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Komunitas Peneliti Alinea

ABSTRACT

The Abstract should be informative and completely self-explanatory, provide a clear statement of the problem, the proposed approach or solution, and point out major findings and conclusions. The Abstract should be 200 to 250 words in length. Provide context or background for the study and state the study's primary objective or hypothesis. Please explain the previous research/program what other people do or what you have done before. Describe the basic procedures used during the study, including selection of study subjects, observational, analytical methods, and define the primary outcomes. Summarize the main findings, including specific effect sizes and their statistical significance, if possible. Include (if relevant) the number of participants in each group, the primary outcome for each group, and any significant adverse events or side effects. Explain the relation between your theory and your result in your article. State the principal conclusions, emphasizing new and important aspects of the study or observations in aspects of your research. An abstract is often presented separately from the article, so it must be stand-alone. For this reason, References should be avoided.

I. INTRODUCTION

The introduction section must encompass seven key components: (1) The primary research problem, that is, identify the specific problem or challenge and highlight its broader implications; (2) The rationale for the problem's importance, that is, explain the significance of the issue by demonstrating its real-world implications and relevance; (3) Theoretical Framework Introduction, that is, explain why this framework is appropriate for your study and how it connects to the specific research problem; (4) Research context, that is, justify why the case was selected within the relevant policy context, present the main challenges, and explain how they relate to the broader research problem; (5) Gaps in the literature, that is, the gaps identified through comparison with relevant previous studies; (6) Aim and objectives, that is, the principal purpose of the research; (7) Significance, contribution, and advantages of the study, that is, an explanation of the anticipated benefits of the research.

Several additional points should be considered when drafting the introduction section, namely: the novelty of the literature (published within the last 10 years, except for seminal references that are no longer updated), literature must be critically analysed rather than merely presenting definitions, and indirect citations should be used through paraphrasing techniques.

II. METHOD

The methods section should include the selected method (and research design), the population and sample (for quantitative studies), research methods and approaches, the

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formal and material objects (for qualitative studies), data collection techniques along with the instruments, validity and reliability testing (for quantitative studies), and data analysis techniques. All components must be presented with clarity so that the study can be thoroughly understood by both researchers and readers.

Before presenting the sub-sections of the methods, identify the epistemological approach underpinning your research and also specify the type of study whether qualitative, quantitative, or mixed methods and explain why this approach is appropriate for addressing your research questions.

II.1 Research Design/ Approach

II.2 Study Area

II.3 Methodological Framework

II.4 Data Collection and Sampling

II.5 Data Analysis Method

II.6 Validity/Reliability (quantitative) or Formal and Material Object (qualitative)

III. RESULT AND DISCUSSION

Several provisions in presenting the research results and discussion include: the discussion should be organized into multiple sub-sections, each corresponding to the specific issues examined in the study.

III.1 First Sub-Discussion

III.2 Second Sub-Discussion

III.3 Third Sub-Discussion

Table 1. Tables and figures should be valuable, relevant, and visually attractive.

Constructs	Items	Loadings	Weights	CA	CR (a)	CR (c)	AVE	VIF
Academic Stress	M1	0.839	0.295	0.909	0.910	0.936	0.786	2.035
	M2	0.881	0.261					2.971
	M3	0.927	0.283					4.084
	M4	0.898	0.290					3.096

Figures should be *carefully* explained in the text and cited in numerical order.

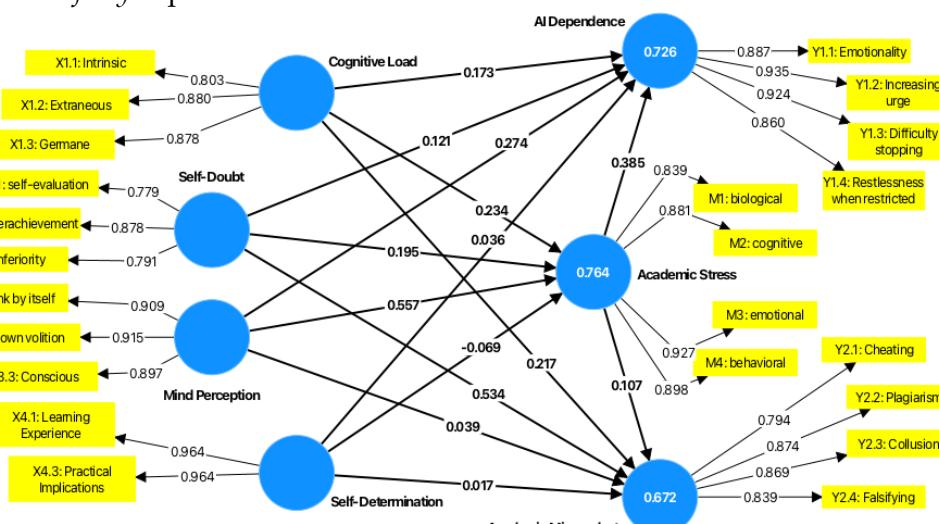


Figure 1. Conceptual Framework PLS-SEM Path Analysis

The discussion of the presented research findings must include: (1) Development of Argument, that is, compare your findings with previous studies, explain any unexpected results, discuss their implications for theory and practice, highlight the limitations, connect them to broader theoretical frameworks, and propose directions for future research. (2) Critical Analysis, that is, explain unexpected results, acknowledge methodological or sampling constraints and their influence on interpretation, evaluate the strengths and weaknesses of your approach, demonstrate how your work aligns with the broader scholarly context, discuss the implications of your findings, and recommend logical next steps for future investigations.

IV. CONCLUSION

Conclude the research findings in accordance with the discussion that has been presented.

V. ACKNOWLEDGEMENTS (OPTIONAL)

If this research was funded or supported by any parties, it is appropriate to include an expression of gratitude.

REFERENCES

Please use a reference management application such as Mendeley, Zotero, or EndNote, following the APA 6 or 7 format (American Psychological Association, 6th or 7th edition). Use relevant references with academic integrity. Do not force citations of your own work or that of others if they are not relevant to the research topic. References should ideally be from the last 10 years. It is recommended to include the DOI or the URL of the cited article.

example:

Book:

Chirinda, B., Sunzuma, G., & Muredzi, P. (2025). *STEM Education in Poverty: Insights from Zimbabwe and Beyond*. Springer Nature.

Journal:

Firdaus, T., Sholeha, S. A., Jannah, M., & Setiawan, A. R. (2024). Comparison of ChatGPT and Gemini AI in answering higher-order thinking skill biology questions: Accuracy and evaluation. *International Journal of Science Education and Teaching*, 3(3), 126-138. <https://doi.org/10.14456/ijset.2024.11>