El-Fata: Jurnal Ilmu Tarbiyah

Volume XXX Nomor XXX 202X, pp ....-....
E-ISSN: 2827-8968

DOI: https://doi.org/10.36420/elfata

SCIENTIFIC ARTICLE WRITING TEMPLATE

El-Fata: Jurnal Ilmu Tarbiyah

Article Title

(Main Article Title, 14 pt, Bold, Capitalize the First Letter of Each Word), (Subtitle if needed to narrow the focus of the study). Use the SMART-C guidelines: Specific (state the context and main variables), Measurable (indicate the approach/findings), Accurate (do not exaggerate the scope), Readable (reads naturally), Timely (relevant to current scholarly developments), Concise (10–23 words, without non-standard acronyms).

Author 1
[1]Affiliation (department, university/agency, country)
Email: .....@gmail.com
Author 2
[2]Affiliation (department, university/agency, country)
Email: .....@gmail.com
Author 3
[3]Affiliation (department, university/agency, country)
Email: .....@gmail.com

Corresponding Author:

Article history:

Abstract
Written in a single paragraph, 200–250 words. The abstract is neither an introduction nor a conclusion. It must include the following five components in a narrative format: Background & Objectives, stating the context of the phenomenon, structural gaps, and the specific objectives of the research. Research Position: Explain the position of this study in relation to the existing literature. Methods: Specify the research design, location/participants, instruments, and analysis techniques. Key Findings: Present 2–4 key findings supported by empirical data. Conclusion & Contributions: State the final model/findings, their implications, and their practical contributions.
Keywords: Select 3–5 keywords that reflect the main theoretical concepts, variables or phenomena, and the specific context of the study. List them from the most general to the most specific and separate them with semicolons (;).
Keywords: Select 3–5 keywords that reflect: (1) the main theoretical concepts, (2) the variables or phenomena under study, and (3) the specific context of the study. List them in order from the most general to the most specific. Separate them with semicolons.
keyword 1; keyword 2; keyword 3; keyword 4; keyword 5

EDITORIAL REQUIREMENTS — SEPTEMBER 2026

Language: Bahasa Indonesia or English.

Manuscript length: approximately 5,000–9,000 words, excluding the reference list.

Abstract: 200–250 words.

Keywords: 3–5 terms, separated by semicolons.

Page: A4; margins 3 cm on all sides; cambiria **12 pt; 1.5-line spacing.**

File format: Microsoft Word 2019 or newer, or RTF.

Citation style: APA7, Endnote.

Introduction

The introduction serves as both an argument for why this research is important (justification) and a positioning of the research within the literature. It is structured using the CARS model (Swales) in the following five paragraphs: **Opening:** Begin with empirical facts or current statistics rather than definitions or general opinions. Include at least 3 citations from the literature published within the last 5 years. **Problem Context**: Describe the main phenomenon or problem underlying this research, using current data to introduce the argument. **Critical Literature Review**: Outline the main theories/frameworks and their developments; relate them to supporting theories; highlight their relevance and limitations. Do not simply provide a summary of theories that merely show relationships between theories and are used as justification for the study. **Identification of Research Gaps:** State the research gaps in numbered order (First … second … etc.) corresponding to the number of research questions (RQs). Each gap must be directly linked to the relevant RQ. **Research Objectives & Questions**: State the general objective of the study, followed by specific research questions that can be answered using the proposed methods and are directly linked to the results and conclusions. Example: "This study aims to … The research questions guiding the study are: (1) …; (2) …; (3) …."

In addition, several considerations must be taken into account when writing the introduction. The literature cited must be current, published within the last ten years, except for foundational sources that are no longer in circulation. The literature must be critically analyzed, not merely defined. Furthermore, indirect quotations and paraphrasing techniques must be used effectively.

Manuscripts may be written in Bahasa Indonesia or English, provided that proper academic linguistic conventions are maintained. Manuscripts should contain approximately 5,000–9,000 words, excluding the reference list. The word count includes the main text, headings, tables, figures, footnotes, and other textual elements.

