

Title, your title is here, no more than 15 words in English that represent the main idea

Author's Name, phone number, and email address

Study program, Faculty, University, address, and Country

*Phone number and email correspondence

ABSTRACT

*The abstract must be written in **one paragraph**. An abstract is a general summary of the article or study with 150-250 words, the significant aspect of the entire paper in a prescribed sequence that includes: **the primary purpose or general motivation of the study and the research problem(s) of the study; the basic outline of the study; significant discoveries or findings as a result of the researcher analysis; and, a summary of researcher interpretations, conclusions, limitation and suggestion (if any).** Please minimize the use of abbreviations, do not cite references, and do not put numbering in the abstract.*

Keywords: *Three to ten keywords or phrases representing the main content of the article.*

INTRODUCTION

The introduction is the first impression of the article. The opening paragraphs of the article will provide readers with the overall quality and the validity of the findings. The introduction will lead the readers from the general aspect to the specific topic of the study. A good introduction, according to Reyes, has three goals: 1) to ensure that prior studies have been summarized in a manner that lays a foundation for understanding the research problem(s); 2) explain how the study specifically addresses gaps in literature or prior studies; and, 3) note the broader theoretical, empirical, contributions, and implications of the study.

Overall, the introduction establishes the scope, context, and significance of the research by summarizing current understanding and background information about the topic, stating the purpose of the study and research questions, highlighting the potential outcomes, **relevant theories, and previous research to make a hypothesis formulation**. The presentation should be coherent chronologically and have a logical relationship between paragraphs. **Note that there is no sub-title or sub-chapter in the introduction section.**

RESEARCH METHOD

The methods section describes actions to be taken **to investigate a research problem** and the rationale for the application of specific procedures or techniques used to identify, select, process, and analyze information applied to understand the problem. The methodology section of a research paper answers two main questions: 1) how was the data collected or generated? And, 2) how was it analyzed? The writing should be direct and precise and always written in the past tense. The methodology of the research may use quantitative or qualitative methods.

Quantitative methods

Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative

research focuses on gathering numerical data and generalizing it across groups of people or explaining a particular phenomenon.

Qualitative methods

The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of research. They seek answers to questions that stress how social experience is created and given meaning. In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not processes. Qualitative forms of inquiry are considered by many social and behavioral scientists to be as much a perspective on how to approach investigating a research problem as it is a method.

RESULTS AND DISCUSSION

The results section is where the findings of a study based on the methodology are reported. The results section should state the findings of the research arranged in a logical sequence without bias or interpretation. A part describing results is particularly necessary if the paper includes data generated from the current study.

The purpose of the discussion is to interpret and describe the significance of the findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights about the issue after the study being considered the findings. The discussion will always connect to the introduction by way of the research questions or hypotheses and the literature reviewed, but it does not merely repeat or rearrange the introduction; the discussion should always explain how the current study has moved the reader's understanding of the research problem forward from where it mentioned at the end of the introduction. Results and discussions may include sub-title and sub-sub titles.

Result

The importance of the good result

When formulating the results section, it's important to remember that the results of a study do not prove anything. Findings can only confirm or reject the hypothesis underpinning the current research. However, the act of articulating the results helps to understand the problem from within, to break it into pieces, and to view the research problem from various perspectives.

The page length of this section is set by the amount and types of data to be reported. Be concise, using non-textual elements appropriately, such as figures and tables, to present results more effectively. In deciding what data to describe in the results section, must clearly distinguish information that would generally be included in a research paper from any raw data or other content that could be included as an appendix. In general, raw data that has not been summarized should not be included in the main text of the paper.

Avoid providing data that is not critical to answering the research question. The background information described in the introduction section should provide the reader with any additional context or explanation needed to understand the results. A good strategy is to always re-read the background section of the current paper after the writer has written up the results to ensure that the reader has enough context to understand the results.

Discussion

The importance of discussions

The discussion section is often considered the most critical part of the research paper because this is where: 1) most effectively demonstrates researcher to think critically about an issue, to develop creative solutions to problems based upon a logical synthesis of the findings, and to formulate a deeper, more profound understanding of the research problem under investigation; 2) present the underlying meaning of the research, note possible implications in other areas of study, and explore possible improvements that can be made to further develop the concerns of your research; 3) highlight the importance of the study and how it may be able to contribute to and/or help fill existing gaps in the field. If appropriate, the discussion section is also where to state how the findings from the study revealed new differences in the literature that had not been previously exposed or adequately described; and, 4) engage the reader in thinking critically about issues based upon an evidence-based interpretation of findings; it is not governed strictly by objective reporting of information.

