



## **Guidelines for Writing Articles for the Journal of Early Childhood Education**

(Article Title, between 8-12 words, describing the research that has been conducted, Cambria Math14 pt, space 1)

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(Cambria Math10,5 pt, space 1, \* correspondent symbol)

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(Cambria Math 9 pt, space 1)

### **ABSTRACT**

*The Playground: Journal of Islamic Early Childhood template provides a style that can be applied directly to your writing. For the words "Abstract" in the title above, use the Style Abstract-Title, while for the abstract content use Microsoft Word template style: Abstract. To ensure similar shelling styles throughout the volume, everyone must be prepared strictly according to the instructions set out below. Abstract should be written briefly and factually and must reflect the overall substance of the article content and be able to help the reader to determine its relevance to interests and decide whether to read the document. Contains a statement about the background of the problem, the research objective or focus of the problem, the methods, or important stages of the research, as well as the main findings and conclusions. And it should be written separately from the article. Reference should not be written in it. Nonstandard abbreviation should be avoided, but if it is indispensable, the full name should be specified in its initial mention. The title and abstract are written in two languages (English), in one paragraph, one of space, and in a total of 150-200 words.*

### **Artikel HISTORY**

Submission xxxx

Received xxxx

Accepted xxxx

### **KEYWORDS**

Cambria Math space 1, between 3-5 keywords, alphabetical order)

## **1. Introduction**

The introduction contains the purpose and urgency of article/research that is formulated and presented by an adequate background. The introduction must cover the research urgency, supporting facts from previous studies, gap analysis, research status, has new research value (or benefits) which is an innovation, and ends the research objectives. The gap analysis means the gap found within the prior research, while the research status is the position towards another people studies whether it corrects, debates, or supports. The references must be taken from Scopus indexed journals published not later than 10 years from the article submission. This section is written about 10% of the body of the article, including the title and abstract.

Introduction includes background, theoretical basis, problems, problem solving plans and research objectives. The introduction is written using Garamond, size 11, space 1 and line spacing 1 cm. Text is typed in a print area with margins from top 1,27 cm, bottom 0,49 cm, left 1,83 cm, right 1,83 cm. A4 paper size,

## Article Type

Articles are original articles of research results or review results from previous articles. Articles can be written in Indonesian or English. The number of pages of articles between 10 - 12 pages includes a list of references. The systematic writing of the research article consists of title, author's name, institution and correspondence address, abstract, keywords, abstract, keywords, introduction, methods, results and discussion, conclusions and suggestions, gratitude and reference list. (Aditya Dharma, 2019; R. N. K. Rambe, 2018). The systematic conceptual article writing (containing the results of the review) consists of the title, author's name, institution and correspondence address, abstract, keywords, abstract, keywords, introduction, core part, summary and list of references.

## 2. Method

The research method describes the implementation of the study and is expected to make the reader evaluate the accuracy of the method, reliability, and validity of the research results and enable other researchers to replicate the research. Method used should be accompanied by references, relevant modification (describe what the researcher did) should be explained. This section also contains research approaches, subjects, implementation procedures, use of tools, materials and instruments, as well as data collection and analysis techniques, but not in the form of theory. Procedure and data analysis techniques should be emphasized to literature review article. The research stages should be clearly stated. Avoid the definition of the research method. Methods should be written brief, concise, clear, but sufficient so that they can be replicated. If deemed necessary, there is an attachment regarding the instrument lattice or pieces of material used. If any statistical formulas are used, the commonly used formulas do not need to be written. All specific provisions set by the researcher in order to collect and analyze data are described in this section of the method. This section is written as much as a maximum of 10% (for qualitative research) or a maximum of 15% (for quantitative research) of the body of the article.

## 3. Result And Discussion

To facilitate understanding and reading, the results of the research are described first and then followed by discussion. Result subtitles and discussion subtitles are presented separately. This section should be the most part, at least 60% of the entire body of the article.

### 3.1. Result

This section contains the results of data analysis, testing instruments and hypotheses (if any), answers to research questions, findings and interpretations of findings. The research findings were analyzed using relevant theories from related research articles. The results of the study are directed to answer the research objectives. In the discussion section, the authors explain the results of research with attention to interpretation, generalization and conclusions. The results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of research result, not repeat result part. The research results could be supplemented with tables, figures, or graphs (separate writing terms) to clarify the discussion. Avoid presenting similar data in a separate table. The analysis should answer the gap stated. The qualitative data, e.g. interview results, is discussed in paragraphs. The references contained in the introduction should not be re-written in the discussion. A comparison to the previous studies should be presented.

The title of the article is written using 16 size TNR letters, capitalized, bold, Align Right, consisting of a maximum of 15 words and describing the contents of the manuscript. The author's name is written using the size 12 letters TNR not accompanied by a title, the first name is abbreviated while the last name (surname) is not abbreviated. Names of authors from different agencies are marked using a superscript behind the name. Manuscripts are presented narratively (without numbering in front of subtitles) and presentation in the form of subtitles is avoided. The formula is written separately not in

the sentence and equipped with numbering on the right. The formula is written using Microsoft equation.

$$x + y = 2 \quad (1)$$

The picture is inserted in the text box and the figure caption is placed below the image. The caption of the image is numbered and the image must be referred to in the text. Captions begin with uppercase letters. Captions of images with more than one line are written using line spacing 1. The image is drawn with a line width of 1pt and should have good contrast quality.

