MAIN ARTICLE TITLE: (Goudy Old Style 13 pt: UPPERCHASE)
The Sub-title of the Article (Goudy Old Style 13 pt: Capitalize Each Word)

First Writer[1], Second Writer[2] (Goudy Old Style 11 pt; Capitalize Each Word)
[1,2]Department, University, City, State (Goudy Old Style 10 pt; Capitalize Each Word)
email: [1]first writer's email, [2]second writer's email (Goudy Old Style 10 pt; lowercase)

ABSTRACT

An abstract should be written both in English and Bahasa Indonesia; it should be completely self-consistent (i.e., with no figure, table, equation, or reference citations), approximately 150-200 words long and written as a single paragraph. The abstract should include the aims of the research, methodology, findings, and implication. (Goudy Old Stye 11 pt; line spacing 1.0)

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Keywords: consist of 3-5 words or phrases; keyword; keyword; keyword

Introduction

This section should be the shortest part of the abstract and should very briefly outline the following information: What is already known about the subject, related to the paper in question? What is not known about the subject and hence what the study intended to examine (or what the paper seeks to present). In most cases, the background can be framed in just 2–3 sentences, with each sentence describing a different aspect of the information referred to above.[1] (example of foofnote) The purpose of the background, as the word itself indicates, is to provide the reader with a background to the study, and hence to smoothly lead into a description of the methods employed in the investigation.

The introduction is the statement of the problem that you investigated. It should give readers enough information to appreciate your specific objectives within a larger theoretical framework. After placing your work in a broader context, you should state the specific question(s) to be answered.[2] (example of foofnote) This section may also include background information about the problem such as a summary of any research that has been done on the problem in the past and how the present experiment will help to clarify or expand the knowledge in this general area. All background information gathered from other sources must, of course, be appropriately cited.

The methods should be in the introduction. It should contain enough information to enable the reader to understand what was done, and important questions to which the methods section should provide brief answers.[3] (example of foofnote)

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[1] Ane Permatasari, "Membangun Kualitas Bangsa dengan Budaya Literasi," *Prosiding Seminar Nasional Bulan Bahasa 2015* (Bengkulu: Unit Penerbitan FKIP Universitas Bengkulu, 2015), p. 147.

[2] Satgas Gerakan Literasi Sekolah Kemendikbud, *Desain Induk Gerakan Literasi Sekolah*, eds. Rangesti Wiedarti and Kisyani Laksono (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2018), pp. 57-9.

[3] Christiany Juditha, "Literasi Informasi Melawan Hoaks Bidang Kesehatan di Komunitas *Online*," *Jurnal Ilmu Komunikasi*, vol. 16, no. 1 (June, 2019): 79, https://doi.org/10.24002/jik.v16i1.1857.

Results

The results section is the most important part of the abstract and nothing should compromise its range and quality. The results section should therefore be the longest part of the abstract and should contain as much detail about the findings as the journal word count permits.

Here the researcher presents summarized data for inspection using narrative text and, where appropriate, tables and figures to display summarized data. Only the results are presented. No interpretation of the data or conclusions about what the data might mean are given in this section.[4] (example of foofnote)

Data assembled in tables or figures should supplement the text and present the data in an easily understandable form. Do not present raw data. If tables or figures are used, they must be accompanied by narrative text. Do not repeat extensively in the text the data you have presented in tables and figures. But, do not restrict yourself to passing comments either. (For example, only stating that "Results are shown in Table 1." is not appropriate.)

The text describes the data presented in the tables and figures and calls attention to the important data that the researcher will discuss in the Discussion section and will use to support Conclusions. (Rules to follow when constructing and presenting figures and tables are presented in a later section of this guide).[5] (example of foofnote)

The results section describes experiments that were completed before the paper was written. Therefore, the simple past tense is the natural choice when describing the results obtained.

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[4] Ibid.

[5] Muhammad Aziz Hakim, et. al., *Moderasi Islam: Deradikalisasi, Deideologisasi dan Kontribusi untuk NKRI* (Tulungagung: IAIN Tulungagung Press, 2017), p. ix-x.

