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TITLE OF ARTICLE (Aptos, Bold, UPPERCASE, 14pt)

Author[1], Author[2], Author[3] (Aptos, Bold, Propercase, 11pt)

Abstract

An abstract of a scientific article is a brief summary that includes the research's objectives, methods, results, and conclusions. Its purpose is to provide an overview of the study without the need to read the entire article. The abstract begins with the background of the problem, followed by the research objectives, methods used, main findings, and ends with a conclusion that highlights the study's contribution to the field. The abstract is typically accompanied by keywords to facilitate searchability. An abstract of a scientific article is a brief summary that includes the research's objectives, methods, results, and conclusions. Its purpose is to provide an overview of the study without the need to read the entire article. The abstract begins with the background of the problem, followed by the research objectives, methods used, main findings, and ends with a conclusion that highlights the study's contribution to the field. The abstract is typically accompanied by keywords to facilitate searchability. (Aptos, 10pt)

Keywords: *Keyword 1; Keyword 2; Keyword 3; Keyword 4.*

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Introduction

What is the purpose of the study? Why are you conducting the study? The main section of an article should start with an introductory section, which provides more details about the paper's purposes, motivation, research methods, and findings. The introduction should be relatively nontechnical, yet clear enough for an informed reader to understand the manuscript's contribution.

The literature review represents the theoretical core of an article. In this section, we will discuss the purpose of a literature review. We will also consider how one should go about finding appropriate literature on which to base a literature review and how this information should be managed. Finally, we will answer four questions that first-time researchers often battle with when compiling a literature review.

These questions are: which aspects should I include in a literature review?; how should I go about synthesizing information in a literature review?; how should I structure a literature review? What writing style should I use when compiling a literature review?

The purpose of a literature review is to "look again" (re + view) at what other researchers have done regarding a specific topic (Leedy & Ormrod 2005:70). A literature review is a means to an end, namely to provide background to and serve as motivation for the objectives and hypotheses that guide your research (Perry et al. 2003:660)

A good literature review does not merely summarise relevant previous research. In the literature review, the researcher critically evaluates, re-organizes, and synthesizes the work of others (Leedy & Ormrod, 2005:84). In a sense, compiling a literature review is like making a smoothie or fruit shake: The end product is a condensed mix that differs totally in appearance from the individual ingredients used as inputs. The key to a successful literature review lies in your ability to "digest" information from different sources, critically evaluate it, and resent your conclusions in a concise, logical, and reader-friendly" manner.

First-time researchers often naively believe everything they read or are scared to criticize the work of others. However, academic research is all about critical inquiry! It is, therefore, extremely important that you critically evaluate the material that you read. Do you agree with the arguments and conclusions of other researchers? If you disagree, why? Can you identify contradictory arguments or findings? How could one explain these contradictions? Do the findings of previous studies apply in all contexts or are the findings context-specific? What are the criticisms against the conceptual models or measurement approaches discussed in the literature? Which limitations should be considered when interpreting the results of previous research?

You have to carefully read the most recent available literature to identify specific gaps, inconsistencies, and/or controversies that may form the basis of your research. Always show that you have considered an issue from several angles and that you are aware of the arguments for and against a specific point of view. Many researchers in services marketing, for example, use the SERVQUAL measurement scale without considering existing criticisms against it.

To compile a proper literature review, one has to overcome three specific challenges, namely: finding appropriate literature on a specific topic, managing the information, and presenting a logical, synthesized, and reader-friendly review of the current knowledge relating to a specific topic.

Method

The methods section describes the steps followed in the execution of the study and also provides a brief justification for the research

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methods used. It should contain enough detail to enable the reader to evaluate the appropriateness of your methods and the reliability and validity of your findings. Furthermore, the information should enable experienced researchers to replicate your study.

The methodology section typically has the following sub-sections: Sampling (description of the target population, research context, and units of analysis; sampling; and respondent profile), Data collection, and measures (Alternatively: Measurement).

Manuscript can use the STROBE method for observational studies, SRQR for qualitative studies, PRISMA for reviews, CARE for case reports, CONSORT for clinical trials (Recommendations)

Result and Discussion

Result (Sub Chapter)

The results section summarizes the data collected for the study in the form of descriptive statistics and also reports the results of relevant inferential statistical analysis (e.g., hypothesis tests) conducted on the data. You need to report the results in sufficient detail so that the reader can see which statistical analyses were conducted and why, and to justify your conclusions. Mention all relevant results, including those that are at odds with the stated hypotheses. There is no fixed recipe for presenting the findings of a study. We will, therefore, first consider general guidelines and then turn our attention to options for reporting descriptive statistics and the results of the hypothesis test.

You should present your findings as concisely as possible and still provide enough detail to adequately justify your conclusions, as well as enable the reader to understand exactly what you did in terms of data analysis and why.

You may assume that the reader has a working knowledge of basic statistics (i.e., typically the contents covered in a 1st statistics course). It is, therefore, not necessary to discuss basic statistical procedures in detail. You may, however, have to explain advanced multivariate statistical methods (e.g., repeated measures ANOVA, two-or-way ANOVA, multiple regression analysis, and factor analysis) in non-technical terms.

Figures and Tables (detached from the main of the manuscript) often allow one to present findings clearly and concisely.

