

**TEMPLATE FOR WRITING SCIENTIFIC ARTICLES**  
FIKROTUNA: Jurnal Pendidikan dan Manajemen Islam

**Article Title**

(Main Article Title, 14 pt, Bold, First Letter of Each Word Capitalized), (Subtitle if needed to narrow the scope of the study). Use the **SMART-C** guidelines: **Specific** (state the context & main variables), **Measurable** (indicate the approach/findings), **Accurate** (do not overstate the scope), **Readable** (natural flow), **Timely** (relevant to academic developments), **Concise** (10–23 words, no non-standard acronyms).

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**ABSTRACT**

Written in a single paragraph, 200–250 words. The abstract is neither an introduction nor a conclusion. It must include the following five components in narrative form: **Background & Objectives:** Describe the context of the phenomenon, structural gaps, and the specific objectives of the research. **Research Position:** Explain where this study fits within the existing literature. **Methods:** Specify the research design, location/participants, instruments, and analysis techniques. **Main Results:** Present 2–4 key findings supported by empirical data. **Conclusion & Contribution:** State the final model/findings, implications, and practical contributions.

**Keywords:** (keyword 1; keyword 2; keyword 3; keyword 4; keyword 5)

Use 3–5 keywords: (1) canonical terms in the field, (2) names of key variables, (3) specific context. List them from general to specific, separated by semicolons (;).

## **Introduction**

The introduction serves both as an argument for why this research is important (justification) and as a positioning of the research within the literature. It is structured using the CARS model (Swales) in the following five paragraphs: **Introduction:** Begin with empirical facts or current statistics, not definitions or general opinions. Include at least 3 citations from the literature published within the last 5 years. **Problem Context:** Explain the main phenomenon or problem underlying the research using current data as the opening argument. **Critical Literature Review:** Outline the main theories/frameworks and their developments; connect them to supporting theories; demonstrate their relevance and limitations. Do not merely provide a summary of theories that highlight inter-theoretical relationships and serve as justification for the study. **Identification of Gaps:** State the research gaps in numbered order (First... Second... etc.) corresponding to the number of research questions (RQ). Each gap must be directly linked to the relevant RQ. **Research Objectives & Questions:** State the general objective of the research, followed by specific research questions that can be answered by the methods used and are directly linked to the results and conclusions. Example: "This study aims to ... The research questions guiding the study are: (1) ...; (2) ...; (3) ...."

In addition, several points should be kept in mind when writing the introduction. The literature cited should be recent works published within the last ten years, except foundational sources that are no longer in print. The literature should be critically analyzed, not merely defined. Furthermore, indirect quotations and paraphrasing techniques should be used effectively.

Manuscripts may be written in Indonesian, English, or Arabic, provided that appropriate linguistic conventions are followed. Articles must contain **4,000–8,000 words**, formatted on A4-sized paper with 1.15 line spacing. The font used is **Times New Roman**, size **12**. Submissions must be **in Microsoft Word 2019 or later format** or **RTF format**. The paper margins for articles published in FIKROTUNA: Jurnal Pendidikan dan Manajemen Islam are as follows:

Top	= 3 cm
Left	= 3 cm
Right	= 3 cm
Bottom	= 3 cm

## **Research Method**

This section serves two purposes: (1) to enable replication by other researchers and (2) to demonstrate methodological coherence between the research design and the research questions. Describe the following six components: **Design & Paradigm**, Design type (qualitative/quantitative/mixed), research tradition, and justification of its suitability for the RQ. **Location & Participants**, criteria for selecting the location, participant characteristics, sampling procedures, and sample size. **Instruments & Data**, types of instruments, data collection procedures, and validity and reliability tests. **Analysis Procedures**, sequential analysis **steps**, software used, and triangulation procedures. **Research ethics**, ethical **approval**, participant anonymity, and informed consent. **Trustworthiness**: for qualitative research, credibility, transferability, dependability, and confirmability (Lincoln & Guba); for quantitative research, construct validity, content validity, concurrent validity, and Cronbach's alpha reliability.

Example of a design statement: "This study uses a (design) based on a (paradigm). This approach was chosen because (justification based on the RQ)." For qualitative research: explain the criteria for purposive sampling and how data saturation was achieved. For quantitative research: explain the population, sampling technique, and sample size calculation. It is highly recommended to include a flowchart illustrating the process from data collection to analysis.

### **Research Results (Results / Findings)**

Present the data as is, without interpretation. Interpretation is the task of the Discussion section. Every claim is supported by evidence; every piece of evidence is linked to the relevant RQ. **Findings Introduction Paragraph**: Briefly state the number of main themes/findings generated and their direct connection to the RQ. Example: "Analysis of (type of data) yielded (n) main themes that answer the research questions: (1) ...; (2) ...; (3) ..."