The content of the discussion section of the paper most often includes 1) Explanation of results: comment on whether or not the results were expected for each set of results; go into greater depth when explaining findings that were unexpected or especially profound. If appropriate, note any unusual or unanticipated patterns or trends that emerged from the current results and explain their meaning concerning the research problem. 2) References to previous research: either compare the present results with the findings from other studies or use the reviews to support a claim. This can include re-visiting key sources already cited in the introduction, or, saving them from quoting later in the discussion section if they are more relevant to compare with the current results instead of being a part of the general literature review of research used to provide context and background information. 3) Deduction: a claim for how the results can be applied more generally. For example, describing lessons learned, proposing recommendations that can help improve a situation, or highlighting best practices.

Example of table and figure

The written table and figure are as follows:

Table 1. Result of *importance-performance analysis* (IPA)

Important aspect	Urgency	Performance
Attractiveness	4,76	3,18
Social economic culture	4,69	2,88
Conservation	5,19	4,12
Consumer	4,56	2,94
Administration	5,00	3,47
Marketing	4,94	2,76

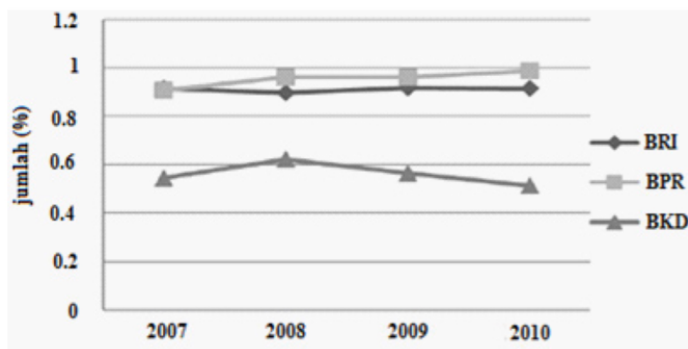


Figure 2. LKM *Trend Rating* during year 2007–2010

CONCLUSION

The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. A conclusion **is not merely a summary** of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research. For most essays, one well-developed paragraph is sufficient for a conclusion, although in some cases, a two or three-paragraph conclusion may be required.

Part of the conclusions is the limitation of the current study. The limitations of the study are those characteristics of design or methodology that impacted or influenced the interpretation of the findings from the current research. They are the constraints on generalizability, applications to practice, and/or utility of outcomes that are the result of how the researcher initially chose to design the study and/or the method used to establish internal and external validity.

Acknowledgement (optional)

Giving an *acknowledgment* is a way of giving credit or props. *Acknowledgments* let readers know who contributed or did work on something. For example, if you look at the acknowledgements section of a book, it tells you who helped the author: writers give acknowledgement to editors, agents, friends, family, teachers, people they interviewed, and anyone else who helped them while writing. In sports or the entertainment world, award-winners usually give acknowledgement to people important to them. When you see the word *acknowledgment*, think "giving credit and thanks."

List of Abbreviations

Please make a list and define all abbreviations in the manuscript at first use.

Authors' Contribution

This section should show the author's individual contributions to the manuscript. Use the initials to indicate the contribution of each author in this section. Example: "AAR analyzed and interpreted the data. ST performed a statistical analysis of the data and helped create the final manuscript."

Authors' Information

Full names and email addresses of all co-authors on your manuscript. Explain each author's information such as occupation, experience, research interest, qualification, Google Scholar Link, etc.

Funding

All sources of funding for the reported research need to be identified. The role of the funding agency in designing the study, collecting data, analyzing, interpreting, and writing the manuscript should be explained. If you do not receive any funding, please state "This research received no external funding" in this section.

Conflict of Interest

All financial and non-financial competing interests must be declared in this section. Please use the authors' initials to refer to each author's competing interests in this section. If you do not have any competing interests, please state "The authors declare no competing interests" in this section.

Availability of Data and Materials

Research data and materials refer to the results of observations or experimentation that validate research findings. They should be easily accessible to facilitate reproducibility and data reuse.