Example:

Table 1. The sample of table format
(Center, Aptos, 10)

No	Description	Explanation
1	Description 1	Explanation
2	Description 2	Explanation
3	Description 3	Explanation
4	Description 4	Explanation
5	Description 5	Explanation

Insert Figure 1 Here

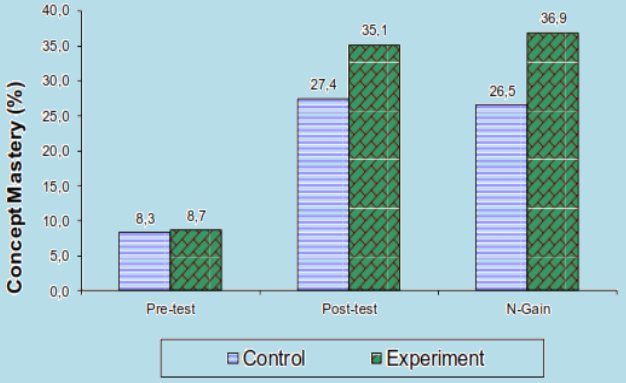

Figure 1. The example of an image of the spectrum absorption coefficients of organic semiconductor materials

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Discussion

In many ways, it is the most important section in an article (Feldman, 2004:4). Because it is the last thing a reader sees, it can have a major impact on the reader's perceptions of the article and the research conducted (Summers 2001:411).

Different authors take different approaches when writing the discussion section. According to Feldman (2004:5), Perry et al. 2003: 658), and Summers 2001: 411-412), the discussion section should:

- Restate the study's main purpose
- Reaffirm the importance of the study by restating its main contributions
- Summarize the results of each stated research objective or hypothesis without introducing new material
- Relate the findings to the literature and the results reported by other researchers
- Provide possible explanations for unexpected or non-significant findings
- Discuss the managerial implications of the study
- Highlight the main limitations of the study that could influence its internal and external validity
- Discuss insightful (i.e., non-obvious) directions or opportunities for future research on the topic

The analytical structure in the discussion section serves to bridge research findings with their tangible contributions to the field of knowledge. Briefly, this process begins with formulating **Implications**, where the researcher explains the significance of the findings in relation to existing theories and their practical application in the field. Furthermore, the researcher must assert the **Research Contribution** by highlighting the novelty that distinguishes their work from previous literature.

To maintain academic integrity, the author is required to honestly identify **Limitations**, explaining any methodological or technical constraints that may have influenced the research results. This sequence concludes with **Suggestions**, which provide concrete guidance for practitioners to take action or for future researchers to explore untapped areas, ensuring that the study serves as a foundation for future scientific development.

Conclusion

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added to the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

A conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. Not only does the author write down the major flaws and limitations of the study, which can reduce the validity of the writing, thus raising questions from the readers (whether, or in what way), the limits in his studies may have affected the results and conclusions. Limitations require critical judgment and interpretation of their impact. The author should provide the answer to the question: is this a problem with error, method, validity, and or otherwise?

Acknowledgment

The acknowledgement is a form of appreciation for the contribution of an institution or an individual who is not considered as the writer for example an institution or an individual who provides the research funding (**funding support**) of this publication.

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Declarations

Author Contribution Statement

The Author Contributions Statement can be up to several sentences long and should briefly describe the tasks of individual authors. Please list only 2 initials for each author, without full stops, but separated by commas (e.g. JC, JS). In the case of two authors with the same initials, use their middle initial to differentiate between them (e.g. REW, RSW).

AI Disclosure Statement

The author used [TOOL/SERVICE NAME] during the preparation of this work for [REASON]. After using the tool/service, the author thoroughly reviewed and edited the content as needed and takes full responsibility for the content of the publication. The authors declare that this research was prepared, researched, written, and edited without the aid of artificial intelligence (AI) techniques.

Conflicts of Interest

The authors confirm the presence or absence of any potential conflicts of interest—financial, institutional, or personal—that could influence the conduct of this study, the analysis of data, the preparation of the manuscript, or its publication.

References

The following are the reference writing guidelines of Online Learning in Educational Research. The references should be written to justify alignment and alphabetically. We suggest you use Mendeley management reference with **APA style**. The guideline for example below:

Journal Article:

Diani, R., Yuberti, & Syarlisjiswan, M. R. (2018). Web-enhanced course based on problem-based learning: Development of interactive learning media for basic physics. *Jurnal Ilmiah Pendidikan Fisika Al-BiRuNi, 7*(1), 105–116. https://doi.org/10.24042/jifalbiruni.v7i1.2849

Articles Compilation book (edited book):

Prasad, A. S. Clinical and biochemical spectrum of zinc deficiency in human subjects, In: A. S. Prasad, Ed., Clinical, biochemical and nutritional aspects of trace elements, Alan R. Liss, Inc., New York, 1982, pp. 5-15.

Book:

Sugiyono. (2011). Metodologi penelitian pendidikan. Alfabeta.

Seminar Proceeding:

Saregar, A. (2016). Efektifitas pembelajaran fisika dengan model learning cycle dan model contextual teaching learning (CTL) terhadap hasil belajar siswa kelas XI di SMA Negeri 1 Karya Pinggawa Krui Pesisir Barat. *Mathematic, Science, and Education National Conference (MSENCo)* (pp. 49-54). FTK UIN Raden Intan Lampung.

Published Undergraduate / Dissertation / Thesis

Wahyuni, S. Y. (2009). Pengembangan uji kompetensi mandiri berbasis komputer: Meningkatkan efikasi diri siswa (Doctoral dissertation). University Name

Unpublished Undergraduate / Dissertation / Thesis

Kuntoro, T. H. (2007). *Pengembangan kurikulum pelatihan magang di SMK: Suatu studi berdasarkan dunia usaha* (Unpublished Doctoral dessert/ Unpublished master's thesis nation/). Program Pascasarjana UNNES, Semarang.

Internet Sources:

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Honeycutt, L. (2011, Maret). *Communication and design course*. Retrieved from http://dcr.rpi.edu/commdesign/class1.html.

Regulation

Depdikbud. (2013). *Permendikbud nomor 66 tahun 2013 tentang standar penilaian*. Jakarta: Departemen Pendidikan dan Kebudayaan.

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