

The Article Title Must Be Written in Capitalized Initial Letters of Each Word, Centered, Font Size 15 Points, and Bold

Penulis Pertama¹, Penulis Kedua² & Penulis Ketiga³

¹Program Studi, Universitas, Negara

²Program Studi, Universitas, Negara

³Program Studi, Universitas, Negara

DOI: 10.26858/tematik.

Received:
15 Oktober 2022

Accepted:
10 Nopember 2022

Published:
1 Desember 2022

TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini

ISSN: 2476-9363 (*print*), 2476-9363 (*online*)

Volume ..., Nomor ..., Tahun ...

✉ Corresponding author:
(emailcorresponen@gmail.com)



Artikel dengan akses terbuka dibawah licensi
Creative Commons Attribution-NonCommercial
4.0 International License.

Abstract:

For 120-180 words, an abstract summarises a research article, thesis, review, conference proceeding, or in-depth analysis of a particular subject or discipline. It is often used to help the reader quickly ascertain the paper's purposes. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the entry point for any academic paper or patent application. Abstracting and indexing services for various academic disciplines aim to compile a body of literature for that subject. Abstract length varies by discipline and publisher requirements. Abstracts are typically sectioned logically as an overview of what appears in the paper.

(Time New Roman 11, regular, space 1, spacing before 6 pt, after 6 pt)

Keywords: *content; formatting; article.*

INTRODUCTION

(Times New Roman 13, Bold, Single Spacing, Spacing Before 10 Pt, After 0 Pt)

The introduction includes the background of the research, research context, central literature review underpinning the study, and research objectives. Authors are strongly encouraged to refer to the latest articles in reputable journals. The introduction should be presented in paragraphs, including the state of the art, research gap, and research objectives, all of which should be conveyed clearly and concisely.

This section primarily contains (1) the research problem, (2) insights and plans for problem-solving, (3) the formulation of research objectives, and (4) a summary of theoretical reviews related to the research problem. Occasionally, this section may also include expectations regarding the results and benefits of the research. The introduction should be approximately 2–3 pages long and typed with 1.15 spacing (or under the writing guidelines of the target journal).

For articles to be published in TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini, detailed formatting rules follow the journal's guidelines. The article format in this template represents a general format agreed upon by the journal team, reflecting the house style of TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini.

This article format template is created in MS Word and should be saved in either doc or docx format. The file can be downloaded from the TEMATIK: Journal of Thought and Research on Early Childhood Education website. This template allows authors to prepare their articles relatively quickly and accurately, especially for electronic articles uploaded to TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini.

(Main body text uses font: Times New Roman 11, Regular, Single Spacing, Spacing Before 0 Pt, After 0 Pt)

METHODS

The research method section explains the methods employed by researchers to produce findings. This section must present the scientific research procedures conducted by the researchers. It explains how the research was carried out. The main components of this section are (1) research approaches and methods, (2) population and sample (research targets), (3) data collection techniques and instrument development, and (4) data analysis techniques. The specifications of these tools and materials should be included for research that involves tools and materials. Tool specifications highlight the sophistication of the equipment used, while material specifications describe the types of materials utilised.

For qualitative research such as classroom action research, ethnography, phenomenology, case studies, and others, additional details are required, including the researcher's presence, research subjects, informants assisting in data collection, methods for gathering research data, location and duration of the research, and descriptions of the validation process for research results. It is recommended that this section not be organised into "subheadings." However, if unavoidable, the formatting can follow the style used in the "Results and Discussion" section.

RESULTS AND DISCUSSION

The results and discussion section presents interpretations based on the research objectives. The research findings should be explained according to the research goals or problems. These findings must be discussed, interpreted, and compared with previous related theories and research. The discussion should highlight the novelty and significance of the findings, as it constitutes the most critical part of the article. The authors should provide clear and comprehensive explanations in this section.

This section is the core of a research article and is typically the longest part. The research results presented here are "clean" results, meaning the data analysis process (e.g., statistical calculations or

hypothesis testing procedures) need not be included. Only the analysis results and hypothesis testing outcomes should be reported.

Tables and figures may enhance the verbal presentation of research findings. However, all tables and figures must be commented on or discussed. In qualitative research, the results section may include detailed subtopics directly related to the research focus and categories. The discussion aims to 1) Address the research problems and questions, 2) Demonstrate how the findings were obtained, 3) Interpret the findings, 4) Relate the findings to established knowledge structures, the results must be explicitly concluded in addressing the research questions, and 5) Introduce new theories or modifications to existing ones.

