

WRITING GUIDELINES

Article of ZIJec: Zabags International Journal Of Economy

A. GENERAL INSTRUCTION

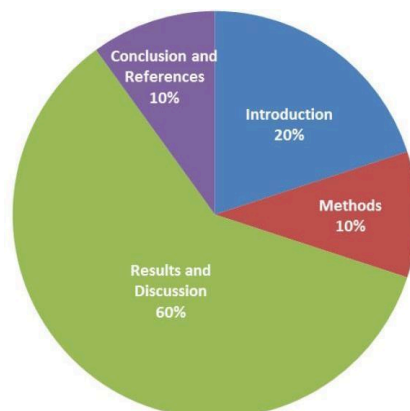
Manuscript to be sent for publication in the *ZIJec: Zabags International Journal of Economy* should be based on results of economy research, either of the quantitative approach or qualitative. *ZIJec: Zabags International Journal of Economy* is welcomed to authors from any institutional background and accepts rigorous empirical or theoretical research paper with any methods or approach that is relevant to the Indonesian, Asian, or World economy and business content, as long as the research fits one of some salient disciplines: economics, business, management or accounting, etc.

Manuscripts can be written in Indonesian or English. The writer is advised to maintain accuracy including, for example, the use of a proofreader's services. The body of the manuscript can be written either in English or Indonesian, however the title, abstract, and keywords are written in both languages especially for Indonesian writers. The language and styles used in the body of the manuscript are to be considered as one aspect of manuscript evaluation. Authors are strongly suggested to carefully check the manuscript and send the manuscript to a reliable language editor prior to the submission of the manuscript. Secondly, authors have the responsibility to avoid plagiarism at all cost. The editor of *ZIJec: Zabags International Journal of Economy* examines resemblance of texts using a computer software (e.g., plagiarism checker, Turnitin), allowing tolerance not more than 20%.

In general, an article is between **5,000** and **8,000** words in length including the title, abstract, tables, and references. The article is typed on the *Microsoft Word* with a line space of 1.5, font type *Cambria (heading)*, font size 12, in **one column** of the .doc format, or docx, (not of the pdf. format). Page numbers are not needed.

The body of the article consists of four main sections; namely: introduction, method, findings and discussion, and conclusion. Length-wise weighting for each section can be seen in Figure 1. Reference list is also an important part of the article. It is advisable to include only internationally accessible, reliable and reputable references.

Figure 1. Length-wise proportion of sections.



B. FORMAT OF ARTICLE

Title Of Article, Brief And Concise, Articulating Contents (Centre, Bold, Cambria (heading)13, Maximum of 13 words)

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listing important terms, enabling readers to find the article, 3-5 terms, written below Abstract, bold face and italicized.

ABSTRACT

Abstract: Reflecting the substance of the whole contents of the article and enabling to help readers to determine relevance with their interest and decide whether or not to read the full document. The abstract consists of a statement about the background, objective of the study or focus of discussion, method.



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INTRODUCTION

Containing backgrounds of the problem, depiction and further scrutiny of the problem or the gap between what is idealized and what is the reality, supported by relevant theories and recent research, and objective of the study. The problem should offer a new research value or benefit as an innovative endeavor, written more or less 20% of the whole body including the title and abstract.

METHOD

Written out briefly, concisely, clearly, but adequately so that it can be replicated. This section contains explanation of the research approach, subjects of the study, conducts of the research procedure, use of materials and instruments, data collection and analysis techniques. These are not theories. In the case of statistical uses, formulas that are generally known should **not** be written down. Any specific criteria used by the researcher in collecting and analyzing the research data should be **completely** described, including the quality of the instruments, material of the research, and procedure of data collection. This section should be written about 10% (for qualitative research) or 15% (for quantitative research) of the body.

FINDINGS AND DISCUSSION

For ease of reading and comprehension, findings are presented first followed by discussion. The Findings sub-title and Discussion sub-title are presented separately. This section should occupy the most part, minimum of 60%, of the whole body of the article.

Findings

Results of data analyses can be presented in tables, graphs, figures or any combination of the three. Tables, graphs, or figures should not be too long, too large, nor too many. The writer is advised to use decent variation in presenting tables, graphs, or verbal description. All displayed tables and graphs should be referred to in the text. The format of tables is shown in Table 1. Tables do not use column (vertical) lines and row (horizontal) lines are used only for the head and tail of the table. The font of the table entry may be reduced. Figures in the table should not be over-repeated in the narration before or after the table.

