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Guidelines for Writing Journal Articles

(Title of article, approximately 15-20 words, provides an overview of the research that has been carried out, Times New Roman 14, spacing 1, spacing after 6 pt)

Author Name[1], Author Name[2]

(Times New Roman 11, Bold, Single Space, correspondence symbol (□), first author[1], second author[2] and so on)

[1]Affiliate, [2]Affiliate (Institution, Country)

(Times New Roman 11, regular, single space)

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Abstrak (Times New Roman 11, Bold, single space)

For 150-200 word, an abstract is a brief summary of a research article, thesis, review, conference proceeding or any-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper purposes. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or patent application. Abstracting and indexing services for various academic discipline are aimed at compiling a body of literature for that particular subject. Abstract length varies by discipline and publisher requirements. Abstracts are typically sectioned logically as an overview of what appears in the paper. The abstract contains purpose, methods, results, and conclusion. (Times New Roman 11, Regular, single space)

Keywords: *content; formatting; article*

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INTRODUCTION (Times New Roman 12, Bold, Spacing 1,5, Spacing Before 0 PT, After 0 PT)

The introduction is made using Times New Roman font size 12, 1.15 spacing, aligned right and left (justify) and the beginning of each line in each paragraph is indented about 1 cm. the introduction is around 950-1700 words. The number of pages is around 2-4 pages.

The introduction doesn't need to be too long and convoluted. just explain briefly and concisely covering important things such as the current issue which is the topic of discussion, conditions of expectations, conditions of reality, the emergence of GAP or the gap between conditions of expectations and conditions in the field, finding solutions, relevant previous research, the emergence of novelty between previous research with the research being conducted, an explanation of why it is important to conduct the research.

RESEARCH METHODOLOGY

This chapter explains how the research was conducted. The main materials in this section are: (1) Research method/design (provide design drawings); (2) research location (3) population and sample (research targets) (if qualitative research, this section is a primary/secondary data source); (4) data collection techniques/instruments and instrument development; (5) and data analysis techniques. For research and development research that uses tools and materials, it is necessary to write down the specifications for the tools and materials. Tool specifications describe the sophistication of the tools used. Material specifications describe the type of material used.

For qualitative research such as classroom action, ethnography, phenomenology, case studies, etc., it is necessary to add the presence of the researcher, research subjects, helpful informants along with how to change the research data, location and duration of the research and their descriptions. Finally, please avoid creating subsections in Method.

RESULTS AND DISCUSSION

This section is the main part of the research article and is usually the longest part of the article. The research results presented in this section are "clean" results. Its main function is to answer the question posed in the introduction, explaining how the results support the answer and how the answer fits existing knowledge about the topic. The discussion should always explain how your research has enhanced the reader's understanding of the research problem you left at the end of the introduction. Discussions should be as brief as possible while stating, supporting, explaining, and defending your answers clearly and completely, as well as discussing other important and relevant issues.

The discussion in the article aims to: (1) answer the problem formulation and research questions; (2) show how the findings were obtained; (3) interpret/interpret the findings; (4) connecting research findings with established knowledge structures; and (5) reject new or existing theories.

In answering problem formulations and questions, research results must be presented clearly. Interpretation of findings is carried out using existing logic and theories. Findings in the form of facts in the field are combined/controlled with the results of previous research or existing theories. For that there must be a reference. In new theories, old theories can be confirmed or rejected, some may need to confirm old theories.

In an article, sometimes it is unavoidable to organize research results into “children's subtitles”. The following is how to write an organizational format which shows how to write specific things in the results and discussion chapters.

1. Explain the results of research findings;
2. Explain the significance of the findings;
3. Explain the relationship between research results and literature sources in books or other people's research results;
4. Explain, relate the findings to similar research in the form of support or refutation;
5. Explain research implications;

Tables and graphs can be used to clarify the oral presentation of research results. Tables and charts should be commented on or discussed.