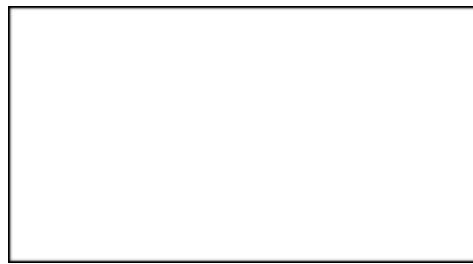


Figure 1. Plots of lineation (L) and FeO content showing negative correlation

The table is created with a line width of 1pt and the table caption is placed above the table. Information on tables consisting of more than 2 rows is written using 1 line spacing. The table lines are only horizontal lines while vertical lines are omitted. Example of how to write Table 1.

Table 1. Cycle 1 table of student learning outcomes in cycle 1

No	Name	Result	Rank
1	Budi	80	Completed
2	Rudi	70	Completed
3	Putu	70	Completed

### 3.2. Quantitative Result

Results can be presented in the form of numeric tables, graphs, verbal descriptions, or a combination of the three. Tables, charts, or pictures shouldn't be too long, large, or many. The author should use variations in the presentation of tables, graphs, or a verbal description. Numbers in the table must not be repeated in the verbal narrative either before or after.

### 3.3. Qualitative Results

The results of qualitative research approaches that come from interviews, observations, interpretations of text content, etc. are condensed, summarized, or made into a substantial summary. Results presented are findings that can be presented in the form of descriptive tables to facilitate understanding by readers. Interview snippets, descriptions of observations, text excerpts, etc. that contain the main findings or answers to the research questions are presented in the discussion as authentic examples.

#### **4. Discussion**

The discussion is intended to interpret and interpret the research results according to the theory used and not just explain the findings. The discussion must be enriched by referring to or comparing the results of previous studies that have been published in reputable scientific journals and not from predatory journals. In the discussion, it is also suggested to integrate research results into a collection of established theories or knowledge, formulation of new theories, modification of existing theories, and implications of research results.

#### **5. Conclusion**

Presenting conclusions of research results, suggestions submitted by researchers, and implications for further research. The research conclusion is presented briefly, narrative and conceptual which describes the research findings and its impacts. Please avoid using pointers. Conclusions are not just repeating data, but in the form of meaningful substance. It can be a statement of what to expect, as stated in the "Introduction" chapter which can eventually produce "Results and Discussion" chapter, so there is compatibility. In addition, it can also be added to the prospect of developing research results and prospects for future research applications (based on results and discussion).

#### **6. Acknowledgement**

This section contains gratitude to sponsors, fund donors, resource persons, or parties that played a very important role in conducting the research. If you mention the name of a person or institution as a thank you, the author must ask for his permission. Authors do not need to write a thank-you note to the editor.

#### **7. References**

The bibliography written only really is referenced in the article and arranged alphabetically. It is required to use the Mendeley applications. The article should cite the last name and year of the reference. If citing from some authors, it should be ordered based on the most recent reference. If citing from the article written by two authors, then all authors' name should be cited. Meanwhile, if citing from the article written by three or more authors, then it is cited by writing first author's name followed by et al. Everything that is referred to in the article must be written in the bibliography and vice versa everything that is written in the bibliography must be referred to in the article. Reference references should come from journals rather than books or proceedings. Authors are required to present a bibliography validly in accordance with the original source and write a DOI (digital object identifier) especially for libraries in the form of journals. The references are written in APA style 7. The listed references must be cited in the body of the article and vice versa. Unpublished references are not suggested to be cited in the article. This journal requires 80% of the references cited from national and international journals. Minimum of 25 references.

Example of how to write references:

- Sulianto, J., Purnamasari, V., & Febriarianto, B. (2021). Pengaruh Model Pembelajaran Think-Pair-Share terhadap Hasil Belajar Siswa Kelas V (Lima) Materi Organ Tubuh Manusia dan Hewan. *Internasional Journal of Elementary Education*, 3(2), 124–131. <https://doi.org/10.23887/ijee.v3i2.18515>.
- Syukur, A., Azis, R., & Sukarsih. (2022). Developing Reading Learning Model to Increase Reading Skill for Animal Husbandry Students in Higher Education. *Britain International of Linguistics, Arts and Education*, 2(1), 484–493. <https://doi.org/10.33258/biolae.v2i1.220>.
- Wahyuni, I., Slameto Slameto, & Setyaningtyas, E. W. (2023). Penerapan Model PBL Berbantuan Role Playing untuk Meningkatkan Motivasi dan Hasil Belajar IPS. *Jurnal Ilmiah Sekolah Dasar*, 2(4), 356–363. <https://doi.org/http://dx.doi.org/10.23887/jisd.v2i4.16152>.
- Suparman, M. A. (2023). *Desain instruksional modern*. Jakarta: Erlangga.

