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

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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.

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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

Source of Variation	***SS***	***df***	***MS***	***F***	***P-value***	***F crit***
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.

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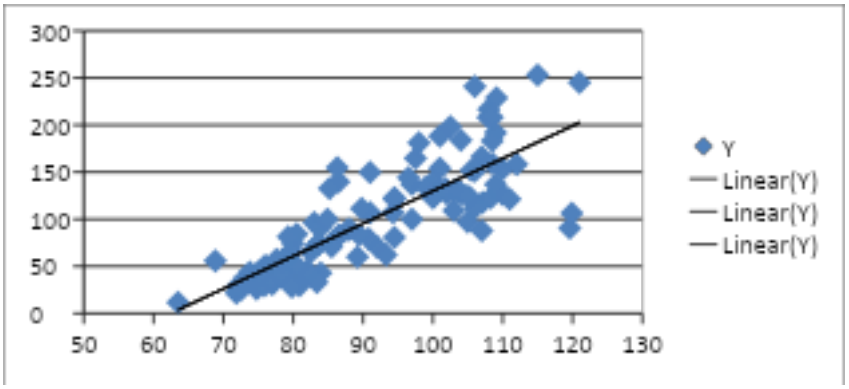


Figure 1. The title is written with capital letters at the beginning of the sentence.

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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

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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.

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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, Kemendiktisaintek, 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.

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