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ARTICLE TITLE WRITTEN BRIEF AND CLEAR, WRITTEN IN TNR-11 BOLD LETTERS, MAXIMUM 14 WORDS

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Abstract :
Abstracts are written in English, Distance between lines 1 space TNR 11. Abstract contains 150-250 words and consists of only 1 paragraph, contains the main points of research, such as objectives, methods, research results, novelty and implicaton. Abstract should be able to illustrate how the research done can contribute to the development of science in the field of physics and physics education. Abstracts are written on a different page than the article content.

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INTRODUCTION

The Introduction should briefly present the research background, state of the art, research gap analysis, research significance and urgency, and research objectives. Authors must explicitly highlight the novelty of the study in relation to previous research. To ensure the quality of the literature review, this section must cite at least five recent articles published within the last ten years in reputable scholarly journals. These references should establish the research gap and provide a clear rationale for the significance of the present study. Relevant literature and previous research should be incorporated to justify the urgency of the study, identify the research problem, discuss alternative solutions, and explain the rationale for the selected approach.

In-text citations must clearly indicate the author's surname and the year of publication. For example: "... research findings indicate that more than 70% of students are unable to identify the actual problem ..." (Paidi, 2026). The research problems, objectives, and significance should be presented narratively within the paragraphs without using separate subheadings. Similarly, operational definitions, if necessary, should also be incorporated into the narrative.

The Introduction should be formatted using Times New Roman (TNR), 11 pt, regular typeface, with single line spacing. The first line of each paragraph should be indented approximately 1.2 cm (equivalent to 5–6 characters) from the left margin of each column.

RESEARCH METHOD

Contains the type of research, time and place of research, targets/objectives, research subjects, procedures, instruments and data analysis techniques as well as other matters related to the method of research. targets/objectives, research subjects, procedures, data and instruments, and data collection

techniques, as well as data analysis techniques and other matters related to the method of research can be written in sub-chapters, with sub-headings. Sub-subheadings do not need to be notated, but are written in lowercase with a capital letter, TNR-11 bold, left aligned. As an example can be seen below.

Research Design

This study uses a qualitative approach …

Time and Place of Research

Especially for qualitative research, the time and place of research needs to be written down clearly (for quantitative research, it is also necessary).

Research Target/Subject

Research targets/subjects (for qualitative research) or sample-population (for quantitative research) need to be explained clearly in this section. It is also necessary to write down the technique of obtaining subjects (qualitative research) and/or the sampling technique (quantitative research).

Research Procedure

Procedures need to be described according to the type of research. How the research is carried out and the data will be obtained, needs to be described in this section.

For experimental research, the type of design (experimental design) used should be written in this section.

Instruments, and Data Collection Techniques

The types of data, how the data is collected, with which instruments the data is collected, and the techniques for collecting it, need to be explained clearly in this section.

Data Analysis Technique

How to interpret the data obtained, in relation to the problems and research objectives, needs to be explained clearly.

(Note: The sub-chapters may differ, according to the type or research approach used. If there are procedures or steps that are sequential in nature, they can be notated (numbers or letters) according to their position).

RESULTS AND DISCUSSION

Research results are presented in the form of graphs, tables, or descriptive. Analysis and interpretation of these results is necessary before they are discussed.

The table is written in the middle or at the end of each research result/gain description text. If the width of the Table is not enough to be written in half a page, it can be written in a full page. Table titles are written from the left, all words begin with a capital letter, except conjunctions. If more than one line is written in single space (at least 12). As an example, can be seen in Table 1. Following

Table 1. Students' ability scores to do ... on learning …

No.	Assessment Aspect	Score	Mean

The results are in the form of images, or data that is made of images / schemes / graphs / diagrams / the like, the presentation also follows the existing rules; title or image name is placed below the image, from the left, and spaced 1 space (at least 12) from the image. If there are more than 1 line, the lines are single spaced, or at least 12. As an example, it can be seen in Figure 1. below.

