Title of the article

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Abstract –   The abstract should provide a concise summary of the article, including the research objective, methodology, main findings, and originality. Implications or recommendations may also be included. The abstract must be written in 200–250 words, presented as a single paragraph. It should not contain an extensive background, nor should it include references to figures, tables, equations, or bibliographical sources (whether from this article or others). The language must be clear, precise, and self-contained, allowing the abstract to serve as a stand-alone summary of the work.

Keywords: consist of 3 to 5 important words chosen to reflect the concept of the article and to help access to searches on the Internet

I.   Introduction

The introduction should provide a clear context for the study by presenting what is already known from previous research and why the topic is important. Authors are expected to outline the background of the problem, highlight the gap in existing knowledge, and justify the significance of addressing this gap. A well-structured introduction not only situates the research within the broader academic discourse but also demonstrates the novelty and relevance of the study.

In developing the introduction, authors must include a concise yet critical review of relevant journal articles. This literature review should summarize the current state of understanding, theoretical frameworks, or methodological approaches related to the research topic. Proper citations are essential to support claims and to show how the present work builds upon, differs from, or extends prior studies. Authors are encouraged to emphasize recent and high-quality sources to strengthen the scholarly foundation of their study.

Finally, the introduction should explicitly state the research problem, research objectives, and, where appropriate, research questions or hypotheses. This final section of the introduction must create a logical transition to the methodology, ensuring that readers clearly understand what the study aims to achieve and how it contributes to the field of statistical modeling and data science. By the end of the introduction, readers should be able to identify both the motivation behind the study and its potential academic or practical contributions.

II.   Research Methods

The methods section should provide a clear and detailed explanation of how the research was conducted, ensuring that the study can be replicated by other scholars. Authors are

expected to describe the overall research design (e.g., experimental, observational, survey-based, case study, simulation, or modeling) and justify why this design is appropriate for addressing the stated research objectives. This section should also outline the population or dataset studied, data collection procedures, sampling techniques (if applicable), and any instruments or tools used for measurement. Transparency and clarity in this description are essential to demonstrate the rigor and reliability of the research process.

In addition, authors must specify how the collected data were processed, summarized, and analyzed. Statistical techniques, computational methods, algorithms, or software used should be mentioned explicitly, including version numbers when relevant. If the study involves models or simulations, the mathematical formulation and underlying assumptions should be provided. The methods section should also explain any validation procedures, robustness checks, or sensitivity analyses performed. By offering sufficient detail, this section ensures that readers can

assess the validity of the approach and that other researchers can replicate or extend the study in future work.

III. Results and Discussion

The results section should objectively present the key findings of the research without interpretation or speculation. Results are typically introduced in descriptive text and supported by tables and figures that display the data in a clear and informative manner. Tables should be properly formatted (not screenshots), contain at least two rows and two columns, and report specific numerical values to enable meaningful comparison. Figures must be submitted in high quality, ideally with original source files, and should highlight trends, patterns, and relationships in the data. Together, these elements should provide a transparent and well-organized presentation of the evidence collected.
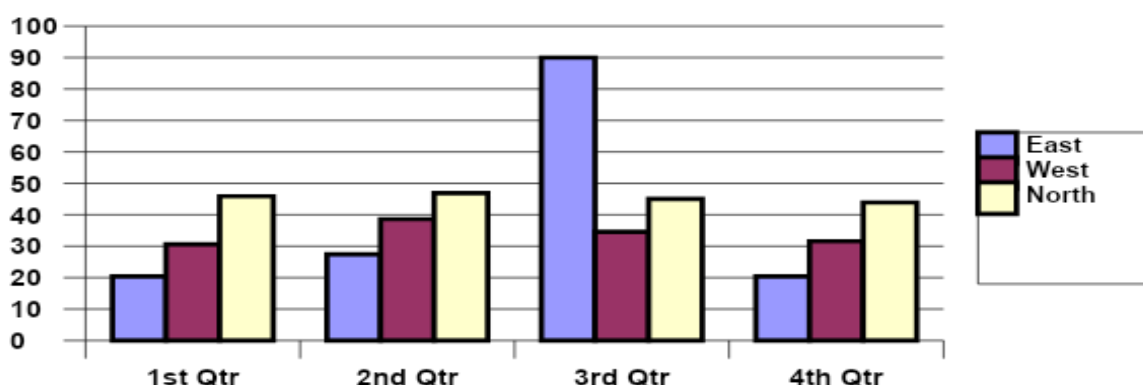

