



Manuscript Title (Concise and informative. Titles are often used in information-retrieval systems. Avoid abbreviations and formulae where possible)

First Author^{1*}, Second Author², Third Author³, Fourth Author³

1 Affiliation (Department Name), Name of Organization, City, Country.

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Received:

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Abstract: A well-structured and fact-based abstract, not exceeding 200 words, is required to summarize the key aspects of the research. It should clearly articulate the study's objective, highlight the primary findings, and present the main conclusions concisely. Since the abstract is often accessed independently from the full article, it must provide a complete and coherent summary without relying on external references. Therefore, citations should be avoided. However, if a reference is absolutely necessary, it must be fully detailed rather than directing the reader to the reference list. Additionally, the use of uncommon or non-standard abbreviations should be minimized to ensure clarity. If such abbreviations are essential, they must be explicitly defined upon their first occurrence within the abstract. The abstract should be written in a precise and objective manner, avoiding unnecessary complexity while ensuring that readers unfamiliar with the full paper can still grasp the study's significance.

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.

The article length should be between 4,000 and 6,000 words, excluding references

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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How to Cite:

Example: Jones, T. M., Kim, B.-K. E., Fleming, C. B., Deng, J., Duane, A., Gavin, A. R., & Shapiro, V. B. (2025). To Whom Do These Results Apply? Assessing Evidence for the Generalizability of Social and Emotional Learning Programs Among Specific Racial and Ethnic Groups. *Review of Educational Research*, 0(0). <https://doi.org/10.3102/00346543241310184>

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

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Place acknowledgments, including information on grants received, before the references, in a separate section, and not as a footnote on the title page

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Author Contributions

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For research articles with several authors, a short paragraph specifying their individual contributions must be provided. The following statements should be used “Conceptualization, X.X. and Y.Y.; methodology, X.X.; software, X.X.; validation, X.X., Y.Y. and Z.Z.; formal analysis, X.X.; investigation, X.X.; resources, X.X.; data curation, X.X.; writing—original draft preparation, X.X.; writing—review and editing, X.X.; visualization, X.X.; supervision, X.X.; project administration, X.X.; funding acquisition, Y.Y. All authors have read and agreed to the published version of the manuscript.” Please turn to the [CRediT taxonomy](#) for the term explanation. Authorship must be limited to those who have contributed substantially to the work reported.

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Funding

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Please add: “This research received no external funding” or “This research was funded by NAME OF FUNDER, grant number XXX” and “The APC was funded by XXX”. Check carefully that the details given are accurate and use the standard spelling of funding agency names at <https://search.crossref.org/funding>. Any errors may affect your future funding.

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Conflicts of Interest

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Declare conflicts of interest or state “The authors declare no conflict of interest.” Authors must identify and declare any personal circumstances or interest that may be perceived as inappropriately influencing the representation or interpretation of reported research results. Any role of the funders in the design of the study; in the collection, analyses or interpretation of data; in the writing of the manuscript; or in the decision to publish the results must be declared in this section. If there is no role, please state “The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results”

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References

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Guideline for bibliography in JEIT is as follows:

1. References must be the same as citations
2. Minimum 30 references for each article, 80% of them are primary references such as journal articles, conference proceedings, and thesis/dissertation.
3. The references must be last 10 years
4. The authors are highly encouraged to use reference manager such as Mendeley, Zotero, EndNote, and others
5. The references applies APA 7th Edition (American Psychological Association). Further read about APA is available here

<https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

Examples of references and citation

More than 3 authors

First citation □ (Bishop, FitzSimons, Seah, & Clarkson, 2018) or Bishop, FitzSimons, Seah, & Clarkson (2018)

After first citation □ (Bishop et al., 2018) or Bishop et al. (2018)

Bishop, A., FitzSimons, G., Seah, W.T., & Clarkson, P. (2018). *Values in mathematics education: Making values teaching explicit in the mathematics classroom*. Paper presented at the AARE Annual Conference, Melbourne.

Conference Proceedings

Citation □ (Clark, 2018) or Clark (2018)

Clark, K.M. (2018). Voices from the field: incorporating history of mathematics in teaching. *Proceedings of the Seventh Congress of the European Society for Research in Mathematics Education (7th CERME)*, Rzeszow – Poland, 1640-1649.

Translated Books

First citation □ (Marks, Hiatt, & Neufeld, 2017) or Marks, Hiatt dan Neufeld (2017)

After first citation □ (Marks et al., 2017) atau Marks et al. (2017)

Marks, J.L., Hiatt, A.A. & Neufeld, E.M. (2017). *Metode Mengajar Matematika untuk Sekolah Dasar* (Terjemahan oleh Bambang Sumantri). Jakarta, Indonesia: Penerbit Erlangga.

