

THE TITLE MAXIMUM 12 WORDS IN ENGLISH [Font Times New Roman 18 in Bold]

Author1¹, Author2², etc. [Font Times New Roman 14]

¹Institution/Program, Faculty, University, City/District, Country [Font Times New Roman 10 in italic]

²Institution/Program, Faculty, University, City/District, Country [Font Times New Roman 10 in italic]

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Abstract: Abstract is written in English with a maximum length of 200 words containing the main issues, research objectives, methods and research results. [Font Times New Roman 11, space 1]

Keywords: 3-5 words or a combination of words separated by a semicolon

Abstrak: Abstract is written in Indonesian with a maximum length of 200 words containing the main issues, research objectives, methods and research results. [Font Times New Roman 11, space 1]

Kata kunci: 3-5 words or a combination of words separated by a semicolon

INTRODUCTION [Font Times New Roman 12 in bold]

Introduction contains background, research context, literature review, state of the art, and research objectives. The entire introductory section is presented in an integrated form in paragraphs, with a length of 15-20% of the total length of the article.

Citation is recommended using the Reference Manager (Mendeley) with the Harvard Style. Below is an example of citation rules:

a) If there are two authors, the citation should be written by: the last names of

both authors followed by the year.
Exampel: (Namirah & Langitasari 2015)

b) If there are more than two authors, the citation should be written by: first author's name followed by et al.. Exampel: (Nursa'adah *et al.* 2015)

[Font Times New Roman 12 space 1,5]

METHOD [FONT TIMES NEW ROMAN 12 IN BOLD]

The method consists of research design, data sources, data collection techniques, and data analysis conducted by researchers, with a length of 10-15% of the

total length of the article. [Font Times New Roman 12 space 1,5]

RESULTS AND DISCUSSION [FONT TIMES NEW ROMAN 12 IN BOLD]

Results and Discussion contains detailed descriptions of all research results along with its analysis. The results can be completed with tables, graphs, drawings and / or charts. The discussion contains the meaning of results and comparison with the theory and / or the results of similar research. The length of results and discussion is about 40-60% of the total length of the article. [Font Times New Roman 12 space 1,5]

Example of Image Presentation (example of writing subtitles)

The figures are numbered in the order in which they are presented (Fig. 1, etc.). The figure title is written at the bottom of the figure using Times New Roman font 10 with a single space (if more than one line). The figures to be presented is placed in a table without lines (No Border). An example of presenting an image is given in Figure 1. The images presented in the manuscript are images that support the explanation of the research results.

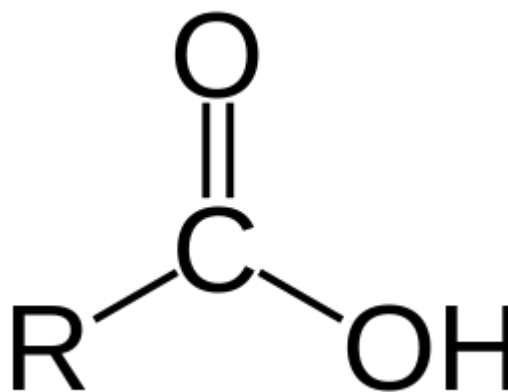


Figure 1. Example of Image Presentation

Example of Table Presentation

The tables are numbered in the order in which they are presented (Table 1, etc.). The table title is written at the above of the table using Times New Roman font 10, and without a period ending. Table Captions (if any) are placed at the bottom of the table. Tables are presented without including vertical and horizontal lines. Below is an example of the Table presentation in the article.

Table 1. Criteria of Student Understanding Level

P Value	Understanding Level
80 - 100%	Very High
66 - 79%	High
56 - 65%	Enough
31 - 55%	Low
0 - 30%	Very Low

CONCLUSION [FONT TIMES NEW ROMAN 12 IN BOLD]

The conclusion is the overview of the discussion which contains research findings in the form of answers to research

questions. The conclusion section should also put forward the implications of research results for the development of science and technology. The conclusions

are presented in paragraph form, with a length of 10-15% of the total article. [Font Times New Roman 12 space 1,5]

REFERENCES [Font Times New Roman 12 IN BOLD]

References only contains the sources referred in the manuscript. The sources of references used 80% in the form of primary sources such as scientific journals or research reports and published in the last 10 years. Citation and reference are written within the Harvard-APA Style and compiled with the reference manager (Mendeley). [Font Times New Roman 12 space 1,5, hanging 7]

Chang, H. Y. & Linn, M. C. (2013). Scaffolding Learning From Molecular Visualizations. *Journal of Research in Science Teaching*, 50(7), 858-886.

Garcia, P. (2004). *Pragmatic comprehension of high and low level language learners*, *TESL- EJ*, vol 8, no. 2, Retrieved August 21, 2016, from <http://berkeley.edu/TESL-EJ/ej30/a1.html>.

Herron, J. D. (2010). *The Chemistry Classroom: Formulas for Successful Teaching*. Washington DC: American Chemical Society.

Langitasari, I., Nursa'adah E., Namirah I. (2016, November). Inquiry Learning Implementation To Improve Generic Science Skills And Conceptual Understanding Of Pre-Service Chemistry Teachers. In *Proceeding 2nd International Conference on Education and Training*, State University of Malang, Indonesia.

Langitasari, I. (2014). *Pengaruh model dinamik dan statik pada pembelajaran inkuiri terbimbing terhadap pemahaman mikroskopik, simbolik dan mikroskopik materi larutan elektrolit dan reaksi redoks siswa kelas X SMA Laboratorium UM* (Thesis, Universitas Negeri Malang).

Stieff, M. (2011). Improving Representational Copetence using Molecular Simulations Embedded in Inquiry Activities. *Journal of Research in Science Teaching*, 48(10), 1137-1158.