Top = 3 cm

Left = 3 cm

Right = 3 cm

Bottom = 3 cm

Research Methods

The Methods section serves two complementary functions: (1) replicability allows other researchers to replicate or respond to this study methodologically, and (2) methodological coherence ensures that the chosen design is consistent with the claimed paradigm and capable of addressing the research questions.

Describe the methods using a descriptive-analytical approach: do not merely list the names of the approaches, but also explain and justify each methodological choice.

Table 1

Research Methodology Components and Evaluative Questions

Subsection	Content to Include	Evaluative Questions
Design & Paradigm	The name of the research design, methodological approach (qualitative/quantitative/mixed), and justification of why this design is appropriate for the research questions.	*Is the design consistent with the research questions (RQs) and the claimed paradigm?*
Location & Participants	Criteria for selecting the location, characteristics, and number of participants, sampling procedures, and rationale for achieving data saturation.	*Is the selection of participants purposive and justifiable?*
Instruments & Data	Type and number of instruments, data collection procedures, duration, and validity/reliability tests (if quantitative instruments are used).	*Do these instruments directly address each research question (RQ)?*
Analysis Procedures	The sequential steps of the analysis, the models used (e.g., Miles-Huberman, Braun-Clarke's thematic analysis), the software used, and the coding procedures.	*Is the analysis systematic, transparent, and replicable?*
Research Ethics	Ethical approval, anonymity, informed consent, and protection of participant data.	*Have research ethics standards been met?*

Validity	For qualitative research: credibility, transferability, dependability, and confirmability (Lincoln & Guba). For quantitative research: construct, content, and concurrent validity; Cronbach's alpha.	*How reliable and generalizable are these findings?*

The "Evaluative Questions" column is included as a reflective guide for authors and reviewers to ensure that each section of the methodology meets the standards of coherence, transparency, accountability, and scientific validity.

Research Design and Paradigm: Explicitly state (a) the research approach (qualitative/quantitative/mixed methods), (b) the specific design (phenomenology, case study, grounded theory, survey, experiment, etc.), (c) the epistemological paradigm (positivist, interpretivist, critical), and (d) a justification of why this choice is coherent with the research questions. Example: *"This study uses a qualitative case study design, following Yin's critical case logic. The paradigm is interpretivist-constructivist: pedagogical reality is treated as a social construction that emerges from interactions among teachers, students, the curriculum, and technology. This design was chosen because the research questions seek to understand how and why, not how many, and are best answered through thick description rather than statistical inference*."

Location and Participants: For qualitative studies, describe the criteria for selecting the location (theoretical or purposive sampling), the characteristics and number of participants, recruitment methods, and the rationale for data saturation. For quantitative studies: describe the target population, sampling methods, sample size calculation (e.g., Slovin, G-Power), and the level of representativeness.

Data Collection Instruments and Techniques: Describe each instrument in operational terms, including what is measured or collected, the administration procedure, the duration, and who collects the data. Do not simply list the names of the instruments. For questionnaires: include the number of items, the measurement scale, and evidence of validity and reliability. For interviews: explain the guidelines (semi-structured or unstructured), the average duration, and the methods of recording and transcription.

Data Analysis Procedure: Explain the analysis steps sequentially and transparently. For qualitative research: specify the analytical model used (e.g., Miles-Huberman, Braun-Clarke Thematic Analysis), the coding stages (open, axial, selective), and the method for achieving inter-rater agreement (inter-rater reliability).

For quantitative research: specify the statistical tests used, the software, and the significance level (α).

Research validity for qualitative studies: use the Lincoln & Guba criteria, namely credibility (member checking, triangulation), transferability (thick description), dependability (audit trail), and confirmability (researcher reflexivity). For quantitative studies: present evidence of construct validity, content validity, concurrent validity, and Cronbach's alpha value.

Findings

The Results section presents data as is, without interpretation. Interpretation is the task of the Discussion section. The basic principle is simple: every claim requires evidence, and every piece of evidence must be linked to the relevant research question.