Books with Editor/s

Fauvel, J., & Maanen, J.Y. (Eds.). (2018). *History in Mathematics Education: The ICMI Study*. Dordrecht, Netherland: Kluwer Academic Publishers.

Books with Three Authors

Riedesel, C.A., Schwartz, J.E. & Clements, D.H. (2015). *Teaching Elementary School Mathematics*. Boston, USA: Allyn & Bacon.

Book Chapters

Tzanakis, C., & Arcavi, A. (2015). Integrating history of mathematics in the classroom: An analytic survey. In J. Fauvel, & J. van Maanen (Eds.), *History in Mathematics Education* (pp. 201–240). The ICMI Study. Dordrecht: Kluwer Academic Publishers.

Web Articles

Fauvel, J. (2017). *The role of history of mathematics within a university mathematics curriculum for the 21st century*. Retrieved from <http://www.bham.ac.uk/ctimath/talum/newsletter>

Hughes, B. (2011, August). *Completing the Square- Quadratic using addition*. Retrieved from <http://www.maa.org/press/periodicals/convergence/completing-the-square-quadratics-using-addition>

O'Connor, J.J. & Robertson, E.F. (2018), July. Abu Ja'far Muhammad ibn Musa Al-Khwarizmi. Retrieved from <http://www-history.mcs.st-and.ac.uk/history/Biographies/Al-Khwarizmi.html>

Journal with Online Access

Goodwin, D.M. (2018). The importance of mathematics teachers knowing their mathematics history. *The Journal for Liberal Art and Science*, 14(2), 86-90. Retrieved from <http://www.oak.edu/academics/school-arts-sciences-jlas-archive.php#Fa2019>

Panasuk, R.M & Horton, L.B. (2018). Integrating history of mathematics into curriculum: what are the chances and constraints? *International Electronic Journal of Mathematics Education*, 7(1), 3-20. Retrieved from <http://www.iejme.com/makale/284>

Journal with DOI

Jones, T. M., Kim, B.-K. E., Fleming, C. B., Deng, J., Duane, A., Gavin, A. R., & Shapiro, V. B. (2025). To Whom Do These Results Apply? Assessing Evidence for the Generalizability of Social and Emotional Learning Programs Among Specific Racial and Ethnic Groups. *Review of Educational Research*, 0(0). <https://doi.org/10.3102/00346543241310184>

Thesis/Dissertation

Jankvist, U.T. (2009). *Using History as a Goal in Mathematics Education* (Master thesis). Roskilde University, Denmark. Retrieved from <http://milne.ruc.dk/imfufatekster/pdf/464.pdf>

Conference/Seminary Papers

Lawrence, S. (2008). *History of mathematics making its way through the teacher networks: professional learning environment and the history of mathematics in mathematics curriculum*. Paper presented at 10th ICME, Mexico.

NOTE

Tabel:

The tables must be written in *space 1 and 9pt*. The table format used in this journal article is as below:

Table 1. Format of Table (10 pts Book Antqua; space 1)

Fraksi	Fase Gerak	Rf Spot-1
1	n-heksan : etil asetat (7 : 3)	0.62
2	n-heksan : etil asetat (6 : 4)	0.51
3	n-heksan : etil asetat (6 : 4)	0.40
4	n-heksan : etil asetat (6 : 4)	0.40

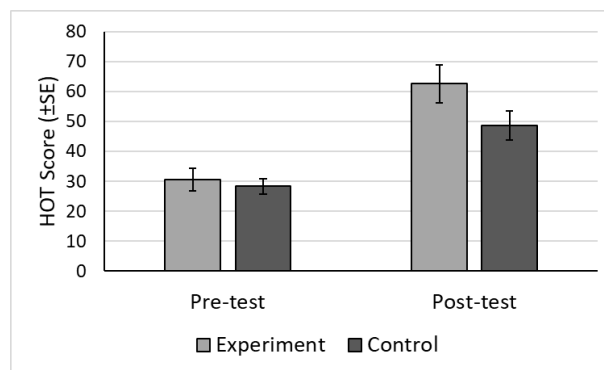
Equations

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

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right) \quad (1)$$

Graphs

The graphs must be like the following format

**Figure 1.** Attached figure in article (10 pts Book Antqua; space 1)**Figure**

The figures must be arranged as example below:

**Figure 2.** Attached figure in article (10 pts Book Antqua; space 1)