INSPIRE:
Journal of Multidisciplinary Research and Perspectives
E-ISSN: XXXX-XXXX
Publisher: ASHA Publishing

Type Your Article Title A maximum of 12 words typed in Noto Serif Ethiopic, 14 in bold

Name of First Author[1], Second Author[2,etc] is not abbreviated without title (maximum 5 authors) typed in Noto Serif Ethiopic, 11 in bold
[1,2,3] Institution/University [A]
[4,5] Institution/University B (optional)
Corresponding author's email: eritrina99@gmail.com

ABSTRACT

The abstract should be 200–250 words, written in one paragraph, without references, without abbreviations/acronyms, and without footnotes. The abstract should not be written in the form of mathematical formulas, questions, or conjectures. It should contain sentences covering the theory underlying the research, the research objectives, research methods, analytical techniques, and research results. The novelty of the study must be stated at the end of the abstract. It should be typed in Noto Serif Ethiopic, size 10, with single spacing.

Keywords: (3-7 keywords), keyword one, keyword two, etc

INTRODUCTION

The introductory section contains background on overcoming a problem, urgency and rationalization of activities, literature review, problem-solving plan, activity objectives, and hypothesis development [font Noto Serif Ethiopic, 11, normal]. Note to authors: Articles are 3000-4000 words long (including bibliography, notes, and tables). Each article will be tested for plagiarism

Articles are typed in Microsoft Office Word format. By using Noto Serif Ethiopic font size 11, single-spaced on A4 paper. People who want the Journal of Administrare: Journal of Scientific Thought and Office Administration Education in printed form can contact the journal manager.

METHODS

The research method describes: approach, scope or object, operational definition of research focus variable/description, place, population and sample/informant, main materials and tools, data collection techniques, and data analysis techniques [Font Noto Serif Ethiopic, 11, Normal]

RESULT AND DISCUSSION

The research results are presented completely and according to the scope of the research. Research results can be supplemented with tables, graphs (pictures), and/or charts. Tables and figures are numbered and titled. The results of data analysis are interpreted correctly.

1. **Heading 3**

   This is normal text, for example:

Based on the table above, it shows that the majority of Office Administration Education students have a GPA value in the range of 3.50-4.00 which proves that the academic achievementof Office Administration Education students is in the very high category, namely 184 students with a percentage of 98% showing the dominance of students who managed to achieve very high scores which means that the majority of students have very good learning achievements and the remaining 2% are in the moderate category even though only a small number of students are in this category and it is hoped that students can encourage improvements to achieve higher learning achievements.

2. **Heading 3**

a. **Heading 4**

   This is the content of heading 4, for example:
   Discipline, in this study, refers to students' ability to manage themselves, both in managing their study schedule and avoiding procrastination. Independent learning activities are a form of learning that gives students the freedom to choose or determine their own study time and method, in accordance with the provisions of the school's semester credit system. Disciplined students possess mindsets and habits that enable them to proactively take control of their learning process.

3. **Still heading 4**

   This is the content of heading 4

Results and Discussion are presented under the same heading. After the results section, present the discussion section, which explains the findings logically and relates them to relevant reference sources. [Noto Serif Ethiopic, 11, normal]

CONCLUSION

The conclusion contains a summary of the results of the research and discussion. Conclusions are research findings in the form of answers to research questions or research objectives. [Noto Serif Ethiopic, 11, normal].

REFERENCES

Contains referenced sources and a minimum of 80% in the form of literature published in the last 5 years. The reference list is written according to the APA. All sources listed in the bibliography must be included in the article manuscript. It is recommended that the

scriptwriting and the situations referred to in this manuscript use a reference manager such as Mendeley, Zotero, RefWorks, Endnote, and others. [font Noto Serif Ethiopic, 11, normal, layout: before .=0 pt, after=6 pt}

Example:

Abdurakhimova, J., Ruzmetova, M., Jalolova, S., Amirova, D., Gozieva, M., Abdurazakova, S., & Jalgasov, N. (2025). *Bibliometric Analysis of the Deep Learning Approach in Teaching the English Language*. *7*(7), 821–838. https://doi.org/10.30564/fls.v7i7.10289

Du, M., Zhu, L., & Nardo, M. D. (2025). *Strategic Application of Deep Learning Methods in Global Educational Collaboration*. 313–317. https://doi.org/10.1145/3729605.3729660

Gupta, B. M., & Dhawan, S. M. (2019). *Deep learning research: Scientometric assessment of global publications output during 2004-17*. *3*(1), 23–32. https://doi.org/10.28991/esj-2019-01165

Hakiki, M., Putra, B. A. W., Hamid, M. A., Utami, R., Saputro, I. N., Azizah, W. A., … Yassin, A. (2026). *Deep Learning Methods Towards a Pedagogical Framework and Implementation Strategy: A Study of Information Technology Education Curriculum Development in Indonesia*. *20*(1), 185–205. https://doi.org/10.22329/jtl.v20i1.9970

Mao, M., Li, Z., Zhao, Z., & Zeng, L. (2018). *Bibliometric analysis of the deep learning research status with the data from web of science*. *10943 LNCS*, 585–595. https://doi.org/10.1007/978-3-319-93803-5_55

Pahrudin, A., Aridan, M., & Barata, M. F. (2025). *Teacher Readiness for Deep Learning in Islamic Education: A Rasch Model Analysis of Challenges and Opportunities*. *19*(4), 262–283. https://doi.org/10.22329/jtl.v19i4.9573

Pan, Q., Zhou, J., Yang, D., Shi, D., Wang, D., Chen, X., & Liu, J. (2023). *Mapping Knowledge Domain Analysis in Deep Learning Research of Global Education*. *15*(4). https://doi.org/10.3390/su15043097

Pandang, A. (2025). *Implementation of Deep Learning Pedagogy in Curriculum Reform: Primary School: Teachers' Perspectives in Indonesia*. *24*(11), 618–636. https://doi.org/10.26803/ijlter.24.11.29

Putri, D. K., Zahro, N., Widodo, W., & Suprapto, N. (2025). *Primary teachers' perceptions of deep learning pedagogy in culture-integrated STEM education: A quantitative survey*. *16*(4), 1331–1346. https://doi.org/10.22342/jme.v16i4.pp1331-1346

Sergis, S., & Sampson, D. (2019). *Unraveling the Research on Deeper Learning: A Review of the Literature*. https://doi.org/10.1007/978-3-030-15130-0_13

Wang, Y., & Chen, L. (2025). *A Decision Support System for Ideological and Political Education in Universities Based on Deep Neural Networks and Reinforcement Learning*. 36–42. https://doi.org/10.1109/ICMEIM66684.2025.11306928

Winje, Ø., & Løndal, K. (2020). *Bringing deep learning to the surface: A systematic mapping review of 48 years of research in primary and secondary education*. *4*(2), 25–41. https://doi.org/10.7577/njcie.3798

Zhang, F., Wang, X., & Zhang, X. (2025). *Applications of deep learning method of artificial intelligence in education*. *30*(2), 1563–1587. https://doi.org/10.1007/s10639-024-12883-w