For qualitative studies, the structure of the findings follows the order of the research questions or the themes that emerge from the analysis, whichever is more logical. For quantitative studies, present descriptive statistics first, followed by inferential statistics. Use substantive subheadings, not procedural ones.

Finding 1: (Substantive Theme) Theme Statement: Describe this finding in 1–2 sentences that directly answer the relevant research question. Primary Data: Present interview excerpts, descriptions of observations, or statistical data. Always cite the source: (Interview, Participant 1, 2024) or (Table 1; Field Observations, March 2024). Triangulation: Confirm the finding with other data sources. Example: "Survey data supports this finding: 71 of 93 respondents (76%) stated that..." Do the same for Finding 2: (Name of Substantive Theme), Theme Statement: (Describe), Primary Data: (Quote/table/statistics with source), Triangulation: (Confirmation from other sources)

Contradictory Findings or Anomalies (If Any)

High-quality articles consistently report evidence that contradicts expectations or anomalies that do not fit the pattern. Example: "Not all findings are consistent with the theoretical framework. (Describe instances where the pattern did not emerge or expectations were not met.) These findings are limited by the specific context and raise methodological questions worthy of further investigation."

Discussion

The discussion is the most intellectual part of the article; this is where the researcher demonstrates analytical thinking skills and scholarly standing. The purpose

of this section is not to repeat the results, but to interpret them: Why are these findings important? How do they confirm, critique, or refine existing theories? What are the implications and limitations of the claims?

Each discussion paragraph should ideally follow this pattern: *an interpretive statement, a link to theory, a comparison with the literature, and implications*. Avoid discussions that state, "This finding is consistent with Study X," without explaining why that consistency or difference is significant.

Interpretation of Finding 1: (Topic Name)

Begin with a direct theoretical interpretation. Example: "The *first* finding indicates that (conceptual interpretation, not a repetition of the data). This implies that (theoretical significance)."

Next, engage in a dialogue with the literature. Example: "This finding is consistent with the argument by (Author, year), who states (summary of position). However, this study expands on it by adding a new aspect to the research context. Conversely, this finding differs from that of (Author, year) in the aspect of (specific aspect), which can be explained by (contextual variable)."

Interpretation of Finding 2: (Topic Name)

(Theoretical interpretation...) (Dialogue with the literature...)

Theoretical Contribution

In this section, the researcher makes a new claim regarding existing knowledge. Distinguish between the types of contributions honestly: Four Types of Theoretical Contributions; *first*, Confirmation: This study reinforces claim X in a new context or with stronger evidence; *second*, Extension: This study extends model/theory X to a previously untested context; *third*, Modification: This study revises certain assumptions or components of theory X based on empirical evidence; *fourth*, Refutation: This study refutes claim X by demonstrating that (evidence-based argument). *Example of a contribution statement: "Theoretically, this study contributes* (*type of contribution*) *to* (*the referenced theory/model*). *Specifically,* it outlines a new contribution that has not been claimed before*."*

Research Limitations

Limitations are not an admission of weakness; they are evidence of scientific integrity and the researcher's deep understanding of the boundaries of their claims. State

at least 3 relevant limitations along with their implications for the generalizability or interpretation of the findings. Example: First, this study used (a specific design/sampling method), which has (specific implications for generalizability). Second, (limitation 2 and its implications). Third, (limitation 3 and its implications). These limitations do not diminish the validity of the findings within the study's context, but they should be taken into account before applying these results to other contexts.

This section concludes with a discussion of the future research agenda. Recommendations for further research should be specific and directly stem from the limitations or unanswered questions in this study. Avoid generic recommendations, such as "further research is needed." A good example: "A quantitative study with a larger sample across several provinces is needed to test whether the pattern (name of finding) identified here is generalizable."

Conclusion

A conclusion is not a summary of the article. It is a final synthesis that (1) directly answers each research question by referring to specific evidence, (2) clearly states the theoretical and practical contributions, and (3) establishes the limits of this study's claims. Three Components of a Solid Conclusion: *First*, direct answers to each research question (RQ) by referring to specific evidence from the findings, not general statements. *Second*, a statement of what is now known thanks to this study, information that was previously unknown, both theoretically and practically; third, a statement of the implications and limitations of the claims regarding to whom these findings apply, in what context, and what cannot yet be claimed.

