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Vol ...,(Nomor), Tahun

THE TITLE IS A MAXIMUM OF 14 WORDS AND IS WRITTEN USING 14pt, BOLD, CAPITAL TYPE

First Author[1], Second Author[2] (12pt, bold)
[1,2] Author's Institution, Province, Country (11pt)
*Correspondence : mail (11pt)

Abstract ← 11pt, bold

Abstract in English written in Times New Roman, Italic, 11pt, 1 space. The abstract must contain the background, objectives, methodology, and results of the research, preferably not more than 250 words.
Keywords: Keywords are written in English, consist of a maximum of 5 words or phrases separated by commas (;)

INTRODUCTION ← 11pt, Times New Roman, Bold, Capitalize

The introduction is presented descriptively. The introductory explanation includes the background of the problem, the research objectives, and a review of theories related to the research. The background, research objectives, and theories are **not presented** in separate subheadings**.** The article should be typed in Times New Roman, 11-point, single-spaced, and in two-column format, except for figures and tables, which should remain in one-column format.

Heading 2 ← 11pt, Times New Roman, Bold

Sub section 1, sub section 1, Sub section 1, sub section 1, Sub section 1, sub section 1, Sub section 1, sub section 1, Sub section 1, sub section 1, Sub section 1, sub section 1.

Heading 3 ← 11pt, Times New Roman, Bold, Italic

Sub section 2, Sub section 2, Sub section 2, Sub section 2, Sub section 2, Sub section 2, Sub section 2, Sub section 2, Sub section 2, Sub section 2, Sub section 2, Sub section 2.

METHOD ← 11pt, Bold, Capitalize

In this section, the author must explain the research method, model, design, subjects, and location. The author is expected to present the research procedures carried out in a way that is easily understood by the reader. **The writing format is the same as the introduction.**

RESEARCH RESULTS AND DISCUSSION ← 11pt, Bold, Capitalize

In this section, the author first presents the research results clearly and in detail. Next, he provides a discussion based on the research findings, supported by theories that support the author's discussion. **The writing format is the same as the introduction.**

CONCLUSION ← 11pt, Bold, Capitalize

In this section, the author describes the research conclusions in descriptive form without using numbering or bullet points. **The writing format is the same as in the introduction.**

ACKNOWLEDGMENTS (IF NECESSARY) ← 11pt, Bold, Capitalize

The acknowledgments are in the form of acknowledgments to the parties involved (ie those who have provided funds, assisted in writing techniques, and so on).

REFERENCES ← 11pt, Bold, Capitalize

In this section, authors must list all references used in the article, including at least 25 citations from recent and international journals and citations from our journal, arranged alphabetically and single-spaced. The cited references must correspond to those cited in the introduction, methods, results, and discussion sections. References and citations must follow APA style guidelines, as shown in the following example:

Book

Brosseau, G. (2002). *Theory of didactical situation in mathematics*. Dordrecht: Kluwer Academic Publisher.

Mason, J. Burton, L. Stacey, K. (2010). *Thinking Mathematically* (*2nd Edition)*. UK: Pearson

Articles in Print Journals

Montague, M., Krawec, J., Enders, C., & Dietz, S. (2014). The effects of cognitive strategy instruction on math problem solving of middle-school students of varying ability. *Journal of Educational Psychology*, *106*(2), 469-481.

Online Journal Articles

Ramadianti, W., Syofiana, M., & Mahyudi. (2018). Pengembangan Soal Matematika Open-Ended Berkonteks Bumi Rafflesia. Jurnal Supremum, 2(1), 8-16. https://journal.unsika.ac.id/index. php/supremum/article/view/922

Prosiding

Suryadi. (2013). Didactical Design Research (DDR) dalam pengembangan pembelajaran matematika. *Prosiding Seminar Nasional Matematika dan Pendidikan Matematika UNS, hal. 1-12.* Solo : Universitas Sebelas Maret.

Official Documents

Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah. (2016). Jakarta: Depdikbud

Skripsi, Tesis, Disertasi

Risnanosanti. (2010). *Kemampuan Berpikirkreatif Matematis dan Self Efficacy Terhadap Matematika Siswa Sekolah Menengah Atas (SMA) Dalam Pembelajaran Inkuiri*. Disertasi tidak dipublikasikan, Bandung: Universitas Pendidikan Indonesia.

Internet

OECD. (2010). *PISA results: What makes a school successful?* Diambildari http://www.oecd.org/dataoecd/11/ 16/48852721.pdf.

WRITING TABLES AND FIGURES

Table 1. Participant teaching experience

	Gender	Teaching experience
1st participant (P1)	Female	1,5 years
2nd participant (P2)	Female	1 years
3rd participant (P3)	Male	4 years
4th participant (P4)	Female	3 years
5th participant (P5)	Male	3 years

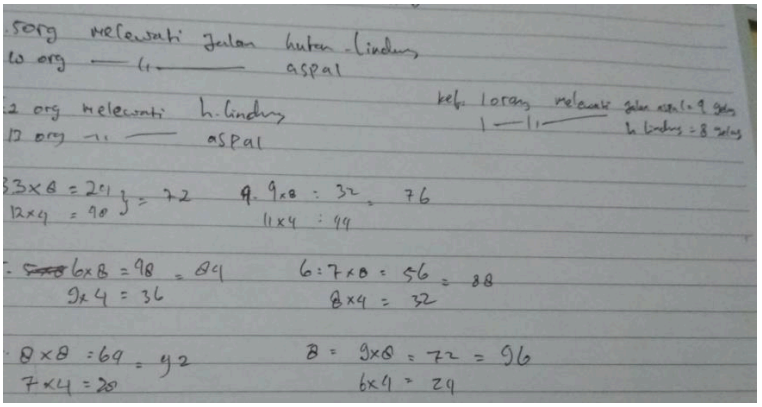


Figure 1. Student's answer to question number 1

MARGIN

The paper uses A4 with margins: Top (3), Left (3), Bottom (3), and Right (3).

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