REFERENCES

References must be written in APA style. Use citation tools such as Endnote, Mendeley, Zotero, etc. The reference list is arranged in alphabetical order of the authors' last names. If there is more than one work by the same author, order them by publication date – oldest to newest (therefore a 2004 publication would appear before a 2008 publication). If there is no author, the title moves to that position, and the entry is alphabetized by the first significant word, excluding words such as "A" or "The." If the title is long, it may be shortened when citing in text. Use "&" instead of "and" when listing multiple authors of a source. The first line of the reference list entry is left hand justified, while all subsequent lines are consistently indented. Capitalize only the first word of the title and the subtitle, if there is one, plus any proper names – i.e., only those words that would usually be capitalized. Italicize the title of the book, the title of the journal/serial, and the title of the web document. Do not create separate lists for each type of information source. Books, articles, web documents, brochures, etc. are all arranged alphabetically in one list.

Books:

Collier, A. (2018). *The world of tourism and travel*. Rosedale, New Zealand: Pearson Education New Zealand.

Whitney, E., & Rolfes, S. (2011). *Understanding nutrition(12th ed.)*. Australia: Wadsworth Cengage Learning.

Chapter in edited books:

- Palmer, F. (2017). Treaty principles and Maori sport: Contemporary issues. In C. Collins & S. Jackson (Eds.), *Sport in Aotearoa/New Zealand society* (2nd ed., pp. 307-334). South Melbourne, Australia: Thomson.
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Serial/journal article (print):

- Gabbett, T., Jenkins, D., & Abernethy, B. (2020). Physical collisions and injury during professional rugby league skills training. *Journal of Science and Medicine in Sport*, 13 (6), 578-583.

Serial/journal article (online database, such as Ebsco):

- Marshall, M., Carter, B., Rose, K., & Brotherton, A. (2019). Living with type 1 diabetes: Perceptions of children and their parents. *Journal of Clinical Nursing*, 18 (12), 1703-1710. Retrieved from <http://www.wiley.com/bw/journal.asp?ref=0962-1067>

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- Gabbett, T., Jenkins, D., & Abernethy, B. (2020). Physical collisions and injury during professional rugby league skills training. *Journal of Science and Medicine in Sport*, 13 (6), 578-583. doi:10.1016/j.jsams.2010.03.007

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- Pet therapy.* (n.d.). Retrieved from http://www.holisticonline.com/stress/stress_pet-therapy.htm

Internet – organization/corporate author:

- Ministry of Health. (2024). *Ebola: Information for the public*. Retrieved from <http://www.health.govt.nz/your-health/conditions-and-treatments/diseases-and-illnesses/ebola-information-public>

Blog post:

- Stefanie. (2024, October 8). What a tangled web: Website versus webpage [Blog post]. Retrieved from <http://blog.apastyle.org/apastyle/2024/10/what-a-tangled-web-website-versus-webpage.html>

Conference paper (print):

- Williams, J., & Seary, K. (2020). Bridging the divide: Scaffolding the learning experiences of the mature age student. In J. Terrell (Ed.), *Making the links: Learning, teaching, and high-quality student outcomes*. Proceedings of the 9th Conference of the New Zealand Association of Bridging Educators (pp. 104-116). Wellington, New Zealand.

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- Cannan, J. (2018). Using practice-based learning at a dual-sector tertiary institution: A discussion of current practice. In R. K. Coll, & K. Hoskyn (Eds.), *Working together: Putting the cooperative into cooperative education*. Conference proceedings of the New

Zealand Association for Cooperative Education, New Plymouth, New Zealand.
Retrieved from http://www.nzace.ac.nz/conferences/papers/Proceedings_2008.pdf

Magazine/newspaper (print):

Matthews, L. (2021, November 23). Foodbanks urge the public to give generously. *Manawatu Standard*, p. 4.

Magazine/newspaper (print-no author):

Food banks urge the public to give generously. (2021, November 23). *Manawatu Standard*, p. 4.

Magazine/newspaper (online):

Rogers, C. (2021, November 26). The smartphone could replace wallets. *The Dominion Post*. Retrieved from <http://www.stuff.co.nz/technology/gadgets/6038621/Smartphone-could-replace-wallets>

Thesis (print):

Johnson, S. (2023). *Style strategies* (Master's thesis). UCOL, Whanganui School of Design, Whanganui, New Zealand.

Thesis (online):

Mann, D. L. (2020). *Vision and expertise for interceptive actions in sport* (Doctoral dissertation, The University of New South Wales, Sydney, Australia). Retrieved from <http://handle.unsw.edu.au/1959.4/4470>

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