

Journal of Science Education Innovation and PedagogyE-ISSN: [3109-0575](#)<https://xxxxxxx>**TITLE WRITTEN ATTRACTIVELY, RELEVANT, FORMAL, REPRESENTATIVE, SPECIFIC, SHORT, AND CONCISE, MAXIMUM 20 WORDS, CENTERED**(Font using Times New Roman (14pt), *Capitalize*, bold, and paragraph space 1, and paragraphs are formatted Justify)**First Author¹, Second Author², Third Author³, Fourth Author⁴ (11pt)**¹Department, Faculty, University, District/City, Country (9pt)²Study Programme, Department, Faculty, University, District/City, Country (9pt)³Research/Educational Institutions, Governing Government/Non-Governmental Organisations, Districts/Cities, Countries (9pt)⁴Research/educational institutions, Districts/Cities, Countries (9pt)

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<i>Article History</i> Received: Revised: Accepted: Published:	The abstract should be written in a single paragraph and no more than 200 words. For research articles, the abstract should provide a relevant overview of the work. We strongly encourage authors to use the following structured abstract style, but without headings: (1) Background: Place the question being addressed in a broad context and highlight the purpose of the study; (2) Research Objectives: Identify the aims and objectives of the study; (3) Methods: Briefly describe the primary methods or theoretical framework applied; (4) Results: Summarize the main findings of the article; and (5) Conclusions: Present the main conclusions or interpretations. (6) Scientific implications/recommendations: Providing contributions to science or suggestions for the application of research results. The abstract section accounts for approximately 2% of the article's total length.
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Font: Times New Roman and Line spacing: 1.

The main body of the article is laid out in one columns, with a 1.15 cm space, no space before and after any paragraph

INTRODUCTION (11pt)

The Introduction section should provide a comprehensive background to the study, establishing a clear line of argument that leads directly to the research objective. For the *Journal of Science Education Innovation and Pedagogy*, authors must ensure that the entire manuscript, including text, tables, and references, strictly adheres to a maximum length of 10,000 words. The body text throughout this section must be formatted in Times New Roman, 10 pt font, with 1.15 line spacing, and fully justified alignment. The first line of each paragraph should be automatically indented by 1.27 cm (0.5 inches) to ensure structural consistency across all published articles. Authors should avoid using subheadings within this section, allowing the narrative to flow naturally from the broad educational context down to the specific focus of the study.

To construct a compelling introduction, authors should begin by discussing the current state of science education within their specific discipline—such as physics, chemistry, biology, or general science—and highlight the contemporary challenges faced in modern learning environments. This opening context must seamlessly transition into a rigorous, up-to-date literature review that evaluates recent empirical studies and educational theories, drawing primarily from peer-reviewed journal articles published within the last five to ten years. Through this critical synthesis of existing literature, authors must identify a distinct research gap or unresolved problem in science teaching and learning. This might include conceptual difficulties students face with specific scientific phenomena, limitations of traditional instructional

frameworks, or a lack of integration regarding interactive digital technologies and culturally relevant ethnosience frameworks.

Ultimately, the introduction must establish the urgency and significance of the study by explaining how the proposed educational innovation or pedagogical approach directly addresses the identified research gap. Authors must explicitly state the novelty of their work, clarifying what makes this research unique compared to previously published studies. The section must culminate in a clear, definitive statement of the research objectives, core questions, or hypotheses. All background claims, statistics, and theoretical frameworks mentioned must be meticulously supported by in-text citations formatted in strict accordance with the American Psychological Association (APA) Seventh Edition style guidelines.

METHOD (11pt)

The Method section must provide a detailed, systematic, and transparent description of how the study was conducted, ensuring that the research design and procedures can be fully understood and replicated by other scholars in the field of science education. Like the rest of the manuscript, this section must be formatted in Times New Roman, 10 pt font, with 1.5 line spacing, fully justified text, and a 1.27 cm paragraph indentation for the first line. Authors should structure this section chronologically or logically using distinct, bold subheadings if necessary to separate the operational steps of their research. It is critical that the descriptions remain concise and focused to ensure the entire paper stays well within the overall 10,000-word limit.

Authors should begin by explicitly stating the research design employed in the study, such as quantitative, qualitative, mixed-methods, classroom action research, or research and development (R&D). Following this, a clear description of the research setting and the participants or subjects must be provided. For empirical studies in science classrooms, authors must specify the population, sample size, sampling techniques, and relevant demographic characteristics of the students or teachers involved, ensuring that any ethical considerations and informed consent processes are briefly mentioned. If the study involves an educational intervention—such as the implementation of a novel instructional model, an interactive e-module, or an ethnosience-based learning activity—the precise nature, duration, and sequence of this treatment must be thoroughly explained so that readers can understand exactly what occurred during the learning process.

The section must also describe the research instruments used to gather data, including their development, validation, and reliability. Whether using conceptual physics tests, scientific literacy rubrics, critical thinking questionnaires, or semi-structured interview guides, authors must demonstrate that their tools are valid and dependable measures for the scientific constructs being investigated. Finally, the specific data analysis techniques must be articulated. Authors should explain how the collected data were prepared and analyzed, outlining any statistical tests used for quantitative data, or thematic coding frameworks applied to qualitative data. All procedures must directly align with the research questions or hypotheses proposed at the end of the introduction, establishing a reliable foundation for the results that follow.

Create a subheading if needed (10pt)

RESULTS AND DISCUSSION (11pt)

Create a subheading for the results and discussion (10pt)

(The number of subsections in this section should be adjusted to reflect the findings discussed in the study.)

Results (10 pt)

The Results and Discussion section should present the research findings clearly and analyze them deeply in light of existing educational theories and prior literature. Like all other sections, the text must be formatted in Times New Roman, 12 pt font, with 1.5 line spacing, fully justified, and a 1.27 cm indentation for the first line of each paragraph. Authors must ensure that this section balances the objective presentation of data with an insightful intellectual critique, maintaining a concise writing style so the entire manuscript does not exceed the 10,000-word limit. To maintain academic rigor and clarity, authors are encouraged to organize this section using the following key points:

Presentation of Research Results

In this initial part, authors must present the findings of the study objectively, logically, and sequentially, directly addressing the research questions or hypotheses raised in the introduction. Data should be summarized efficiently using text, tables, and figures, ensuring that information is not redundantly duplicated between text and visuals. All tables and figures must be embedded directly within the text where they are first mentioned, numbered sequentially, and accompanied

by clear, descriptive captions. Quantitative data should report relevant statistical values, while qualitative findings should be supported by representative quotes or thematic excerpts. The narrative in this subsection must focus strictly on reporting what the data revealed, saving interpretation and commentary for the discussion.

Table 1. This is a table. Tables should be placed in the main text close to where they are first cited. (9pt)

Title 1 (9 pt) (1.0 space)	Title 2	Title 3
entry 1	data	data
entry 2	data	data 1

Tables may include footnotes or notes to explain abbreviations, terms, and so on. Images and graphs should follow the format below (graphs must be in an editable format).

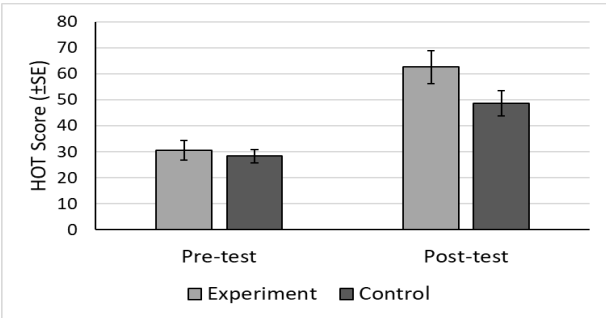


Figure. 1. Figure 1. Caption.

Statistical or Descriptive Analysis

Following the presentation of data, authors must provide the necessary analytical context to justify their findings. For quantitative designs, this involves interpreting the outcomes of statistical tests, such as reporting effect sizes, significance levels, or regression coefficients to demonstrate the impact of the educational innovation or pedagogical strategy tested. For qualitative or development research, this involves synthesizing observations, product evaluation scores, or student feedback regarding the implemented tool, such as an interactive e-module or simulations. This analysis serves as the empirical bridge showing exactly how the study’s variables interacted or how the participants' scientific literacy and critical thinking skills changed.

Discussion (10 pt)

Interpretation and Theoretical Discussion

The discussion part is the most critical element of the manuscript, where authors interpret their results rather than simply restating them. Here, authors must explain *why* and *how* the observed outcomes occurred, linking the findings directly back to fundamental science education theories, cognitive development principles, or instructional frameworks. For instance, if an interactive simulation or an ethnoscience-based module significantly improved student engagement or critical thinking, the author must explain the underlying cognitive or pedagogical mechanisms that enabled that growth.

Comparison with Prior Literature

Authors must explicitly contextualize their findings within the broader global research landscape by comparing their results with previous peer-reviewed studies. This involves highlighting similarities and contrasts between the current study and older literature , specifically addressing how this work fills the previously identified research gap. By citing recent, relevant articles from the past five to ten years, authors demonstrate how their educational innovation advances, refines, or challenges existing knowledge in the field of science teaching and pedagogy for example you may cite as (Sahana, 2025) or with two author(Hamilton & Friess, 2018) , or with three or more author (Zeng et al., 2021)

Pedagogical Implications and Novelty

Conclude this section by discussing the practical, real-world value of the findings for the wider science education community. Authors should clearly state the pedagogical implications of their research, explaining how classroom teachers, curriculum developers, or educational technology designers can apply these insights to improve science learning. Finally, the author must reiterate the specific novelty and scientific contribution of the study, emphasizing how the combination of innovation and pedagogy explored in the paper helps reshape contemporary educational practices.