Figure 1. Speed Changing Tool

In addition to presenting results, authors must explain how the validity and reliability of the data were ensured. This may include reporting statistical measures of accuracy, tests for robustness, or quality control procedures applied during data collection and analysis. Describing these procedures allows readers to evaluate the credibility of the findings and ensures that the reported outcomes are trustworthy. Authors should avoid duplicating the same information across text, tables, and

figures; instead, these components should complement each other.

Tables and figures may be presented in a single-column format to align with the overall layout of the journal. Authors should adjust the size of tables and figures so that they remain legible, proportionate, and aesthetically consistent with the text. Captions must be clear, descriptive, and placed above tables and below figures. When necessary, authors may also provide supplementary files containing

high-resolution versions of figures or extended tables to ensure clarity and reproducibility.

The discussion section is where the results are interpreted in the context of existing knowledge. Authors should explain how the findings relate to the research questions and objectives stated in the introduction. This includes discussing whether the results confirm, extend, or challenge prior studies, as well as exploring possible reasons for similarities or differences. A strong discussion integrates the findings into the broader body of knowledge, providing insights that advance understanding of the topic.

Finally, the discussion should address the implications of the study for both theory and practice. Authors are encouraged to highlight how their work contributes to statistical modeling and data science, identify practical applications, and acknowledge any limitations that may influence interpretation. Where appropriate, recommendations for future research should be suggested. By linking the discussion back to the introduction, the article creates a coherent narrative that demonstrates the relevance and significance of the study to the academic community and society at large.

Table 1. Student Distribution Frequency

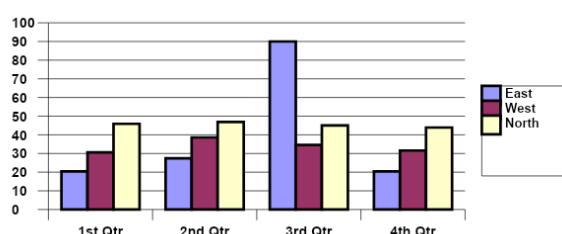| No	Interval	Frequency	%	Category
1.	85 - 100	59	28.36	Very Good
2.	75 - 84	93	44.71	Good
3.	65 - 74	37	17.78	Average
4.	55 - 65	19	09.15	Bad
Total			100.00	

Figure 1. Speed Changing Tool

IV. Conclusion

The conclusions section show the answer or clarification of the research questions and opportunities for future research

References

The references must consist of 80% from relevant and recent primary sources (such as article of journal or conference from last 5 years). Citations and References are adapted from IEEE style and using reference manager software (Mendeley, Zotero, etc). Guidelines to IEEE style used for in-text citations and references is available http://www.ieee.org/documents/ieeecitationref. pdf However, some adjustments are made to suit the need of CommIT. A quick guide as example is stated as follows. The samples below are taken randomly from various sources and for example purposes only. They are intended neither as ads and promos nor as the Editorial Board's viewpoint or preferences

[1] D. Broman et al., "The company approach to software engineering project courses," IEEE Trans. Educ., vol. 55, no. 4, pp. 445–452, Nov. 2012.

[2] "Computer science curriculum 2008—An interim revision of CS 2001," Interim Review Task Force, 2008.

[3] E. Carr et al., "Living in the knowledge society community building proj- ect," in Proc. 40th ACM Tech. Symp. Comput. Sci. Educ., Chattanooga, TN, USA, 2009, Rev. 47, pp. 777–780.

[4] W. Chung, E. Fox, S. Sheetz, and S. Yang, "LIKES: Educating the next generation of knowledge society builders," in Proc. AMCIS, San Francisco, CA, USA, 2009, pp. 1–10.

[5] Bologna Working Group on Qualifications Frameworks, A Framework for Qualifications of the European Higher Education Area. Last accessed Jun. 2015. [Online]. Available: http://www.bologna-

bergen2005.no/Docs/00Main_doc/050218
_QF_EHEA.pdf