

Article Title Capital Letters for Each Word Times New Roman 14 and Bold No More Than 15 Words

Author Name^{1*}, Author Name²

¹ Author Affiliation, Province, Country

² Author Affiliation, Province, Country

Corresponding Author Email: your@email.address

Artikel Info

History

Received yyy-mm-dd,

Revised yyyy-mm-dd,

Accepted yyyy-mm-dd,

Online First yyyy-mm-dd

Keywords: Maximum of 5 keywords separated by semicolon (;), crucial to the appropriate indexing of the papers, are to be given. e.g.: Creativity; Early Childhood; Role Play

© 2025 Author 1, Author 2, et al.

This is an open access article under the [CC-BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Abstract

The abstract is written in a single paragraph **no longer than 150 words**, summarizing the entire content of the article in a concise and informative manner. The abstract must be *self-contained* and understandable without reading the entire manuscript. The abstract contains the main elements of the research presented in sequence, including: **(1) the background of the research**, which briefly explains the context and urgency of the research; **(2) the objectives and scope of the research**, which state the main focus and limitations of the study; **(3) the research methods**, which include the type or approach of the research and the main subjects or data sources, as well as a brief description of the instruments used; **(4) research results**, which highlight specific and data-based key findings; **(5) conclusions**, which summarize the main meaning of the research results; **(6) novelty** or newness obtained from this research, and **(7) research contributions**, which emphasize the added value or important implications of the research for the development of science, practice, or policy. Abstracts are not permitted to contain citations, tables, figures, or abbreviations that are not explained. Abstracts must be **objective, concise, and representative**, and consistent with the content of the article as a whole.

INTRODUCTION

General requirements for manuscript writing: manuscripts must consist of 5000-6000 words or phrases. Manuscripts can be written in Indonesian or English using standard language. Manuscripts must be submitted in *Microsoft Word* format. Manuscripts must be authentic research results that have not been published in the mass media or other publishers. Manuscripts must not contain any elements of plagiarism. PAUDIA: Journal of Early Childhood Education Research takes plagiarism very seriously. The editorial team will re-examine each article before publication. The editor will check for plagiarism using as many online databases as possible. A maximum of 20% similarity is allowed for submitted manuscripts. If the editorial team finds more than 20% similarity, the article will be returned to the author for revision and resubmission. Manuscripts that do not comply with PAUDIA's writing guidelines will be returned to the author before the review process.

This PAUDIA manuscript template provides examples and *guidelines* for authors. To use this template, authors can copy and paste the document using "Special Paste" and select "Unformatted Text." Please do not add headers, footers, or page numbers to this article. The manuscript should be written on A4 paper, with a 1-column format and 2.5 cm margins for the top, bottom, left, and right. The manuscript should be written in 11pt Times New Roman, with 1.0 line spacing (), 3pt spacing after headings, and 6pt spacing before new headings. To format a paragraph, use Microsoft Word with

the *Paragraph* template.

The introduction is a key part that determines the initial quality of the manuscript and its suitability for further processing. Therefore, **the introduction must be written systematically, coherently, and argumentatively, not merely descriptively**. Authors are expected to compose the introduction with a logical flow from general to specific, so that readers can understand the context of the problem, the urgency of the research, and the scientific contributions offered.

First, **authors need to describe the research background comprehensively**. The background should not only explain general phenomena, but also show real problems or scientific issues relevant to the field of study. This description needs to be supported by empirical data, previous research findings, or policies/field realities, and referenced from various up-to-date and credible scientific sources. The goal is to clarify why the research topic is important to study.

Second, **the introduction must present the state of the art**, which is a concise but critical overview of the latest research developments relevant to the topic. The author should not only summarize previous research, but also point out patterns of findings, trends in approaches, and limitations of previous research. This section serves to place the research conducted within a clear scientific framework.

Third, based on this mapping, **the author must explicitly explain the research gap**. Gaps can be limitations in context, methods, subjects, variables, or analytical approaches that have not been addressed by previous research. From these gaps, the author affirms the novelty of the research, whether in conceptual, methodological, or contextual aspects. Novelty must be stated explicitly and not implicitly.

Fourth, to clarify the direction of the research, **the introduction needs to include specific, focused, and relevant research questions or hypotheses that** address the identified gaps. These questions should reflect the main issues that the research aims to answer and serve as a logical link between the background and the research methods.