Example: Overall, there was a significant reduction in the blood pressure of more than 60% of the patients.

However, you should use the present tense to refer to tables, figures, and graphs that you are using to present your results.

Example: Table 4 shows the blood pressure levels of patients before and after administration of the recommended dose of the drug.

Think of the results section of your research article as answering the question "What?"—What did you find? This section, typically written in a descriptive fashion, reports on your findings. Save the analysis for the discussion section that follows.[6]

(example of foofnote)

Best practices:

a) Clearly communicates key findings with no or minimal interpretive comment

b) Provide sufficient detail to justify any conclusions you draw later.

c) Report most significant or general results first, then work toward more specific data.

d) Group results in categories • Include only those data that are relevant to the discussion that follows; raw data can be placed in an appendix.

e) Note estimates of margins of error in your data.

f) Use visual devices to capture complex information or depict trends or comparisons.

Pitfalls:

▪ Results/data poorly organized

▪ Discounts data/results inconvenient to desired or expected outcome

Tip:

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[6] Rahayu Lestari Putri, *interview*, Sunday, 13 October 2019, at 14.05.

Do your results lay a sufficient foundation for the discussion that will follow?

Figures and Tables

Upon submission of an article, authors are supposed to include all figures and tables in the Word file of the manuscript. Figures and tables should be placed in suitable spaces. All figures should be cited in the paper in a consecutive order. Figures should be supplied in either vector art formats (Illustrator, EPS, WMF, FreeHand, CorelDraw, PowerPoint, Excel, etc.) or bitmap formats (Photoshop, TIFF, GIF, JPEG, etc.). Bitmap images should be of 300 dpi resolution at least unless the resolution is intentionally set to a lower level for scientific reasons. If a bitmap image has labels, the image and labels should be embedded in separate layers. A direct quotation, as follow:

> A direct quotation reproduces the words of another writer verbatim and is displayed in quotation marks (if the quotation is fewer than 40 words) or as a block quotation (if the quotation is 40 words or more). When you include a direct quotation in a paper, include the author, date, and page number on which the quotation can be found (or other location information) in the citation.[7] (example of footnote)

Tables should be cited consecutively in the text. Every table must have a descriptive title and if numerical measurements are given, the units should be included in the column heading. Vertical rules should not be used. These should clarify or supplement the manuscript text, not duplicate the text. They should be sized as this page as illustrated as follows.

Table 1.

Tables's title

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[7] Rahayu Lestari Putri, interview, Sunday, 13 October 2019, at 14.05.

No.	Detail 1	Detail 2	Etc.
1.			
2.			
3.			

Source: *Author, Title of the book, year of publication, page(s).; or if the data taken from the analisis then you should write as: Analysed from the primary source.*

Discussion

In the discussion section, the past tense is generally used to summarize the findings. But when you are interpreting the results or describing the significance of the findings, the present tense should be used. Often, a combination of both the past and the present tense is used in sentences within the discussion section.

Example: 63% of the children demonstrated an elevated level of at least one risk factor, indicating that children with obesity are at an increased risk of cardiovascular diseases.

Note that the first part of the sentence refers to the results; hence the past tense has been used for this part. On the other hand, the present tense has been used for the second part as this part explains what the result means.[8] (example of footnote)

You may also need to use the future tense in the discussion section if you are making recommendations for further research or providing future direction.

Example: *The methods reported here will open up avenues for further research in the field.*

The discussion section answers the question "So what?" Here, you make a case for the significance and value of your work by analyzing your results and showing how they can help you support your assertion or claim about the problem that you are addressing. This section also discussions the implications and relevance of your study and places

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[8] Douglas P. Superka, et. al., *Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography* (California: Social Science Education Consortium, 1976), p. 11.

your work in the context of an ongoing disciplinary conversation. Think of the introduction and discussion sections as the "bookends" that frame your study.[9] (example of footnote)

Best practices:

a) Thorough analysis and interpretation of results in light of questions that prompted your study. Be sure to clarify whether results confirm or refute initial hypothesis.

b) Discusses implications of work and its significance; suggests further research.

c) Accounts for difficulties and challenges in the research, and problems in the research design. Note limitations of your approach

d) Clarifies how your work fits into the ongoing discussions of your field.