Acknowledgments

Express appreciation to individuals or institutions that contributed to this research, such as respondents or participants, the leadership of the institution where the research was conducted, collaborating partners, reviewers who provided substantial feedback, and others who provided technical or administrative support. Acknowledgments are not intended for those listed as authors of the article.

Ethical Statement

State that this research was conducted in accordance with applicable research ethics principles, such as the Declaration of Helsinki for research involving human subjects or the research ethics guidelines of the relevant institution. Include the name of

the ethics committee that approved, the number/code of the ethical clearance letter, and the date of approval. Example: “This study has received ethical approval from the Research Ethics Committee (institution name) with approval letter number (number) dated (date).

Conflict of Interest Statement

State whether any potential conflicts of interest could affect the objectivity of the research, analysis, or interpretation of the data. Conflicts of interest include financial relationships, institutional affiliations, personal relationships, or relevant commercial interests. If there are no conflicts of interest, state: “The authors declare that they have no conflicts of interest in this study.”

Funding

Provide complete information on the research funding sources, including the name of the funding agency, the research contract or grant number (if applicable), and the funding scheme used. Example: “This research was funded by (name of institution) through the (name of funding scheme) with contract number (number). If the research did not receive external funding, state: “This research did not receive funding from any external source.”

Author Contributions

In accordance with the CRediT (Contributor Roles Taxonomy) standards, each author is required to list their role in the research process and manuscript preparation. Enter the author’s name in the appropriate column.

CRediT Roles	Description	Author
Conceptualization	Formulation of research ideas and objectives	(Author's name)
Methodology	Research Methodology and Design	(Author's name)
Formal analysis	Statistical or Qualitative Data Analysis	(Author's name)
Investigation	Field data collection	(Author's name)
Data curation	Data management, cleaning, and storage	(Author's name)
Writing – original draft	Writing the initial draft of the manuscript	(Author's name)
Writing – review & editing	Revision, editing, and refinement of the manuscript	(Author's name)

Visualization	Creation of tables, graphs, and data visualizations	(Author's name)
Supervision	Supervision and guidance of the research process	(Author's name)
Project administration	Coordination and management of research activities	(Author's name)
Funding acquisition	Securing research funding	(Author's name)

Citation and Bibliography Styles

A reference list is not merely an administrative formality; it is an intellectual map that illustrates the author's engagement with their field of study. Reviewers and editors examine the references to assess: (a) whether the author cites relevant and up-to-date primary sources; (b) whether the proportion of indexed journals is adequate (ideally ≥80%); (c) whether all references cited in the text are included in the reference list and vice versa.

This journal uses the 9th edition of Turabian style (with full footnotes). Manage your references using Mendeley, Zotero, or EndNote to avoid formatting inconsistencies. Below are formatting guidelines for the most common types of sources.

Footnote and Bibliography Formatting

1. Books

   First footnote: Author's Name, Book Title (Place of Publication: Publisher, Year), page.

   Example: [1] Clifford Geertz, The Interpretation of Cultures (New York: Basic Books, 1973), 89.

   Subsequent footnotes: Last Name, Short Title, page.

   Example: [2] Geertz, Interpretation of Cultures, 91.

   Bibliography: Geertz, Clifford. The Interpretation of Cultures. New York: Basic Books, 1973.

2. Journal Article

   First footnote: Author's Name, "Article Title," Journal Name, vol., no. (year): page.

   Example: [3] Robert W. Hefner, "Islam, State, and Civil Society: ICMI and the Struggle for the Indonesian Middle Class," Indonesia 56 (1993): 23.

   Subsequent footnotes: Hefner, "Islam, State, and Civil Society," 25.

   Bibliography: Hefner, Robert W. "Islam, State, and Civil Society: ICMI and the Struggle for the Indonesian Middle Class." Indonesia 56 (1993): 1–35.

