

Article Title (14pt, Bold, Gadugi (Body), Nothing More than 15 Words)

The title must be clear, concise, informative, creative and attractive to the reader. Avoid using the terms "effect," "relationship," and "case study" in your title. The research location does not need to be included in the title because it has been explained in the "Methods" section.

Firstname Lastname¹, Firstname Lastname², and Firstname Lastname^{2*}

¹ Affiliation 1, Country

² Affiliation 2, Country

*Corresponding Author's email: e-mail@e-mail.com

Keywords:	Abstract
Keyword 1;	<i>A single paragraph of no more than 200 words. Abstracts for research articles should provide a relevant overview of the work. We strongly encourage authors to utilize the following format for structured abstracts, excluding headings: (1) Background: Place the question under consideration in a broader context and emphasize the purpose of the study; (2) Methods: briefly describe the most important methods or treatments used; (3) Results: summarize the key findings of the article; (4) Implications: List the most significant implications or interpretations. The abstract should be an objective representation of the article and should not include results not presented and supported in the main text, nor should it exaggerate the significance of the main conclusions.</i>
Keyword 2;	
Keyword 3;	
(List three to ten pertinent keywords specific to the research)	
Kata Kunci:	Abstrak
Kata kunci 1;	<i>Satu paragraf tidak lebih dari 200 kata. Abstrak untuk artikel penelitian harus memberikan gambaran yang relevan dari pekerjaan. Kami sangat menganjurkan penulis untuk menggunakan format berikut untuk abstrak terstruktur, tidak termasuk judul: (1) Latar Belakang: Menempatkan pertanyaan dalam konteks yang lebih luas dan menekankan tujuan penelitian; (2) Metode: jelaskan secara singkat metode atau perawatan terpenting yang digunakan; (3) Hasil: rangkum temuan utama artikel; (4) Implikasi: Sebutkan implikasi atau interpretasi yang paling signifikan. Abstrak harus merupakan representasi objektif dari artikel dan tidak boleh menyertakan hasil yang tidak disajikan dan didukung dalam teks utama, juga tidak boleh melebih-lebihkan pentingnya kesimpulan utama..</i>
Kata kunci 2;	
Kata kunci 3;	
(List three to ten pertinent keywords specific to the research)	

INTRODUCTION

In the heading section, use Gadugi, 12 pt, thick, with a distance of 6 pt spacing to the body of the text. Next, for content, use Garamond, 12 pt, normal using one space between lines and 6 pt spacing for paragraphs. The introduction is presented in the form of paragraphs of approximately 1000 words. Make sure your article template fits the style used by Journal of Technology and Social Science Education. As for the content, in the introduction must contain: First, presenting the main research topic and research urgency. Second, include the research novelty by citing the latest research literature related to the reviewed article. Third, it must cover research gaps that have not been filled by research/literature, inconsistencies and controversies between existing literature and the actual situation that is seen in the practical fields. Fourth, it contains the problems, the purpose of the study, research

context, and the unit of analysis used. Fifth, displays what is discussed in the structure of the article. "If you use quotation (direct quotation), you should write it by using italic (italic) and quotation marks at the beginning and end of the quotation".

METODE

Types and Research Design

Methods should be described in sufficient detail to allow others to replicate and build on published results. Please note that publication of your manuscript implies that you must make all materials, data, computer code and protocols associated with publication available to readers. Please disclose any limitations on the availability of materials or information at the delivery stage. New methods and protocols should be described in detail, while established methods can be briefly described and appropriately cited.

Research manuscripts reporting large data sets stored in publicly available databases must specify where the data have been stored and provide the relevant accession number. If an accession number has not been obtained at the time of submission, mention that it will be provided during the review. They must be provided prior to publication.

Intervention studies involving animals or humans, and other studies that requires ethical approval, must include the authority giving the approval and the appropriate code of ethical approval.

Data and Data Sources

Data are facts or information used to discuss or determine answers to research questions. The subject from whom data can be collected for research is the source of the research data. Library collections in the form of books, audio, documents, and other printed materials can be a source of data for researchers. All figures and tables must be cited in the main text such as Figure 1, Table 1, etc.

