleted list. Each bullet point should represent a distinct question your research seeks to answer.

Provide the rationale for fit of design used to investigate this purpose/goals. Describe the approach to inquiry, if it illuminates the objectives and research rationale(e.g., descriptive, pragmatic approach).

LITERATURE REVIEW (heading level 1)

Review, critique, and synthesize the applicable literature to identify key issues/ variables/ debates/ theoretical frameworks in the relevant literature to clarify barriers, knowledge gaps, or practical needs.

Heading level 2

Heading level 3

Heading level 4. The paragraph continues after the level 4 heading

Heading level 5. The paragraph continues after the level 5 heading.

METHODOLOGY

Research Design

Summarize the research design . Provide the rationale for the design selected.

Study participants

Researcher Description

Describe the researchers' backgrounds in approaching the study, emphasizing their prior understandings of the phenomena under study (e.g., interviewers, analysts, or research team). Describe how prior understanding were managed and/or influenced the research.

Participants or Other Data Sources

Provide the numbers of participants/ documents/ events analysed. Describe the demographics/ cultural information, perspectives of participants or characteristics of data sources that might influence the data collected.

Demonstrate the adequacy of the data in terms of its ability to capture forms of diversity most relevant to the question, research goals and inquiry approach

Participant Recruitment

Describe the recruitment process (e.g., face-to-face, telephone) and any recruitment protocols. Describe the inclusion and exclusion criteria of participants.

DATA COLLECTION AND DATA ANALYSIS

Data Collection

State the form of data collected (e.g., interviews, questionnaires, media, observation). Describe any alterations of data -collection strategy in response to the evolving findings or the study rationale. Convey the extensiveness of engagement (e.g., depth of engagement, time intensiveness of data collection).

For interview and written studies, indicate the mean and range of the time duration in the data-collection process (e.g., interviews were held for 75-110 min, with an average interview time of 90 min). Describe questions asked in data collection : content of central questions, form of questions (e.g., open vs closed).

Data Analysis

Data-Analytic Strategies

Describe the methods and procedures used and for what purpose/goal. Explicate in detail the process of analysis, including some discussion of the procedures (e.g., coding, thematic analysis) following a principle of transparency. Indicate software, if used.

Methodological Integrity

Demonstrate consistency with regard to the analytic process. Analysts may use interrater reliability, consensus, describe their development of a stable perspective and etc. On the other hand, authors may also describe responses to inconsistencies, as relevant (e.g., coders switching midway through analysis, an interruption in the analytic process).

Describe how support for claims was supplemented by any checks added to the qualitative analysis. Examples of supplemental checks that can strengthen the research may include :

1. Transcripts/ data collected returned to participants for feedback
2. Triangulation across multiple sources of information, findings or investigators.
3. Consensus or auditing process
4. Member checks or participant feedback on findings.
5. Structured methods of researcher reflexivity (e.g., sending memos, field notes, diary, logbooks, journals, bracketing)

RESEARCH ETHICS

FINDINGS

Describe research findings (e.g., themes, categories, narratives) and the meaning and understandings that the researcher has derived from the data analysis. Demonstrate the analytic process of reaching findings (e.g., quotes, excerpts of data).

Present research findings in a way that is compatible with the study design. Present synthesizing illustrations (e.g., diagrams, tables, models), if useful in organizing and conveying findings. Photographs or links to videos can be used.

Theme 1

Explain your themes and support with quotes from the research conducted. Use quotes or excerpts to augment data description, but these should not replace the description of the findings of the analysis.

For short quotations (less than 40 words), it should be incorporated into the text with quotation marks. For example, “Julia”, a 65 year old grand mother said that “ Losing her at a very young age is very painful”. Another participant also mentioned, “I often found myself questioning why it had to happen and how different my life would have been if she were still here” (Aina).

Theme 2

For long quotation (40 words or more), it should be formatted as indented block without quotation marks. The following is an example.

One of the female client said that :

Adopting healthier eating habits was never easy for me. I struggled with emotional eating for years, using food as a coping mechanism for stress. However, through counseling, I realised that change is a process, not an overnight transformation. Now, I am more mindful of my choices, and I have learned to listen to my body's needs rather than my emotions. (Nurul)

DISCUSSION

Describe the central contributions and their significance in advancing disciplinary understandings. Describe the types of contributions made by findings and how findings can be best utilized. Identify similarities and differences from prior theories and research findings.

Identify the study's strengths and limitations. Describe the limits of the scope of transferability (e.g., what should readers bear in mind when using findings across contexts). Consider the implications for future research, policy or practice.

CONCLUSION

The conclusion should summarize the key findings of the research without introducing new references or arguments.

ACKNOWLEDGEMENT

The authors thank the participants that have provided the study with valuable data. The authors also thank the anonymous reviewers who have helped the study to be significantly improved. ***One of the examples**

FUNDING

There are no specific grant or funding from any agency from the public, commercial or any of the profit or non-profit organization. ***One of the example for this section**

REFERENCES

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Please refer to APA 7th ed. Formatting
<https://apastyle.apa.org/style-grammar-guidelines/references/examples> .

Appendices

****To ensure clarity and a smooth review process, we kindly ask author(s) to submit manuscripts that follow the general structure outlined in our template. This includes sections like Abstract, Introduction, Methodology, Results, Discussion, and References. However, we recognize that the specific content within each section may vary depending on your research approach. PLEASE DOWNLOAD IT IN A WORD DOC VERSION.**