Fifth, **the introduction also needs to briefly explain the research approach or strategy used**. This explanation is introductory in nature, not a detailed description of the method, but sufficient to provide an overview of how the research problem will be answered (e.g., through a qualitative, quantitative, experimental, developmental, or systematic review approach).

Finally, **the introduction should conclude with an explicit, clear, and measurable formulation of the research objectives**. The research objectives should be formulated directly and consistently with the background, research gaps, and questions or hypotheses proposed. Thus, the contribution and direction of the research can be fully understood from the outset by readers and reviewers.

METHOD

The research methods section must be written clearly, accurately, and systematically so that readers and other researchers can fully understand how the research was conducted and enable replication of the research with consistent results. **Authors must describe the data collection methods in detail**, including the techniques used (e.g., observation, interviews, questionnaires, tests, or documentation), the stages of implementation, the time of data collection, and the role of the researcher in the process.

The research method needs to be explained explicitly, including the type and approach of the research (qualitative, quantitative, experimental, developmental, or other methods) and the reasons for choosing them. Authors are expected to include relevant methodological references when using established and previously published research designs, models, or procedures. These references serve to strengthen the scientific basis of the methods used.

If the research applies new methods, models, or procedures, the author must provide a detailed explanation of the concept, implementation steps, and advantages of the method compared to existing approaches. This description must be clear enough so that readers understand how the new

method is implemented in the research context.

In addition, **the author must describe the research procedures in detail and sequentially**, starting from the planning stage, implementation, to data analysis. Information regarding the research location, characteristics and number of participants or research subjects, participant selection techniques, research instruments used, and data analysis techniques must be presented clearly and structurally. Thus, the methods section not only explains what the researcher did, but also how and why these steps were taken.

RESEARCH RESULTS

The research results section must be presented in a coherent, clear, and logical manner, following the sequence of research objectives or questions formulated in the introduction. Authors are expected to present the results objectively, without excessive interpretation, so that readers can understand the research findings based on the data presented. Each result presented must have a clear connection to the focus and objectives of the research.

Research data needs to be processed and presented systematically in the form of relevant tables and/or figures. Each table or figure must have an informative title, clear captions, and a narrative description that helps readers understand the content of the data without having to refer back to other sections. Visual presentations are not decorative, but serve to clarify and reinforce the presentation of research results.

Table 1

Table Title Written in Italics

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	686.4742	2	343.2371	5.326811	0.013454	3.4668
Within Groups	1353.151	21	64.43575			
Total	2039.625	23				

The narrative description accompanying the table serves to explain the main meaning of the data presented, highlight important findings, and direct readers to relevant patterns or differences without repeating the entire contents of the table verbatim. Thus, tables not only serve as visual complements, but also become an integral part of clarifying and strengthening the overall presentation of research results.

If the author includes diagrams or charts in the manuscript, it is recommended to include the original diagram or chart files generated directly from data processing software (e.g., Excel, SPSS, or other statistical software), rather than screenshots or images that have been converted and re-edited. This is to maintain visual quality, data clarity, and format consistency during the editing and publishing process.

Meanwhile, photos of research activities (e.g., documentation of teaching or field activities) do not need to be included in scientific articles, unless the photos are primary data analyzed in the research. Authors are expected to only present images that are scientifically relevant, directly related to the research objectives, and accompanied by informative titles and captions. Examples of image placement and writing in the manuscript can be found in the journal template.

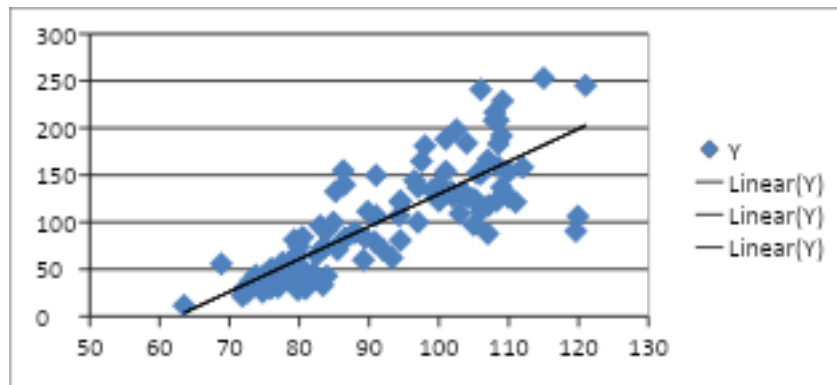


Figure 1. The title is written with capital letters at the beginning of the sentence.

