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A Proposed LaTeX Template for Q1 Journals IMRAD Structure, APA7 Citations, and Author Guidelines

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Abstract

This template is designed to meet the standards of high-impact Q1 journals. It provides a complete LaTeX framework with IMRAD structure, APA 7th edition citations (colored in green/blue), and detailed guidelines for each section. The abstract should be between 150–250 words, summarizing the background, objective, methods, key results, and conclusion (Smith and Lee 2020).

Keywords

LaTeX template; Q1 journal; IMRAD; APA7; scholarly publishing.

1 INTRODUCTION

Minimal Requirements for Introduction (IMRAD)

- **Background**: Clearly state the research problem, its importance, and the existing gap.
- **Literature review**: Cite at least 15–20 recent (last 5 years) Scopus/WoS indexed references, with 80% from Q1–Q2 journals.
- **Research gap & novelty**: Explicitly articulate what is new compared to prior studies.
- **Objectives**: State specific research questions or hypotheses.

Example content: Research on STEM education in Islamic primary schools (madrasah ibtidaiyah) remains limited (Nurhayati and Rahmawati 2022; Hasan and Fatimah 2023). Several studies have explored the integration of Islamic values into science education (Rahman and Kurniawan 2021; Fatimah and Wulandari 2020), but few have empirically examined its impact on numeracy literacy in lower grades. Therefore, this study aims to analyze the effect of an Islamic-STEM approach on numeracy skills of madrasah students. We hypothesize that there is a significant difference between the experimental and control groups.

2 METHODS

Minimal Requirements for Methods (IMRAD)

- **Research design**: Specify type (experimental, qualitative, survey, case study, etc.).
- **Participants / sample**: Population, sampling technique, sample size, characteristics.
- **Instruments**: Validity, reliability, sample items (if applicable).
- **Procedure**: Chronological steps of the study.
- **Data analysis**: Descriptive/inferential statistics, assumptions tests, software.

Example content: This study employed a quasi-experimental nonequivalent control group design. The population comprised 120 third-grade students from MI Al-Hidayah. A purposive sample of 60 students was selected (30 experimental, 30 control). A numeracy test was validated by experts (CVI=0.89) with reliability (Cronbach's α=0.87). The experimental group received an Islamic-STEM intervention for eight sessions, while the control group used conventional lectures. Data were analyzed using ANCOVA with SPSS v.26.

3 RESULTS

Minimal Requirements for Results (IMRAD)

- **Descriptive statistics**: Means, SDs, data distribution.
- **Hypothesis testing**: Statistical values, degrees of freedom, p-value, effect size.
- **Visualization**: Clear tables and figures (avoid redundancy).
- **No interpretation or discussion** in this section.

Example content: The post-test mean score of the experimental group (M=85.6, SD=7.2) was higher than that of the control group (M=74.3, SD=8.1). Normality (Shapiro-Wilk, p>0.05) and homogeneity of variances (Levene's test, p=0.12) were satisfied. ANCOVA with pre-test as covariate revealed a significant main effect of treatment (F(1,57)=12.45, p=0.001, η^2=0.18). Table 1 summarizes the descriptive statistics.

Mean and Standard Deviation of Numeracy Scores

Group	Pre-test (M± SD)	Post-test (M±SD)
Experimental (n=30)	68.4 ± 6.5	85.6 ± 7.2
Control (n=30)	67.9 ± 7.0	74.3 ± 8.1

4 DISCUSSION

Minimal Requirements for Discussion (IMRAD)

- **Interpretation**: Explain findings, whether they support or reject hypotheses.
- **Comparison**: Relate to previous studies (Utami and Prasetyo 2022; Kurniawan and Santoso 2021).
- **Limitations**: Sample, instruments, time, etc.
- **Implications**: Theoretical and practical.
- **Future directions**.

Example content: Our findings align with Utami and Prasetyo (2022), who reported improved science learning outcomes with an Islamic-STEM approach. However, they differ from Kurniawan and Santoso (2021), who found no significant effect at the secondary level. This discrepancy may be due to the younger age of MI students being more receptive to project-based learning. Limitations include the short intervention

period (eight sessions) and the use of a non-standardized test. The implications suggest that integrating Islamic values into STEM activities should begin in early grades. Future studies should employ longitudinal designs with larger samples from multiple madrasahs.

5 CONCLUSION

Minimal Requirements for Conclusion

- **Summary of main findings** (without repeating results in detail).
- **Answer to research objectives**.
- **Limitations and recommendations**.
- **Contribution to the field**.

Example content: This study concludes that the Islamic-STEM approach significantly improves numeracy skills among madrasah ibtidaiyah students. Nevertheless, generalization should be cautious due to sample limitations. We recommend MI teachers integrate Islamic values into STEM activities and future researchers test this approach across different subjects and grade levels.

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6 Appendix: Research Instrument

Sample numeracy test items are provided.