Table 1. This is table¹

Title 1	Title 2	Title 3
entry 1	data	data
entry 2	data	data

Tables should be placed in the main text close to when they are first cited.

¹ Tables may have footers.

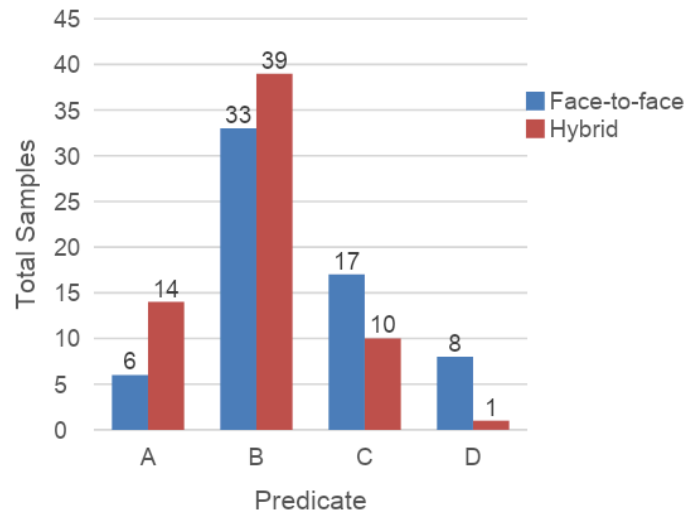


Figure 1. This is an image. The schematic follows the same format

Data collection technique

Mention the method of collecting research data! Keep it as short as possible.

Data analysis

State how the data analysis was carried out. Data analysis is the process of cleaning, transforming, and modeling data to find useful information to determine research results. The goal of data analysis is to extract useful information from data and make decisions based on this information.

RESULTS AND DISCUSSION

This section can be divided by subtitles. It should provide a concise and precise description of the experimental results, their interpretation, and any experimental conclusions that can be drawn. The authors should discuss the results and how they can be interpreted based on previous research and working hypotheses. Discuss the findings and their implications in the widest possible context. In addition, future research directions can be highlighted.

CONCLUSION

The purpose of the conclusion is to help the reader understand why your research is important after reading the paper. A conclusion is not just a summary of your points or a restatement of your research problem; it is a synthesis of the most significant points. For most essays, one well-developed paragraph is sufficient for the conclusion, but in some cases, two or three paragraphs may be necessary. The Conclusions section is intended not only to repeat findings. Conclusion must contain substantialization of meaning. Can present a statement about what is expected as proposed in the "Introduction" and what has happened as reported in the Results and Discussion so that there is conformity. Additions can be made regarding prospects to enrich research findings and develop future research potential.

REFERENSI (write using APA 7th Style)

Admosphere, N. (2018). *ABCDE Socio-economic classification Specification for year 2019*. Retrieved from

- <https://www.nielsen-admosphere.cz/wp-content/uploads/2018/12/Nielsen-Admosphere-ABCDE-classification-specification-2019.pdf>
- Akbay, S. E., Capri, B., & Gunduz, B. (2013). development of the academic responsibility. *International Journal of Academic Research Part B*, 5(4), 440–446. Retrieved from 10.7813/2075-4124.2013/5-4/B.64
- Çaliskan, H., & Saglam, H. İ. (2012). A Study on the Development of the Tendency to Tolerance Scale and an Analysis of the Tendencies of Primary School Students to Tolerance Through Certain Variables. *Educational Sciences: Theory & Practice*, 12(2), 1440–1445. Retrieved from <https://toad.halileksi.net/sites/default/files/pdf/tendency-to-tolerance-scale-toad.pdf>
- Emily, R. (2013). Assesing affective Learning Using Student Respon System. *Libraries & The Academy*, 13(4), 385–401. <https://doi.org/10.1353/pla.2013.0037>
- Escartí, A., Wright, P., Pascual, C., & Gutiérrez, M. (2015). Tool for Assessing Responsibility-based Education (TARE) 2.0: Instrument Revisions, Inter-rater Reliability, and Correlations between Observed Teaching Strategies and Student Behaviors. *Universal Journal of Psychology*, 3(2), 55–63. <https://doi.org/10.13189/ujp.2015.030205>
- Fitria, M. Z. (2017). *Pelaksanaan penilaian sikap siswa pada kurikulum 2013 kelas i di sd negeri 1 tanjung boyolali [The Implementation of Attitude Assesment of First Grade Student of SDN 1 Tanjung Boyolali Elementary School]* (Universitas Muhammadiyah Surakarta). Retrieved from http://eprints.ums.ac.id/54218/1/NASKAH_PUBLIKASI.pdf
- Haider, Z., Khan, H., Munir, F., Latif, F., & Bari, S. (2012). Analysis and Evaluation of Discipline Issues in Public and Private Sector Institutions. *International Journal of Academic Research in Progressive Education and Development*, 1(1), 113–125. Retrieved from <http://hrmars.com/admin/pics/678.pdf>
- Hidayati, K., Budiyo, B., & Sugiman, S. (2018). Developing scale to measure student's honesty characters on mathematics learning using subject scaling. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 22(2), 143–153. <https://doi.org/10.21831/pep.v22i2.19310>
- Hsu, W. T., Pan, Y. H., Chou, H. S., & Lu, F. J. H. (2014). Measuring student responsibility in physical education: Examination of CSR and PSR models. *South African Journal for Research in Sport, Physical Education and Recreation*, 36(2), 129–136. Retrieved from <https://www.ajol.info/index.php/sajrs/article/view/108807>
- Hugh-Jones, D. (2015). *Ways to measure honesty: a new experiment and two questionnaires*.
- Kamiludin, K., & Suryaman, M. (2017). Problematika pada pelaksanaan penilaian pembelajaran Kurikulum 2013 [Problems on Implementation of Learning Assesment of Curriculum 2013]. *Jurnal Prima Edukasia*, 5(1), 58–67. <https://doi.org/10.21831/jpe.v5i1.8391>
- Maba, W. (2019). Teacher's perception on the implementation of the assessment process in 2013 curriculum. *International Journal of Social Sciences and Humanities*, 1(2), 1–9. <https://doi.org/10.29332/ijssh.v1n2.26>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.; R. Holland, Ed.). London: SAGE Publications.

- Nurbudiyani, I. (2013). Pelaksanaan Pengukuran Ranah Kognitif, Afektif, dan Psikomotor pada Mata Pelajaran IPS Kelas III SD Muhammadiyah Palangkaraya [The Implementation of Cognitive, Affective, and Psychomotoric assesment on Social Science Subject of Third Grade Muhammadiyah Pa. *Anterior Jurnal*. <https://doi.org/10.33084/anterior.v13i1.295>
- Putnam, R. F., Luiselli, J. K., Handler, M. W., & Jefferson, G. L. (2003). Evaluating student discipline practices in a public school through behavioral assessment of office referrals. *Behavior Modification*, 27(4), 505–523. <https://doi.org/10.1177/0145445503255569>
- Safina, R. N., & Abdurakhmanov, M. A. (2016). The formation of students' tolerance in a multi-ethnic school. *International Journal of Environmental and Science Education*, 11(3), 269–277. <https://doi.org/10.12973/ijese.2016.310a>
- Setiawan, A., & Suardiman, S. P. (2018). Assessment of the social attitude of primary school students. *Research and Evaluation in Education*, 4(1), 12–21. <https://doi.org/10.21831/reid.v4i1.19284>
- Stanford, K. B. (2017). *Evaluating equity in student discipline: a program evaluation of positive behavior intervention and support in an elementary school setting* (East Carolina University). Retrieved from <http://thescholarship.ecu.edu/handle/10342/6212>
- Zuhera, Y., & Mislinawati, H. (2017). Kendala Guru dalam Memberikan Penilaian terhadap Sikap Siswa dalam Proses Pembelajaran Berdasarkan Kurikulum 2013 di SD Negeri 14 Banda Aceh [The Teacher's Problem on Attitude Assesment Based on Curriculum in SDN 14 Banda Aceh Elementary School]. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar FKIP Unsyiah*, 2, 73–87.