3. Chapter in an Anthology

   First footnote: Author's Name, "Chapter Title," in Book Title, ed. Editor's Name (Place: Publisher, Year), pp.

Example: [5] Azyumardi Azra, "Islamic Thought: Theory, Concepts, and Doctrines in the Context of Southeast Asian Islam," in Islam in Southeast Asia, ed. K. S. Nathan and Mohammad Hashim Kamali (Singapore: ISEAS, 2005), 8.

Bibliography: Azra, Azyumardi. "Islamic Thought: Theory, Concepts, and Doctrines in the Context of Southeast Asian Islam." In Islam in Southeast Asia, edited by K. S. Nathan and Mohammad Hashim Kamali, 3–24. Singapore: ISEAS, 2005.

4. Theses and Dissertations

   First footnote: Author's Name, "Title of Work" (type of work, Name of Institution, Year), page.

   Example: [7] Ahmad Fauzi, "The Modernization of Islamic Education in Indonesia" (thesis, UIN Sunan Kalijaga, 2020), 45.

   Bibliography: Fauzi, Ahmad. "The Modernization of Islamic Education in Indonesia." Thesis, UIN Sunan Kalijaga, 2020.

5. Internet Sources

   First footnote: Author's Name, "Article Title," Website Name, publication date or access date, URL.

   Example: [8] Ministry of Religious Affairs of the Republic of Indonesia, "Religious Moderation as the Binding Force of the Nation," Ministry of Religious Affairs of the Republic of Indonesia, accessed January 10, 2025, https://kemenag.go.id.

   Bibliography: Ministry of Religious Affairs of the Republic of Indonesia. "Religious Moderation as the Binding Force of the Nation." Ministry of Religious Affairs of the Republic of Indonesia. Accessed January 10, 2025. https://kemenag.go.id.

Declaration of Generative AI in Scientific Writing

Authors must disclose the use of generative artificial intelligence (AI) or AI-assisted technologies in preparing the manuscript when used beyond basic spelling, grammar, or punctuation checking. The declaration should identify the AI tool used, its purpose, and the extent of its use. Authors remain fully responsible for the accuracy, originality, integrity, and ethical compliance of the manuscript. Generative AI tools cannot be listed as authors. Where AI is used as part of the research process—such as data analysis, coding, data generation, interpretation, modelling, or image generation—its use must also be described in the relevant methodological section.

Example: "Declaration of Generative AI: During the preparation of this manuscript, the authors used [NAME OF AI TOOL/SERVICE] for [PURPOSE]. The authors reviewed, verified, and edited the AI-assisted output and take full responsibility for the final content of the manuscript."

If no generative AI was used: “Declaration of Generative AI: The authors declare that no generative AI or AI-assisted technologies were used in the preparation of this manuscript.”

Bibliography

Alsuhaymi, Adeeb Obaid, and Fouad Ahmed Atallah. “Sustainable Education in the Age of Artificial Intelligence and Digitalization: A Value-Critical Approach.” Sustainability (Switzerland) 18, no. 3 (2026): 1257. https://doi.org/10.3390/su18031257.

Ardiansyah, Suriadi, Kokom Komalasari, Enok Maryani, and Erlina Wiyanarti. "Transformation of Bima Local Wisdom Values through Social Studies E-Book Media." Journal of Education and Learning 18, no. 2 (2024): 535–43. https://doi.org/10.11591/edulearn.v18i2.21004.

Borzanović, Aleksandra, et al. “Student Perceptions of Generative AI Tools in Higher Education: A Cross-Regional Study of Use, Ethics, and Educational Utility.” Education and Information Technologies, 2026. https://doi.org/10.1007/s10639-026-13964-8.

Celik, Ismail. "Towards Intelligent-TPACK: An Empirical Study on Teachers' Professional Knowledge to Ethically Integrate Artificial Intelligence (AI)-Based Tools into Education." Computers in Human Behavior 138 (2023). https://doi.org/10.1016/j.chb.2022.107468.