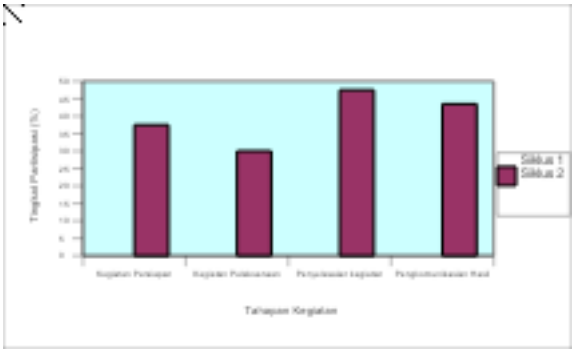


Figure 1. Level of student participation in discussion activities …

The Discussion section should provide a comprehensive interpretation of the research findings rather than merely restating the results. Authors are expected to explain the underlying reasons for the observed findings and relate them to relevant theoretical frameworks. This section must directly address the research objectives or hypotheses presented in the Introduction. Furthermore, authors should critically compare their findings with those of recent relevant studies cited in the Introduction to establish whether the findings support, differ from, or extend previous research. Such comparisons are essential to demonstrate the novelty, originality, and scientific contribution of the study. The Discussion should conclude by highlighting the theoretical and/or practical implications of the findings for the advancement of physics education or physics. The discussion is inseparable from the data discussed, as well as conveying the ***novelty in this research and its implications.***

CONCLUSION

Conclusions can be generalized findings according to research problems, can also be in the form of recommendations for the next step.

ACKNOWLEDGMENTS

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DECLARATIONS

Author Contributions: Author 1: Conceptualization, Methodology, Writing – Original Draft Preparation; Author 2: Investigation, Data Curation, Formal Analysis; Author 3: Supervision, Writing – Review & Editing. All authors have read and approved the final version of the manuscript. *(Please use the CRediT Contributor Roles Taxonomy: https://credit.niso.org).*

Conflicts of Interest: The authors declare no conflicts of interest. *(Any financial or personal relationships that could potentially influence the research must be disclosed.)*

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Data Availability: The data supporting the findings of this study are available from the corresponding author upon reasonable request.

REFERENCES

Written in the style of an educative environment, as stated in the guidelines for this journal (which ratified APA VII Edition). The references must contain at least 40 citations consisting of 35 from articles published in the last 10 years and 5 from scientific books from national or international sources. *Authors are required to cite at least 5 relevant articles published in EduFisika: Jurnal Pendidikan Fisika that are closely related to the research topic.* **Use Mendeley to write references.** Written in single space (or at least 12pt), each bibliography is spaced 1 space. Some examples of how to write references in the bibliography are given below.

a. Example if coming from a textbook:

Gronlund, N.E. & Linn, R.L. (1990). *Measurement and evaluation in teaching. (6th ed.)*. Macmillan.

b. From the thesis / thesis / dissertation

Hollander, M. M. (2017). *Resistance to authority: Methodological innovations and new lessons from the Milgram experiment* (Publikasi No. 10289373) [Disertasi, University of Wisconsin-Madison]. ProQuest Dissertations and Theses Global.

Slamet Suyanto (2009). *Keberhasilan sekolah dalam ujian nasional ditinjau dari organisasi belajar*. [Disertasi belum dipublikasikan]. Universitas Negeri Jakarta.

c. From the journal

Pritchard, P.E. (1992). Studies on the bread-improving mechanism of fungal alpha-amylase. *Journal of Biological Education, 26*(1), 14-17. https://doi.org/10.1037/0012-1649.44.4.1055.

d. From a collection of research abstracts or proceedings

Paidi. (2008). Urgensi pengembangan kemam-puan pemecahan masalah dan metakog-nitif siswa SMA melalui pembelajaran biologi. *Prosiding, Seminar dan Musyawarah Nasional MIPA yang diselenggarakan oleh FMIPA UNY, tanggal 30 Mei 2008*. Yogyakarta: Universitas Negeri Yogyakarta.