Authors are expected to be careful in interpreting research results so as not to exceed the limits supported by the data obtained. Data must be understood and presented as it is, no more and no less. Therefore, authors need to avoid excessive interpretation, speculation that is not supported by empirical evidence, and attempts to inflate the significance or impact of research findings disproportionately. Emphasis on the contribution of the research should be conveyed objectively, rationally, and based on data, and be reasonably linked to the context and limitations of the existing research.

DISCUSSION

The discussion section should be written analytically, critically, and structurally to show how the research findings answer the research questions, relate to theory, and contribute to the field of science. Authors must directly relate each research result to the objectives or problem formulation described in the introduction. Therefore, the discussion should not be a summary of the results, but rather an interpretive explanation that answers "why" and "how" the findings emerged.

In compiling the discussion, authors are expected to compare the research findings with previous studies. Authors must indicate whether the research findings are consistent with, reinforce, expand upon, or differ from previous studies, accompanied by relevant scientific arguments. If there are differences in results, authors must critically explain the factors that may have caused these differences, such as differences in research context, methods, subject characteristics, instruments, or analytical approaches.

The author must also provide a scientific interpretation of each finding. The interpretation includes a description of the meaning of the findings, their theoretical relevance, their connection to theories or models of child development, and a logical explanation of the mechanisms underlying the research results. This explanation must be supported by current scientific literature and not be speculative.

In addition, authors are required to clearly describe the implications of the research. Implications may include: (1) theoretical implications for the development of science, (2) practical implications for educators, early childhood education institutions, or parents, and (3) policy implications, if relevant. Implications must be derived directly from the research findings, not in the form of general suggestions that are not data-based.

Authors are also expected to convey the limitations of the research honestly and proportionally. Limitations may include methodological, sampling, instrumentation, research duration, or uncontrolled variables. The presentation of limitations aims to demonstrate academic integrity and provide a realistic context for the interpretation of findings.

The discussion section should conclude with recommendations for further research based on the limitations of the study and the findings obtained. Recommendations may include expanding the context, strengthening the research design, using more comprehensive instruments, or testing

additional variables. Authors are encouraged to provide focused and relevant recommendations and avoid suggestions that are not related to the scope of the study.

To maintain consistency with the PAUDIA format, authors are required to write the numbering in narrative form in a single paragraph when necessary, for example: (1) the results of the study show ..., (2) this study reveals ..., and (3) the findings of this study confirm ... and write the discussion coherently in a formal academic style.

In addition, for writing subheadings in the manuscript, the journal template provides heading styles consisting of Heading 1, Heading 2, and Heading 3. Authors must use the default Microsoft Word heading styles (e.g., *Heading 1* for main subheadings) and not manually format subheadings. Please note that headings serve as a guide for the writing structure, not as part of the main title of the article.

First Subtitle of Discussion (Use Microsoft Word template style: Heading 2)

This section contains sub-sections of the discussion. Authors can use *heading style 2* for subheadings. Authors can use this *heading style* for subheadings in other sections of the manuscript.

Sub of Subheading (Use Microsoft Word template style: Heading 3)

If the paper contains sub-subheadings, authors can use *heading style 3*. Authors can use this *heading style* for subheadings in other sections of the manuscript.

Second Subtitle of Discussion (Use Microsoft Word template style: Heading 2)

This section contains sub-sections of the discussion. Authors can use *heading style 2* for subheadings. Authors can use this *heading style* for subheadings in other sections of this manuscript.

CONCLUSION

The conclusion section should be concise, clear, and argumentative, ensuring that each claim is fairly and logically supported by the research results. Authors are not permitted to introduce new data or claims that were not discussed in the results and discussion sections. The conclusion serves to reaffirm the main findings of the research, not to repeat the detailed content of the discussion. **The conclusion should explicitly and consistently address the research objectives** as formulated in the introduction. Therefore, authors need to ensure a clear connection between the research objectives, main findings, and concluding statements. The conclusion should be reflective and synthetic, emphasizing the overall significance of the research findings. In addition, **authors are encouraged to include practical implications or recommendations** that are relevant and realistic for the development of theory, practice, and policy (if appropriate to the research context). Implications and recommendations should be based on the research findings and presented proportionally, without exaggerating the impact or contribution of the research.