Pitfalls:

- Claims made outstrip the actual data.

- Significance or relevance of work not clear

Tip:

The discussion section should provide the analytic culmination of the more descriptive discussions in the introduction, methods, and results sections.

Conclusion

This section gives the final conclusion of research done by author and its contribution to the concerned area of social science and Islamic Culture. Authors are advised not to replicate conclusion by abstract. Conclusion is between 300 to 1000 words.This section simply states what the researcher thinks the data mean, and, as such, should relate directly back to the problem/question stated in the introduction. This section should not offer any reasons for those particular conclusions--these should have been presented

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[9] Berliana Henu Cahyani, "Peran Reinforcement dalam Kemampuan Regulasi Diri pada Siswa SD Selama di Kelas," *Jurnal Spirits*, vol. 3, no. 1 (2012): 1-13, https://doi.org/10.30738/spirits.v3i1.1121.

in the discussion section. By looking at only the introduction and conclusions sections, a reader should have a good idea of what the researcher has investigated and discovered even though the specific details of how the work was done would not be known.

References

Authors are responsible for ensuring that the information in each reference is complete and accurate. All references should be cited within the text; otherwise, these references will be automatically removed. Writing bibliography should use reference management applications such as Mendeley or Zotero. Writing style of Islamuna: Jurnal Studi Islam use format the Chicago Manual of Style 17th Edition.

Andriyos, Benny. "Menag: Moderasi Beragama, Jantung Kemenag." *Kemenag*, July 10, 2019, http://www.pendis.kemenag.go.id/new/2019/07/10/menag-moderasi-beragama-jantung-kemenag/, accessed 10 July 2019.

Antoro, Billy. *Gerakan Literasi Sekolah dari Pucuk hingga Akar: Sebuah Refleksi*. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.

Cahyani, Berliana Henu. "Peran Reinforcement dalam Kemampuan Regulasi Diri pada Siswa SD Selama di Kelas." *Jurnal Spirits*, 3 (1): 1-13, https://doi.org/10.30738/spirits.v3i1.1121.

Futaqi, Sauqi. "Konstruksi Moderasi Islam (Wasathiyyah) dalam Kurikulum Pendidikan Islam." *Proceedings of 2nd Annual Conference for Muslim Scholars*. Surabaya: Kopertais Wilayah IV, 2018.

Satgas Gerakan Literasi Sekolah Kemendikbud. *Desain Induk Gerakan Literasi Sekolah*, eds. Rangesti Wiedarti and Kisyani Laksono. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2018.

Superka, Douglas P., et. al. *Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography*. California: Social Science Education Consortium, 1976.

Zaqiah, Qiqi Yuliati and A. Rusdiana. *Pendidikan Nilai: Kajian Teori dan Praktik di Sekolah*. Bandung: Pustaka Setia, 2014.

Interview:

Rahayu Lestari Putri, *interview*, Sunday, 13 October 2019, at 14.05.

The body of the article must elaborate the idea or the purpose of the article in between 6000-8000 words, including abstract, references and footnotes, written in the font: Goudy Old Style, size: 12, line spacing: multiple (1,5). The author(s) are required to use this template file (NOT creating a new file) to avoid mismatch in the whole page layout (paper size, margins, etc.)

Transliteration

Arab	Indonesia	Arab	Indonesia
أ	ʾ	ط	th
ب	b	ظ	dh
ت	t	ع	'
ث	ts	غ	gh
ج	j	ف	f
ح	<u>h</u>	ق	q
خ	kh	ك	k
د	d	ل	l
ذ	dz	م	m
ر	r	ن	n
ز	z	و	w
س	s	ه	h
ش	sy	ء	'
ص	sh	ي	y
ض	dl		