The results must be explicitly concluded to address the research questions. The interpretation of findings should utilise existing logic and theories. Field findings should be integrated with previous research results or established theories, with proper references provided. Existing theories may be confirmed, rejected, or modified when new theories are introduced. In some articles, the results section may need to be organised into subheadings. Below is the recommended format for such an organisation, showing how to write specific elements inseparable from an article.

Acronyms and Abbreviations

Standard abbreviations, such as IEEE, SI, MKS, CGS, sc, dc, and rms, do not require explanation. However, less familiar or author-invented acronyms should be explained. For instance: "The MiKiR (Interactive Multimedia, Collaborative, and Reflective) learning model can be used to train problem-solving skills." Avoid using acronyms in the article title unless unavoidable.

Units

Follow these guidelines for unit usage in the article:

- Use SI (MKS) or CGS as the primary unit system, preferably SI.
- Avoid mixing SI and CGS units, which may cause confusion and dimensional inconsistencies.
- Do not mix abbreviated and complete units. For example, use "Wb/m²" or "webers per square meter," not "webers/m²."

Equations

Equations should be written in Times New Roman or Symbol fonts. Number equations sequentially, placing numbers on the far right (e.g., (1), (2), etc.). Use symbols to simplify equations and italicise variables while using bold for vectors.

Figures and Tables

Place table captions above the tables and figure captions below the figures. Refer to specific tables and figures explicitly, e.g., "Table 1." Below is an example format for presenting tables and figure captions:

Tabel 1. Nama table

Column 1	Column 1	Column 1	Column 1	Column 1
Row 1	Row 1	Row 1	Row 1	Row 1
Row 2	Row 2	Row 2	Row 2	Row 2

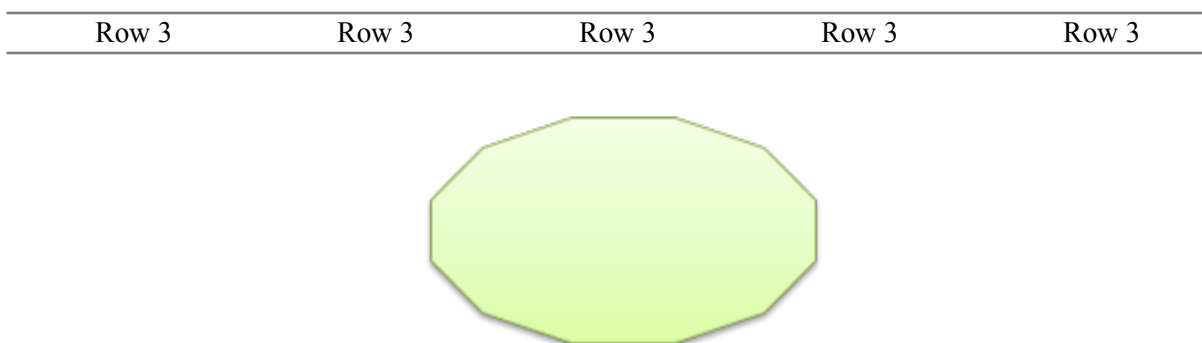


Figure 1. Name of the Figure

(It is recommended that the text box feature in MS Word be used to contain images or graphics. This method remains stable against format changes and page shifts compared to directly inserting the picture.)

Citations and References

One of the characteristics of a scientific article is the presentation of other people's ideas to strengthen and enrich the author's ideas. These previously expressed ideas must be cited, and their sources must be included in the References section. The References list must be complete and correspond to the citations provided in the body of the article. In other words, sources listed in the References must be genuinely cited in the text, and all references mentioned must be listed in the References section.

To demonstrate the quality of a scientific article, the number of entries in the References section should be substantial. The References section should be arranged alphabetically, and its formatting should comply with the journal's specific requirements. Citation, reference, and Reference formatting adhere to the guidelines outlined in this manual.