ACKNOWLEDGMENTS

The Acknowledgments section contains the author's appreciation to those who have made significant contributions to the research, whether academically, administratively, or financially. Authors may express their gratitude to funding agencies or research facilitators, such as LPPM, Kemendikisaintek, or other relevant sponsors, as well as other parties who directly supported the research process but did not meet the criteria to be listed as authors. **Acknowledgments should be brief, formal, and proportional, without including personal information or information that is irrelevant to the research.** Authors are also **encouraged to include contract numbers or funding schemes (if any)** to clarify the sources of research support.

AUTHOR CONTRIBUTION STATEMENT

The Statement of Author Contribution contains a brief description of the role and responsibilities of each author in the preparation of the manuscript. This statement can consist of

several sentences and must be written clearly and proportionally so that the contribution of each author can be understood transparently. Authors are required to use two-letter initials without periods, separated by commas (e.g., JC, JS). If there is more than one author with the same initials, authors are requested to use middle initials to distinguish each author's identity (e.g., REW, RSW). The Author Contribution Statement must be included at the end of the manuscript and not combined with other sections of the manuscript.

AI DISCLOSURE STATEMENT

The authors declare that [NAME OF TOOL/SERVICE] was used during the preparation of this manuscript for [REASON FOR USE]. After using the tool/service, the authors have **reviewed, verified, and edited the entire content thoroughly** as necessary, and **are fully responsible** for the accuracy, integrity, and substance of the content of this publication.

If AI was not used, the author is expected to confirm that **the research was designed, conducted, analyzed, written, and edited without the assistance of artificial intelligence (AI) techniques** in the scientific process and substantive writing of the manuscript.

CONFLICT OF INTEREST

Authors must explicitly state whether there is a potential conflict of interest, whether financial, institutional, or personal, that could influence the conduct of the research, analysis and interpretation of data, preparation of the manuscript, and the publication process. This statement should be transparent and objective as part of a commitment to scientific integrity and ethics.

If there is no conflict of interest, authors are expected to include an explicit statement that the research was conducted **without any conflict of interest**. The Conflict of Interest statement must be included at the end of the manuscript in accordance with the journal template requirements.





REFERENCES

List all references in the manuscript in the reference list. Do not include references from the internet (websites), which cannot be verified. Do not change the margins of the PAUDIA article template. Do not include other authors' scientific writings without permission. PAUDIA: Journal of Research in Early Childhood Education takes plagiarism very seriously. The editorial team will review each article before publication. The editorial team will check for plagiarism using as many online databases as possible. A maximum of 20% similarity is allowed for submitted manuscripts. If we find more than 20% similarity, the article will be returned to the author for revision and resubmission. **The bibliography must contain at least 20 references to journal articles with a DOI and must use the Mendeley reference management application with APA 7th style.**

Example:

- Affrida, E. N. (2017). Strategies of Mothers with Dual Roles in Shaping the Independence of Preschool Children. *Jurnal Obsesi: Journal of Early Childhood Education*, 1(2), 114. <https://doi.org/10.31004/obsesi.v1i2.24>
- Chiu, S.-I., Lee, J.-Z., & Huang, D.-H. (2004). Video Game Addiction in Children and Teenagers in Taiwan. *CyberPsychology & Behavior*, 7(5), 571-581. <https://doi.org/10.1089/cpb.2004.7.571> (Times New Roman 11, Regular, 1.0 spacing)

Authors are required to cite at least 3 articles in PAUDIA: Journal of Research in Early Childhood Education.

Author Information	
Mila Karmila* (Author 1)  https://orcid.org/0009-0003-3084-0473 Department of Early Childhood Teacher Education, Faculty of Education, Universitas PGRI Semarang, Jawa Tengah, Indonesia Authors' Contribution: abcde Contact e-mail:	Author 2  https://orcid.org/0009-0003-3084-0473 Department of Early Childhood Teacher Education, Faculty of Education, Universitas PGRI Semarang, Jawa Tengah, Indonesia Authors' Contribution: abcde Contact e-mail:
Author 3  https://orcid.org/0009-0003-3084-0473 Department of Early Childhood Teacher Education, Faculty of Education, Universitas PGRI Semarang, Jawa Tengah, Indonesia Authors' Contribution: abcde Contact e-mail:	Author 4  https://orcid.org/0009-0003-3084-0473 Department of Early Childhood Teacher Education, Faculty of Education, Universitas PGRI Semarang, Jawa Tengah, Indonesia Authors' Contribution: abcde Contact e-mail: