Panggulawentah: Journal of Education and Social Humanities
Volume 11, Issue 1, 2026. 1-15
(E-ISSN: -)

https://doi.org/10.xxx/pjesh.xxx

Panggulawentah: Journal of Education and Social Humanities (Title)

(Maximum article title 15 words, giving an overview of the research that has been carried out, typeface Calibri 14, 1 spacing, *spacing after* 6 pt)

First Author[1*], Second Author[1], Third Author [2], etc., (Calibri 10, Bold, spacing 1)
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Received: 7 xxxx 202x
Revision: 9 xxxx 202x
Accepted: 31 xxxx 202x

Abstract (Calibri 10, Bold, spasi 1, *spacing after* 2 pt)

The abstract contains a brief description (maximum 250 words) of the problem and research objectives, methods used, and research results. Abstract writing pressure, especially on the results of the study. Abstracts are written in Indonesian and English. Abstracts are typed in single spaces with the typing limit narrower than the main text typing limit. Keywords need to be included to describe the problem under study and the main terms underlying the research. The keyword can be a single word or a combination of words. The number of keywords is 3-5 words. These keywords are needed for computerisation to facilitate the search for the title of the research and abstract.

Keywords: content, formatting, article.

1. INTRODUCTION (Font Calibri 11, Bold, spasi 1, *spacing after* 6 pt)

The introductory section contains 1) a background to the research problem, 2) a problem-solving plan, 3) a formulation of research objectives, and 4) a summary of theoretical studies relevant to the problem. This section also sometimes contains expectations about the results and benefits of the research. The length of the introduction is around 1 page and is typed with 1.15 spacing.

The beginning of the paragraph after the sub-heading or sub-heading is close to the edge or left typing limit, after the first paragraph (starting from the second paragraph, then at the beginning of each paragraph, make it indented (paragraph settings in the Indentation section, select First Line 1.27 cm). The template for this article was created in Microsoft Word. The body text uses Calibri font, size 11, regular, spacing 1.15 before 0 pt, spacing after 0 pt.

2. RESEARCH METHODS

This section explains how the research was conducted, containing: 1) research design; 2) population and sample (research targets); 3) data collection techniques and instrument

development; 4) as well as data analysis techniques. If the research uses tools and materials, it is necessary to explain the specifications of the tools and materials.

For qualitative research, such as classroom action research, case studies, phenomenology, etc., it is necessary to include the presence of the researcher, research subjects, and informants or sources who helped, along with methods of collecting research data, research location, and the validity of the research data. It is highly recommended to avoid using subheadings in this section. However, if it cannot be avoided, write it in the usual format (capital letters at the beginning of the word and bold).

2.1. Design Research

Xxxxxxxxxxxxxxxxxxxxxxxxxx

2.2. Population and Sampel

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxx

2.3. Data Collection and Analysis

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

2.4. Data Analysis

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

3. RESULTS AND DISCUSSION

This section is the core part of the research article, which is generally the longest part. The research results presented in this section are clean results without the need to include the data analysis or hypothesis testing process. Only the results of the analysis process or the results of hypothesis testing are presented in this section. To further clarify the research results, tables and graphs can be used, which, of course, are followed by explanatory sentences discussing the table or graph.

For qualitative research, the results section contains detailed sections in the form of sub-topics directly related to the research focus. The discussion in the article aims to:

1) Answer the problem formulation and research questions.
2) Show how the findings were obtained.
3) Interpret or interpret research findings.
4) Linking research results to established knowledge structures.
5) Generating new theories or modifying existing theories.

In answering the problem formulation and research questions, the research results must be concluded explicitly. Interpretation of research findings is carried out using existing logic and theories. In the form of reality in the field, findings are integrated or linked to the results of previous research or existing theories. For this purpose, there must be a reference. In generating new theories, old theories can be confirmed or rejected; some may need to modify old theories or theories.

In an article, sometimes it is unavoidable to organize the writing of research results into "subheads". The following is an example of writing the format for subheadings in writing articles.

3.1. Result

Xxxxxxxxxxxxxxxx

3.1.1. Point Heading 1

Xxxxxxxxxxxxxxxx

3.1.2. Point Heading 1

Xxxxxxxxxxxxxxxx

3.2. Discussion

Common abbreviations include IEEE, SI, MKS, ZEE, NKRI, SM, and Rp—no need for explanation or length. However, their abbreviations can explain acronyms that are not very popular or created by the author himself, such as MiKiR (Multimedia Interactive, Collaborative and Reflective). Try to only use acronyms in article titles if it is impossible to avoid.

3.2.1. Unit

Writing units in articles, pay attention to the following rules:
SI (MKS) or CGS are the main units, with SI system units preferred. Avoid combining SI and CGS units, as this can confuse the equation because the dimensions of the equation can become unequal. Refrain from mixing abbreviated units with complete units. For example, use the units "Wb/m2" or "webers per square meter"; do not write "webers/m2".