**Finding 1: Each finding follows a three-part structure: (1) Thematic Statement**: Describe the finding in 1–2 substantive (rather than procedural) opening sentences. (2) Primary Data: Present interview excerpts, statistical tables, or descriptions of observations with clear citations. (3) Triangulation: Confirm the finding with other data sources. Example: "Survey data supports this finding: 71 of 93 respondents (76%) stated ..."

**Finding 2**: (Name of Substantive Theme), (Follow the same three-part pattern.)

**Negative findings (if any): report** contradictory evidence or partial failures. This enhances the credibility and objectivity of the research. State: "Not all findings are positive. (Description of aspects that did not meet expectations.) The specific context limits these findings."

Graphs or figures may also be used to present research results. Figures or graphs may be in color and must be clear. The title of the figure or graph is placed at the top and numbered sequentially. Figures or graphs are also centered.

Table 1.  
Table Title

Classification	Description
Font Size: 11	Font: Times New Roman

Description: If any symbols are used in the table, they should be explained in this description. Graphs or figures may also be used to present research results. Figures or graphs may be in color and must be clear. The title of the figure or graph is placed below it and numbered sequentially. Figures or graphs should also be centered.

Figure 1.  
Figure Title (Times New Roman, 11)

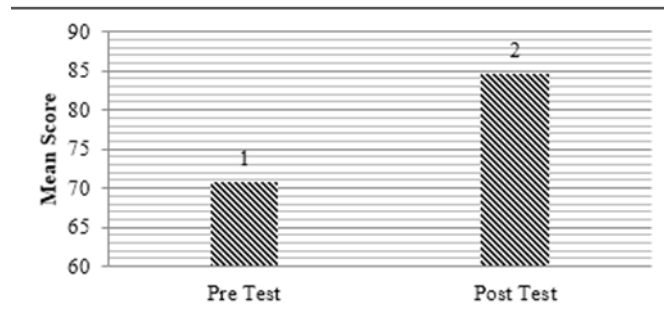


Figure 2. Figure Title (Times New Roman, 11)

## Discussion

The purpose of the discussion is to interpret the findings, not to repeat them. Answer: Why are these findings important? How do they confirm, challenge, or go beyond existing theory?

**Interpretation of Finding 1:** Explain the theoretical significance of the finding, not a re-description of the results. Compare with the literature: "This finding (aligns with/differs from) the study (Author's Name), which found (summary). The difference lies in (specific aspect)."

**Interpretation of Finding 2 (Follow the same pattern. Add subsections** as needed based on the number of findings.)

**Theoretical contribution: claims** something new. Choose the type of contribution and state it explicitly: (1) Confirmation. This study

supports claim (X) from (source). (2) Extension. This study extends (X) to a new context (Y). (3) Modification. This study revises assumption (X) by demonstrating (Y). (4) Refutation. This study refutes claim (X) because of (reason). **Research Limitations** Limitations are evidence of scientific integrity, not weaknesses. State at least 3 limitations along with their implications for the generalizability of the findings. Example format: "First, this study used a (X) design, so (implications for generalization). **Directions for Future Research:** Recommend at least 2–4 concrete and actionable directions for further research based on the identified findings and limitations.

### **Conclusion**

The conclusion is a final synthesis, not a summary of the article. Readers who read only the abstract and conclusion should gain a complete picture of the research's findings and contributions. Write in paragraph format (do not use bullet points), covering three sections: **(1) Direct Answers to Each RQ.** State the answer to each research question by referring to specific evidence. **(2) Theoretical & Practical Contributions.** State the study's contribution to the body of knowledge and its practical implications. **(3) Implications & Limitations of Claims.** State the scope of the findings and the implications that can be drawn.

### **Citation Style and Bibliography**

The reference list is not merely a formality; this section serves as an intellectual map illustrating the research's engagement with the academic field. Editors and reviewers examine the references to assess: (a) whether relevant primary sources are cited; (b) whether the references are up-to-date (from the past 5 years); (c) whether the sources are credible (indexed journals, books from reputable publishers).

Include a list of references that are cited and actually mentioned in the text, with primary sources (80% scientific journals, 20% other supporting sources). Use the 9th edition of the Turabian style 9th (full notes) by utilizing reference management software (such as Mendeley, Zotero, or EndNote).

### **General Provisions for Turabian 9th Edition Footnotes**

In the 9th edition of the Turabian style guide, the first footnote for a source is written in full. If the same source is cited again, subsequent

footnotes may use an abbreviated form, consisting of the author's last name, a short title, and the page number.

#### 1. Book

##### a. Format for the first footnote:

Author's Last Name, *Book Title* (Place of Publication: Publisher, Year), page.

Example:

<sup>1</sup> Clifford Geertz, *The Interpretation of Cultures* (New York: Basic Books, 1973), 89.