Table 1. Length Weight of Sections

No.	Name	Length in Per cent	Notes
1.	Introduction	20	Maksimum (incl. title and abstract)
2.	Method	10	Up to 15% for quantitative research.
3.	Findings and Discussion	60	Minimum
4.	Conclusion and References	10	Approx.

Figures are written in the following format. For scripts written in Indonesian, thousands are written out using periods; for example: 1200300 is written as 1.200.300. Decimal points are marked with a comma followed by two number digits; e.g.: 12,34. For figures lower than 1, the zero must be written; e.g.: 0,12.

For scripts written in English, thousands are marked using commas; e.g.: 1200300 is written as 1,200,300. Decimal points are marked with a period followed by two number digits; e.g.: 12.34. For figures lower than 1, the zero is not needed; e.g.: .12.

For mathematical symbols or notations, the alphabet is italicized, but Greek letters are written upright using the correct symbols. The equal sign is given a punch space before and after; e.g. (English format): $r = .456$; $p = .008$. For statistical values having degrees of freedom such as t , F , atau Z , the figure of the degree of freedom is written in braces such as $t(52) = 1.234$; $F(1, 34) = 4.567$. Statistical calculation for hypothesis testing should be completed with effect sizes; for example: the t -test using *cohen's d*, the F -test using *partial eta squared*, or other post-hoc tests in line with the references under consideration.

For qualitative research, findings should substantially be presented in a condensed report based on the results of a rigorous qualitative data analysis. Tables, diagrams, charts, or other data visualizations maybe presented to facilitate ease of reading. Authentic evidence from empirical data (e.g., excerpts from interview

transcripts, field-notes, documents) should be presented in a reasonable amount of texts that do not surpass the authors' statements on their findings.

Discussion

Intended to give interpretation and meaning to the results of the study in accordance with the theories and references that are used. It is not merely used to present findings. Interpretation should be enriched with referencing, comparing, or contrasting with findings of previous research published in reputable, not predatory, journal. It is advisable to integrate findings into collection of theories or established knowledge, development of a new theory, or modification of existing theories. Implications of the research findings are given.

Quoting

How to cite references using APA style must be indicated in the manuscript by providing the author's name, with the year of publication in brackets (Sahlberg, 2012), to facilitate the management of citations, use a reference management application in the form of zotero, mendeley or end notes.

Referrals are preferred not in the form of direct quotations or not too many direct quotations. However, if there is a direct quote that must be less than 40 words, it is written in paragraphs (not separated) and is enclosed in quotation marks ("..."). paragraph), protrudes half an inch from the edge, without quotation marks and followed by the author's name, year, page in parentheses (name, year:page).

If an abstract statement is taken from several references, all sources are written by mentioning all references in alphabetical order and a semicolon (;) to separate the sources; examples (Sahlberg, 2012; Schunk, 2012; Retnowati, Fathoni, & Chen, 2018). For translated reference sources, the names of the original authors, the year of the translation and the title of the original book are visited. If there are two references with the same author name and year, write the year plus the letters of the alphabet, for example (Schunk, 2012a) and Schunk (2012b).

CONCLUSION

Intended not only to repeat findings. Conclusion contains substantialization of meaning. It can present a statement of what is being expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that there is compatibility. An addition can be made concerning the prospects of enriching the research findings and developing the potentials for future research.

REFERENCES

Reference entry is arranged in the alphabetical order. All that are referred to in the text must be listed in the reference list and all that are written in the reference list must be referred to in the text. It is advisable to use current journal articles from Web of Science/Scopus indexed journals as reference sources, rather than books or proceedings. The writer is obliged to list all the references in the valid way according to

the original sources and **URL (https of the DOI (digital object identifier) when available)**, particularly for entries from journals. References must be listed in full at the end of the manuscript in standard form as follows:

e.g from: Journal

Smyth, J. & Hattam, R. (2002). Leaving early school and high school cultural geography. *British Journal of Educational Research*, 28(3), 375-398. <https://doi.org/10.1080/01411920220137458>

e.g from: Book

Whitty, G. (2002). *Understanding educational policy: studies in the sociology and politics of education*. Paul Chapman Publishing. <http://dx.doi.org/10.4135/9781446221457>

e.g from: Proceedings

Zukas, M. & Malcolm, J. (2002). Pedagogy for lifelong learning: building bridges or building walls? in: R. Harrison, F. Reeve, A. Hanson & J. Clarke (Eds) *Supporting lifelong learning*. vol. One: Perspectives on learning (pp. 203-219). Routledge. <https://doi.org/10.4324/9780203996287>

e.g from: Web page on Website

National Institute of Mental Health. (2018, July). Anxiety disorders. US Department of Health and Human Services, National Institutes of Health. <https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>

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