Provision of Table

1. Tables are given a table title and also a table number
2. The width of the table does not exceed the left and right margins of the paper
3. The length of the table does not cut across the next page
4. The table header is written in bold
5. The size of the letters in the table can be adjusted between sizes 8-11
6. Table lines are only horizontal lines
7. The table presented must be discussed/explained both below and above the table
8. Tables are not made in image form

Here is an example:

Table 1. Title

No.	Title 1	Title 2
1.	table content	table content
2.	table content	table content
3.	table content	table content
4.	table content	table content
etc	table content	table content

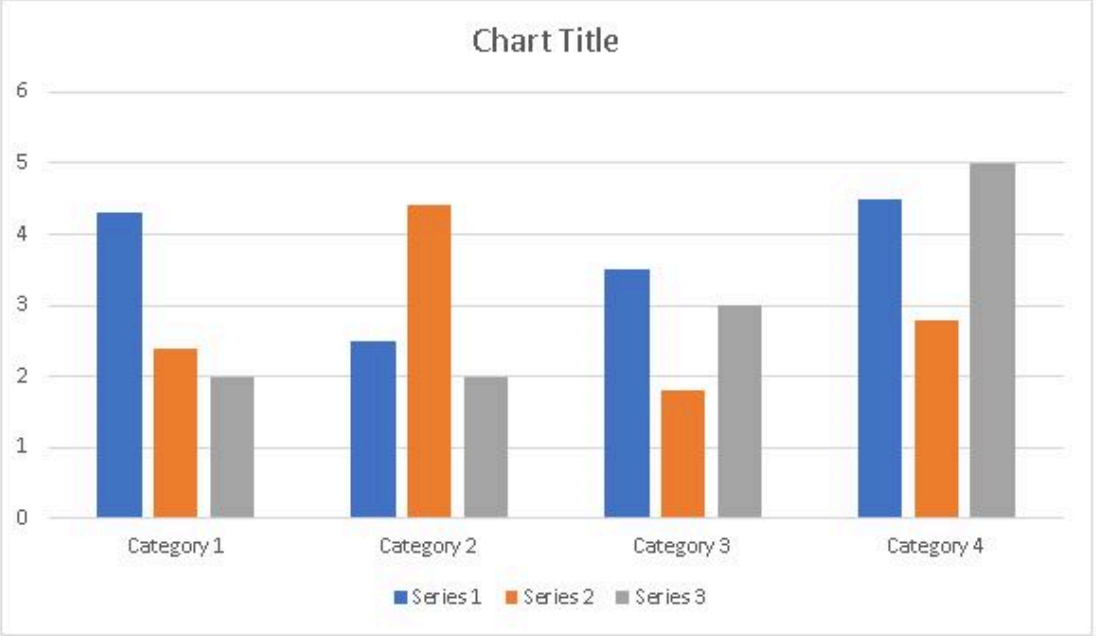
Provision of images or graphics:

1. Images or graphics are given a title and also a sequence number
2. The width of the image or graphic does not exceed the left and right margins of the paper
3. The length of the image or graphic does not cut into the next page
4. The image must have clear image resolution
5. The numbers and descriptions in the graph must be clearly visible, not overlap with the graph bar, the size of the numbers or letters is not too small or too large
6. The image or graph presented must be discussed/explained both below and above the image or graph

Here is an example:



Figure 1. Sample



Graph. 1 sample

CONCLUSION

Conclusion provides a summary of the description of the results and discussion, referring to the research objectives. Based on these two things, new ideas are developed which are the essence of the research findings.

REFERENCE

The bibliography is a list of papers that the author read in compiling his article and then used as a reference. In scientific articles, a bibliography must be present as a complement to references and reference sources. Writing a bibliography follows the rules in this guideline. The bibliography is written using an automatic citation application (**Mendeley**) in an **American Psychological Association (APA) Full Note Edition 6th/7th style**, and uses the body note citation model: Author Name, Year, Title, Place of Publisher, and Publisher.

Example of a book

Arifin. (2011). *Ilmu Pendidikan Islam Tinjauan Teoretis dan Praktis Berdasarkan Pendekatan Interdisipliner*. Bumi Aksara.

Torlakson. (2014). *ABlueprint for Science, Technology, Engineering, and Mathematics in California Public Education*. California Departement of Education.

Example of a journal

Ramdzan, Z., Hamzah, I., & Zulkifli, H. (2022). 21st-Century Learning in Islamic Education. *Journal of Pharmaceutical Negative Results, 13*(07), 4221–4231. https://doi.org/10.47750/PNR.2022.13.S07.529

Roberts, A. (2012). A Justification for STEM Education. *Technology and Engineering Teacher, 25*(03), 6331–6345. https://doi.org/https://doi.org/10.1126/science.1201783