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*(Tadris: Journal of Education and Teacher Training)*
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# Manuscript Title (Concise and informative. Titles are often used in information-retrieval systems. Avoid abbreviations and formulae where possible. Max. 18 word)

*Book Antiqua 14pt Bold, Space 1, Center*

**First Author 1, Second Author 2, Third Author 3**
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[1]Affiliation (Department Name), Name of Organization, City Country
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**Article History:**
Submitted: Month x, 20xx
Revised: , Month x, 20xx
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**Keywords:**
Immediately after the abstract, provide a maximum of five keywords, avoiding general and plural terms and multiple concepts (avoid, for example, 'and', 'of'). Be sparing with abbreviations: only abbreviations firmly established in the field may be eligible. These keywords will be used for indexing purposes.
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**Abstract:** A concise and factual abstract is required (maximum length 200 words). The abstract should state briefly the purpose of the research, the principal results, and major conclusions. An abstract is often presented separate from the article, so it must be able to stand alone. References should, therefore, be avoided, but if essential, they must be cited in full, without reference to the reference list. Non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.
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## INTRODUCTION

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State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results.
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## METHOD

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Research design and method should be clearly defined.
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## RESULT AND DISCUSSION

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Results should be clear and concise. The discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.
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## CONCLUSION

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The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section.
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## ACKNOWLEDGMENTS (*if applicable*)

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This section should acknowledge individuals who provided personal assistance to the work but do not meet the criteria for authorship, detailing their contributions. It is imperative to obtain consent from all individuals listed in the acknowledgments.
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This section should describe sources of funding agency that have supported the work. Authors should state how the research described in their article was funded, including grant numbers if applicable. Include the following (or similar) statement if there is no funding involved: Authors state no funding involved.
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*Examples:*

- Tomlinson, C. A. (2014). Differentiated instruction and educational equity. Theory Into Practice, 53(4), 249–257. https://doi.org/10.1080/00405841.2014.947232
- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Educational Researcher, 38(6), 403–404. https://doi.org/10.3102/0013189X09350288
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. Applied Developmental Science, 24(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

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- Voogt, J., Knezek, G., Cox, M., Knezek, D., & Ten Brummelhuis, A. (2013). Under which conditions does ICT have a positive effect on teaching and learning? In Proceedings of the World Conference on Educational Multimedia, Hypermedia and Telecommunications (pp. 1–10). AACE.

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Author, A. A. (Year). Title of book (Edition). Publisher. If a chapter in a book is edited: Author, A. A. (Year). Title of chapter. In E. E. Editor (Ed.), Title of book (pp. xxx–xxx). Publisher.

*Examples:*

- Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge.
- Tomlinson, C. A., & Moon, T. R. (2013). Assessment and student success in a differentiated classroom. ASCD.
- Schunk, D. H. (2012). Self-regulated learning. In K. R. Harris, S. Graham, & T. Urdan (Eds.), APA educational psychology handbook (pp. 219–246). American Psychological Association.

**[4] M. Theses (B.S., M.S.) and Dissertations (Ph.D.)**

*Basic Format:*

Author, A. A. (Year). Title of thesis (Master's thesis / Doctoral dissertation). Institution Name. URL (if available)

*Examples:*

- Sari, D. P. (2022). The implementation of project-based learning to enhance critical thinking skills in biology classroom (Master's thesis). Universitas Pendidikan Indonesia.

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*Examples:*

- Bellamy, J. D., Smith, R. A., Johnson, T. L., Brown, P. K., Davis, M. R., Clark, S. T., et al. (2010). Computer telephony integration. Wiley.

*See the examples:*

**REFERENCES**

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## NOTE

**Tabel:**

The tables must be written in *space 1 and 8pt*. The table format used in this journal article is as below:

Tabel 1: Format of Table *Book Antiqua 8pt Bold, Space 1*

| No | Learning Aspect | Strategy Applied | Outcome Score |
|---|---|---|---|
| 1 | Readliness Differentiation | Tiered assignments | 78 |
| 2 | Content Differentiation | Multimedia-based instruction | 84 |
| 3 | Process Differentation | Collaborative learning (Think-Pair-Share) | 81 |
| 4 | Product Differentation | Project-based assessment | 88 |

**Equations**

The equations must use *equation feature* in **Microsoft Word**, not an image. The equation should be numbered as follows

$$r11 = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right) \qquad (1)$$

**Graphs**

The graphs must be like the following format

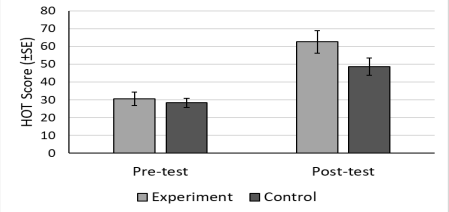



**Figure 1**. Attached figure in article

**Figure**

The figures must be arranged as example below:

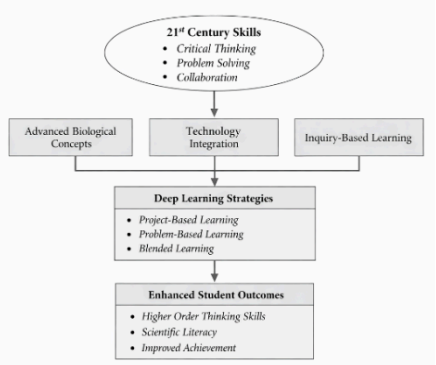



**Figure 2**. Attached figure in article

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