CONCLUSION (11pt)

The conclusion summarises the main findings of the research, drawing on the objectives, results, and main discussion. This section may be presented in bullet points, but its content should be concise and aligned with the research objectives. This section should account for approximately 5% of the total body of the article. (10pt)

ACKNOWLEDGEMENTS (11pt)

This section contains acknowledgements. Authors must acknowledge any funders of this manuscript and provide all necessary funding information. The acknowledgements section should account for approximately 1% of the total body of the article. (10pt)

REFERENCES (11pt)

Use the author-year system in [APA Style, 7th edition](#). In the text, include the author's name (without initials) and the year of publication. All publications cited in the text must be listed in the reference list following the main text. The list must comprise at least 15 references, 80% of which must be from reputable articles. The reference list must include only those cited in the manuscript and be arranged alphabetically by author's surname. Journal titles must be given in full. 'In a scientific conference' may only be used to cite manuscripts that have actually been accepted for publication in a journal. Citations such as 'manuscript in preparation' or 'manuscript submitted' are not permitted. Authors must provide a Digital Object Identifier (DOI) for all references. If no DOI is available for any reference, authors may provide a URL or web link that is directly accessible for verification purposes. References without a DOI or internet link will not be accepted. The following format must be adhered to. You may use citation tools as Mendeley, Zotero or others (10pt) (1.15 space)

Examples:

1. Journal Article

Hamilton, S. E., & Friess, D. A. (2018). Global carbon stocks and potential emissions due to mangrove deforestation from 2000 to 2012. *Nature Climate Change*, 8(3), 240–244. <https://doi.org/10.1038/s41558-018-0090-4>

Sahana, M. (2025). Local and indigenous knowledge systems on nature-based solutions: Addressing Green Colonialism in Mangrove restoration of the Indian Sundarbans. *Political Geography*, 122, 103405. <https://doi.org/10.1016/j.polgeo.2025.103405>

Zeng, Y., Friess, D. A., Sarira, T. V., Siman, K., & Koh, L. P. (2021). Global potential and limits of mangrove blue carbon for climate change mitigation. *Current Biology*, 31(8), 1737-1743.e3. <https://doi.org/10.1016/j.cub.2021.01.070>

2. Textbook

Navabi, Z. (1998). *Analysis and Modeling of Digital Systems*. 2nd Ed. McGraw-Hill, New York. ISBN: 0070464790, pp.: 632.

Effendie, H. (2003). *Telaah Kualitas Air untuk Pengelolaan Sumber Daya dan Lingkungan Perairan*. Kanisius. Yogyakarta.

Kadi, A. & Atmadja, W. S. (1988). *Rumput laut (alga): jenis, reproduksi, produksi, budidaya dan pascapanen*. Seri Sumber Daya Alam 141. Puslitbang-Oseanologi. LIPI. Jakarta.

3. Chapter in a book

Katz, R.H. (1986). Computer-Aided Design Databases. In: *New Directions for Database Systems*, Ariav, G. and J. Clifford, (Eds.), Intellect Books, Norwood, NJ, pp: 110–123. ISBN: 0893913448.

4. Conference Article

Magott, J. & Skudlarski, K. (1989). Combining Generalized Stochastic Petri Nets and PERT Networks For The Performance Evaluation Of Concurrent Processes. *Proceedings of the 3rd International Workshop on Petri Nets and Performance Models, Dec. 11-13, IEEE Xplore Press, Japan*, pp 249–256. DOI: 10.1109/PNPM.1989.68558.

5. Government Publications

Republik Indonesia. (1991). Undang-Undang No. 23 Tahun 1991 tentang Penataan Ruang. Lembaran Negara RI Tahun 1991, No. 114. Sekretariat Negara. Jakarta.

6. Online Publications

Lal, R. (1995). Sustainable Management of Soil Resources in the Humid Tropics. United Nations University Press, Tokyo, Japan. <http://www.unu.edu/unupress/unupbooks/uu27se/uu27se00.htm> (Accessed on March 17, 2011)

7. Thesis or Dissertation

Alkoaik, F. (2005). *Fate of plant pathogens and pesticides during composting of greenhouse tomato plant residues*. Unpublished dissertation in partial fulfillment of the requirements for the degree of Doctor of Philosophy, Dalhousie University, Halifax, Nova Scotia, Canada.