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Abstract	Article Sejarah
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INTRODUCTION (Written with Cambria 12)

This research section contains the background, research problems, summaries of previous related research, knowledge gaps, and research objectives. It will reveal the state of art, its originality, the style of APA with a single space. Example: (Moleong, 2020; Sheikhalizadeh & Piralaiy, 2020; Levina et al., 2022).

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RESEARCH METHODS (Written with Cambria 12)

Research methods describe research design, population, and sample (research objectives), data collection techniques, and data analysis techniques. Qualitative research with case studies, phenomenology, and others, at least presents the location of the research, the existence of the researcher, the informant of the research subject, and the research data collection technique, as well as a description of the technical analysis of the research data. Meanwhile, in quantitative research, it is necessary to present populations, samples, and data analysis techniques.

FINDINGS AND DISCUSSION (Written with Cambria 12)

Researchers need to inform some important (original) field data obtained from interviews, observations, questionnaires, surveys, documents, and other data collection techniques. The findings are presented in full and related to the predetermined scope of research. Findings can be supplemented with tables, graphs, and/or diagrams. Tables and figures are numbered and titled. Example:

Table. 1 Table title must be placed above

Title 1	Title 2	Title 3
Entry 1	data	data
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Drawings, graphs, charts, schemes, or diagrams are numbered consecutively and titled below, with Cambria 12:



Figure 1. Management Process

The results of the data analysis are explained correctly in the article. The discussion section logically explains the findings, related to relevant sources.

CONCLUSION (Written with Cambria 12)

The conclusion contains a brief summary of the findings and discussions, presented briefly, narratively, and conceptually. Avoid using bullets and numbering. The author's conclusions and recommendations are given in this section and are consistent in using the term "Conclusion". The conclusion of the study should serve the urgent purpose of the research in this section. This can be followed by suggesting relevant future studies.

CONFESSION (Written with Cambria 12)

The Recognition section of this article should be used to recognize significant contributions from individuals or institutions that have supported research. This includes academic guidance from professors or mentors, financial support from organizations or sponsors, technical assistance from staff or assistants, and moral support from family or friends. The author must ensure that all recognized parties have consented and that their roles are clearly stated.

ACKNOWLEDGMENT (Written with Cambria 12)

The Acknowledgement section in this article should be used to recognize the significant contributions of individuals or institutions that have supported the research. This includes academic guidance from professors or mentors, financial support from organizations or sponsors, technical assistance from staff or assistants, and moral support from family or friends. Authors must ensure that all acknowledged parties have consented and that their roles are clearly stated.

REFERENCES (Written with Cambria 12)

The quotes and references are referenced to the sixth edition of the American Psychological Association (APA) style, using the manager's reference (Mendeley/Zotero). Example:

Rozi, H. N. (2023). *Manajemen Strategi Dan Mutu Pendidikan Islam*. Uwais Inspirasi Indonesia.

Tempo.co. (2023, 15 Januari). Pemerintah luncurkan program baru untuk tingkatkan kualitas pendidikan.

Walid, A., & Sutiah, S. (2024). The Effect Of Effective Supervision On Improving The Quality Of Education In The Era Of Disruption. In *International Journal Multidisciplinary (Ijmi)* (Vol. 1, Issue 2, Pp. 70–76).
Doi: <https://doi.org/10.61796/ijmi.v1i2.138>

Walid, A., (2023). Increasing Public Interest through School Image Branding through a Trending Approach. *Educazione: Journal of Education and Learning*, 1(1), 41–53.
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