Other people's ideas should be presented indirectly within the article. The quoted ideas should not replicate the original text but be summarised or concluded. For example, Suharno (1973:6) states that speed comprises forward movement with maximum effort, intermittent contraction abilities of muscles or muscle groups, and rapid reaction capabilities in response to stimuli. Citations serve as acknowledgements of the original idea's ownership and as a means to inform readers about the source. Citations include the author's name, the publication year, and, optionally the page number. Only the last name of the author is used. Citations can be placed within the sentence or at the end of the quoted sentence.

Citations are separated from the quoted sentence using parentheses (refer to examples below). If placed within the sentence, citations are spaced from the preceding and following words. If placed at the end of a sentence, citations are spaced from the last word but not separated by a period. The author's name is written without a space after the opening parenthesis, followed by a comma. The publication year follows the comma, with a space before it. The page number, separated by a colon without spaces, is followed by a closing parenthesis. Example: Scientific writing is a factual composition the author uses to share knowledge or information with others (Riebel, 1978:1).

If the author's name is mentioned in the text, the publication year is provided immediately after the author's name. Alternatively, if the author's name is to be included, the citation may be placed at the end of the text. Example: According to Riebel (1978:1), scientific writing is a factual composition used by the author to share knowledge or information with others.

Two authors of the same work's names are connected with the word "and." A semicolon (;) separates works by two or more authors with different works. Example: Scientific writing is a factual composition used by the author to share knowledge or information with others (Riebel and Roger, 1980:5). If involving two authors of different works (Riebel, 1978:4; Roger, 1981:5). If there are more than two authors, only the first author's name is listed, followed by "et al." ("and colleagues"). The "et al." is separated from the listed author by a space, followed by a period and comma. Example: Susanto et al., 1994:8.

CONCLUSION

The conclusion contains the research findings and a summary of the discussion. It should be presented in paragraphs. Concisely write the key findings. Provide recommendations for future researchers related to the continuation of the study. The conclusion summarises the results and discussion, referring to the research objectives. New key insights are developed based on these aspects, representing the essence of the research findings.

REFERENCES

Buku:

Hopkins, D. (2011). *A Teacher Guide to Classroom Research*. New York: Mc Graw Open University Press.

Buku yang Diterjemahkan:

Anderson, L.W. & Krattwohl, D. R. (2001). *Kerangka Landasan untuk Pembelajaran, Pengajaran, dan Asesmen: Revisi Taksonomi Pendidikan Bloom*. Diterjemahkan oleh Agung Prihantoro. 2010. Yogyakarta: Pustaka Pelajar.

Naskah dalam buku kompilasi:

Dhieni, N. (2011). Dasar-Dasar Pembelajaran di Taman Kanak-kanak. Dalam Azizah dan Syamsuardi (Eds.), *Praktik Pembelajaran di Taman Kanak-Kanak* (hlm.25 - 30). Makassar: Badan Penerbit UNM.

Naskah dalam jurnal:

Syamsuardi. (2010). Praktik Pembelajaran Inovatif di Taman Kanak-Kanak. *Jurnal Raudhatul Athfal*, 6 (2): 13-21.

Naskah dalam jurnal elektronik dengan DOI:

Hajerah, Syamsuardi, Azizah (2016). Pengembangan Model Pembelajaran Membaca dan Menulis Permulaan di Taman Kanak-Kanak. *New Educational Review*, 48 (2): 76–86, doi: 10.15804/ner.2017.48.2.06

Naskah di koran:

Agustien, H. I. R. (1 Maret 2013). Bahasa Anak Usia Dini, Kompas, hlm. 6. Skripsi, Skripsi, Disertasi, Laporan Penelitian:
Wahyuni Sri. (2015). Pengaruh Bermain Kolase Terhadap Perkembangan Motorik Halus Anak di TK Teratai Universitas Negeri Makassar. *Skripsi*. Makassar: Universitas Negeri Makassar.

Makalah disajikan dalam Seminar, Diskusi, Lokakarya, dan Pelatihan:

Musi Muhmmad A. (2018). *Perkembangan Kognitif Anak pada Masyarakat Bajo*. Makalah disajikan dalam Kongres Internasional Pendidikan Anak Usia Dini di Sulawesi Selatan, Hotel Sahid Makassar, 5-6 Maret 2018.

Internet (manuskrip dalam jurnal online):

Widodo, A. (2006). "Profil Pertanyaan Guru dan Siswa dalam Pembelajaran Sains". *On line*. Jilid 4 Nomor 2, <http://upi.edu>, diakses: 20 Maret 2012.