



## **Title of Article, Brief and Concise, Articulating Contents (Bold, Times New Roman, Font Size 15pt, Maximum of 12-15 words)**

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### 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 or important research steps, findings and discussion, and conclusion. The title and abstract are written in Indonesian and English, each in one paragraph, single-spaced, and in total about 150-200 words. Font size 10pt..

### Keywords:

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



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## **INTRODUCTION**

Containing the background of the problem, a 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 the 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 an explanation of the research approach, subjects of the study, conduct 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, the materials of the research, and the procedure of data collection. This section should be written about 10% (for qualitative research) or 15% (for quantitative research) of the body.

## RESULT 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 largest part, a minimum of 60% of the whole body of the article.

### Results

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, or too many. The writer is advised to use decent variation in presenting tables, graphs, or verbal descriptions. 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 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	Maximum (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  $t$ ,  $F$ , or  $Z$ , 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.



Figure. 1

For qualitative research, findings should be substantially presented in a condensed report based on the results of a rigorous qualitative data analysis. Tables, diagrams, charts, or other data visualizations may be 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 number 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 a reputable, not predatory, journal. It is advisable to integrate findings into a collection of theories or established knowledge, the development of a new theory, or the 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 EndNote.

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 is followed by the author's name, year in parentheses (name, year).

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 listed. If there are two references with the same author's 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 substantializing 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 potential for future research.

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**REFERENCES**

Reference entry is arranged in 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 validly according to the 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. (2023). 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. (2022). *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. (2022). 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 a Web page on a Website**

National Institute of Mental Health. (2023, 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>