3.2.2. Equations and Formulas

Equations and formulas are written using the symbol or equation feature in Microsoft Word with Calibri font size 11. If there are several equations or formulas, then number the equations or formulas. Equation and formula numbers are not differentiated and should be written sequentially and placed at the far right, namely (1), (2), (3), and so on. Use signs to make writing equations and formulas more concise. The following is an example of writing equations and formulas:

$$a^2 + b^2 = c^2 \quad (1)$$

$$(x + a)^n = \sum_{k=0}^{n} \left(\frac{n}{k}\right) x^k a^{n-k} \quad (2)$$

3.2.3. Tables and Figures

Suppose an article requires a table to explain data in matrix form. In that case, the table must be made as concise as possible but not reduce the importance of the data presented. The table is created without a newspaper column page format (single column) with the table name placed above the table, and the data in the table is one spaced with before after spacing 0 pt. The vertical lines on the left and right sides of the table (left and right borders) are obscured or not shown, and the information at the head of the table is in bold. As an example of the following table format:

Tabel 1. Format Tabel (Font Calibri 11)

Table	Table	Table
	Table column sub-heads	Table column sub-heads
Contents	Fill in the Table	Fill in the Table
Contents	Fill in the Table	Fill in the Table

Notes: The font size in the table is **10** to make it neater and clearer.

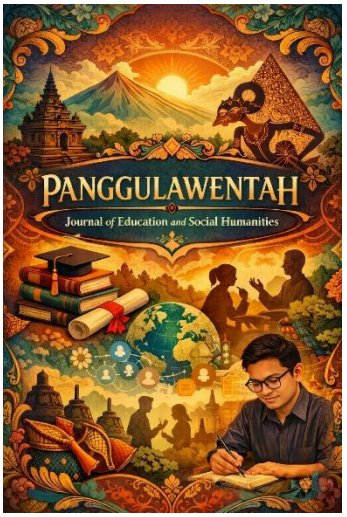

Figure 1. Panggulawentah

Meanwhile, for images like the example above, the description and image number are positioned below the image. It is recommended to use the text box feature in Microsoft Word to accommodate images or graphics with no background color and no text box borders. This is because the results will tend to be more stable against format changes and page shifts compared to the direct image or graphic insert feature.

3.2.4. Citations and References

Reference citations use the American Psychological Association (APA) model. Ideas that other people have previously expressed are referenced. The reference sources are included in the Bibliography.

The Bibliography must be complete and contain a list of references in the article's body. The list of references written in the Bibliography is what is referenced and included. To show the quality of scientific articles, the Bibliography's reference list must be large enough. The Bibliography is arranged alphabetically, and its writing must follow the provisions.

4. CONCLUSION

This section presents a summary of the description of the results and discussion, referring to the research objectives.

ACKNOWLEDGMENTS

Thank you to the team who have helped in completing this research (thank you to the people/institutions who have contributed to the research). (Write down if applicable).

REFERENCES

This section presents a list of written works used by the author in the article. In scientific articles, a bibliography must be provided to indicate reference sources. Writing a bibliography uses the American Psychological Association (APA) Edition 7 model. Writers should use an application to make it easier to write a bibliography, such as EndNote (http://www.endnote.com/support/enstyles.asp), Mendeley (https://www.mendeley.com), or Reference Manager (http://refman.com/support/rmstyles.asp). Please note that **80% of the references must consist of scholarly articles or research-based conference proceedings**, while the remaining 20% may include other sources such as books, websites, theses, and similar materials.

Example:

Journal

Fadli, M., R. (2021). The influence of sorogan method in learning history to increase historical understanding and historical awareness. *HISTORIA Jurnal Program Studi Pendidikan Sejarah*, 3*(2)*, 91-98. https://doi.org/ 10.24127/hj.v10i1.xxxx

Buku

Adam, A. (2018). *The vernacular press and the emergence of modern Indonesian consciousness (No. 17)*. Cornell University Press.

Website

Ivey, K.C. (2 September 1996). Citing Internet sources URL http://www.eei-alex.com/eye/utw/96aug.html.

Thesis, Dissertation

Ni'mah, E. M. (2007). *Efektivitas Model Pembelajaran Think-Pair-Share Dalam Mata Pelajaran Sejarah Pada Siswa Kelas X SMA Negeri 3 Semarang* (Doctoral dissertation, Universitas Negeri Semarang).

Report

Rice, J. (1986). Polygon: A System for Parallel Problem Solving, Technical Report, KSL-86-19, Dept. of Computer Science, Stanford Univ.

Conferences

Clancey, W.J. (1983). Communication, Simulation, and Intelligent Agents: Implications of Personal Intelligent Machines for Medical Education. *In Proceedings of the Eighth International Joint Conference on Artificial Intelligence*, 556-560. Menlo Park, Calif.: International Joint Conferences on Artificial Intelligence, Inc. https://doi.org/ 10.24127/hj.v10i1.xxxx

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Lach, P. R., & Pollard, E. A. (2019). Visualizing History in the Classroom: A Faculty-Librarian Partnership in the Digital Age. *New Review of Academic Librarianship*, *25*(2–4), 335–356. https://doi.org/10.1080/13614533.2019.1627562

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