##### b. Subsequent footnote format:

Author's last name, short title, page.

Example:

<sup>2</sup> Geertz, *Interpretation of Cultures*, 91.

##### c. Bibliography format:

Geertz, Clifford. *The Interpretation of Cultures*. New York: Basic Books, 1973.

#### 2. Journal Article

##### a. First footnote format:

Author's Name, "Article Title," *Journal Name*, volume, issue (year): pages.

Example:

<sup>3</sup> Robert W. Hefner, "Islam, State, and Civil Society: ICMI and the Struggle for the Indonesian Middle Class," *Indonesia* 56 (1993): 23.

##### b. The following footnote format:

Author's last name, "Short title," page.

Example:

<sup>4</sup> Hefner, "Islam, State, and Civil Society," 25.

##### c. Bibliography format:

Hefner, Robert W. "Islam, State, and Civil Society: ICMI and the Struggle for the Indonesian Middle Class." *Indonesia* 56 (1993): 1-35.

#### 3. Chapter in an Anthology

##### a. First footnote format:

Author's Name, "Chapter Title," in *Book Title*, ed. Editor's Name (Place of Publication: Publisher, Year), pp.

Example:

<sup>5</sup> Azyumardi Azra, "Islamic Thought: Theory, Concepts, and Doctrines in the Context of Southeast Asian Islam," in *Islam in Southeast Asia*, ed. K. S. Nathan and Mohammad Hashim Kamali (Singapore: ISEAS, 2005), 8.

##### b. Format for subsequent footnotes:

Author's last name, "Short title," page.

Example:

<sup>6</sup> Azra, "Islamic Thought," 10.

##### c. Bibliography format:

Azra, Azyumardi. "Islamic Thought: Theory, Concepts, and Doctrines in the Context of Southeast Asian Islam." In *Islam in Southeast Asia*, edited by K. S. Nathan and Mohammad Hashim Kamali, 3–24. Singapore: ISEAS, 2005.

4. Thesis, Dissertation, or Master's Thesis

a. First footnote format:

Author's Name, "Title of Scholarly Work" (type of scholarly work, Institution Name, Year), page.

Example:

<sup>7</sup> Ahmad Fauzi, "The Modernization of Islamic Education in Indonesia" (master's thesis, Sunan Kalijaga State Islamic University, 2020), 45.

b. Format for the following footnote:

Fauzi, "Modernization of Islamic Education," 47.

c. Bibliography format:

Fauzi, Ahmad. "The Modernization of Islamic Education in Indonesia." Thesis, Sunan Kalijaga State Islamic University, 2020.

5. Internet Sources

a. First footnote format:

Author's Name, "Article Title," *Website Name*, publication date or access date, URL.

Example:

<sup>8</sup> Ministry of Religious Affairs of the Republic of Indonesia, "Religious Moderation as the Binding Force of the Nation," *Kemenag RI*, accessed January 10, 2025, <https://kemenag.go.id>.

b. Format for subsequent footnotes:

Ministry of Religious Affairs of the Republic of Indonesia, "Religious Moderation."

c. Bibliography format:

Ministry of Religious Affairs of the Republic of Indonesia. "Religious Moderation as a Binding Force for the Nation." *Ministry of Religious Affairs of the Republic of Indonesia*. Accessed January 10, 2025. <https://kemenag.go.id>.

## Bibliography

Alsuhaymi, Adeeb Obaid, and Fouad Ahmed Atallah. "Sustainable Education in the Age of Artificial Intelligence and Digitalization: A Value-Critical Approach." *Sustainability (Switzerland)* 18, no. 3 (2026): 1257. <https://doi.org/10.3390/su18031257>.

Ardiansyah, Suriadi, Kokom Komalasari, Enok Maryani, and Erlina Wiyanarti. "Transformation of Bima Local Wisdom Values through Social Studies E-Book Media." *Journal of Education and Learning* 18, no. 2 (2024): 535–43. <https://doi.org/10.11591/edulearn.v18i2.21004>.

Borzanović, Aleksandra, Andreja Simić, Nataša Papić-Blagojević, Aleksandra Klačnja-Miličević, Cesar Sanin, Andrew Levula, Md Rafiqul Islam, and Mirjana Ivanović. "Student Perceptions of

Generative AI Tools in Higher Education: A Cross-Regional Study of Use, Ethics, and Educational Utility.” *Education and Information Technologies*, 2026. <https://doi.org/10.1007/s10639-026-13964-8>

Celik, Ismail. “Towards Intelligent-TPACK: An Empirical Study on Teachers’ Professional Knowledge to Ethically Integrate Artificial Intelligence (AI)-Based Tools into Education.” *Computers in Human Behavior* 138 (2023). <https://doi.org/10.1016/j.chb.2022.107468>.