

Maximum Title 14 Words, Palatino Linotype 14 pt, Bold, Capitalize Each Word

Author 1^{*1}, Author 2² (Palatino Linotype, 10pt, bold)

¹Mathematics Education, Universitas Katolik Santo Agustinus, Indonesia (Palatino Linotype, 10pt)

²Mathematics Education, Universiti Kebangsaan Malaysia, Malaysia (Palatino Linotype, 10pt)

Email address author (Palatino Linotype, 10pt)

*Corresponding author

Received: Mei, 2024 | Revised: Juni 2024 | Accepted: Juli 2024 | Published: Agustus 2024

Abstract:

The abstract must be written in english. The abstract should be written in one paragraph and should be not more than 300 words. TNR, font size 11, single spacing. Follow the following pattern: General statement about the importance of the topic, gap in literature or discrepancies between theories and practices, purpose of study, method, main findings, and conclusion. The abstract must be written in english. The abstract should be written in one paragraph and should be not more than 300 words. TNR, font size 11, single spacing. Follow the following pattern: General statement about the importance of the topic, gap in literature or discrepancies between theories and practices, purpose of study, method, main findings, and conclusion.

Keywords: keyword should be in the word form or phrase contained in 4-6 words/phrases.

Introduction

The introduction section contains the background, research context, and the results of the library study. Provide an introduction to the substance of the manuscript according to the topics and reasons of both theoretical and practical, behind the writing of the script. Contains explicitly with a brief and clear direction, intent, purpose, novelty, and usefulness of the manuscript. A brief description of what other researchers have done/discovered before. Then the description of the problem is to be examined. Antacids on other research related to results, and it is better to postpone in Discussion.

Research Methods

The method section contains exposure in the form of paragraphs about the approach or type of research, data source, data collection techniques, and data analysis that is manifestly performed by researchers, with a length of 5-10% of the total length of the article. Any measurement results reported in the Results section should be known the method used to obtain those results. The use of standard procedures can be referred to only. The description of the method is written in this



Content from this work may be used under the terms of the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.

Methods section. Describe the statistical analysis procedure used. The use of supporting instruments (table, diagram) is equipped with reference sources or information.

Results and Discussions

The research of results section contains exposure to the results of the analysis related to research questions. Any research results should be discussed. The discussion contains the meaning of the results and a comparison with the theory and/or the results of similar research. Length of exposure to results and discussion of 75-85% of the total length of the article. If results are separate from the discussion, the Results section only presents the results of research without having to discuss, new discussions are conducted in Discussion. Start systematically writing results. Do not present images from table data (use only one).

The information presented must be arranged in sequence and accordance with the hierarchy of the theory. If you want to emphasize the results obtained, it should be presented in the form of other numbers for example in the form of percentages or differences. If you want to show the number in question, just refer to the table that contains the number. Discussions need to be written in clear language, and do not use sentences which are too long.

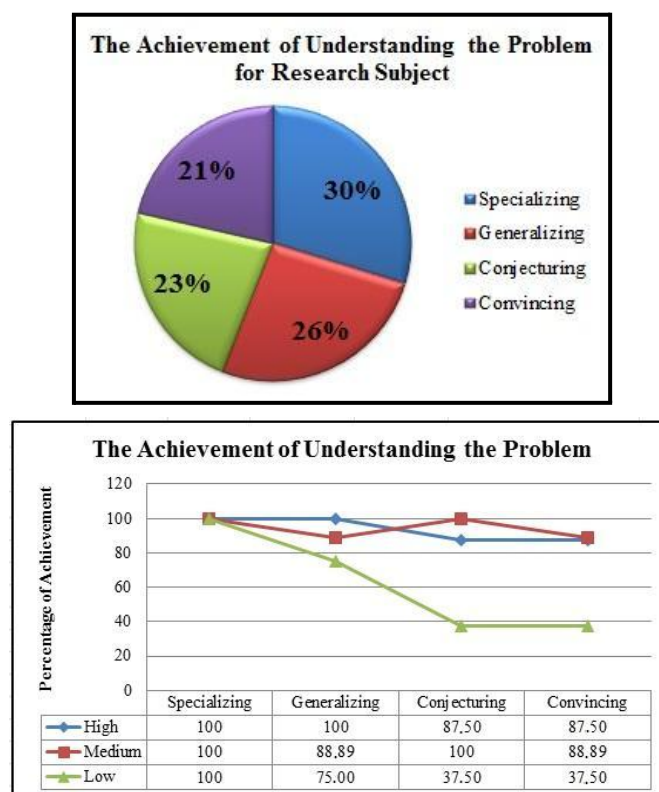
Similar research groups can be referred to in groups. Discussion presentations should also have a systematic flow, do not discuss an aspect over and over again. Use a systematic frame of mind so that the discussion will end to a point that will support the conclusion. The implications of research (theoretical and application) need to be emphasized in the discussion.

In tables, 12 font sizes can be used (or adjusted), and vertical lines should not be drawn. The number of tables and headings must be written above the table.

Table 3. The results of prospective teachers GPA scores

Categories	N	Minimum	Maximum	Mean		SD	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
High	8	91	95	93.25	0.6196	1.7536	3.071
Medium	9	88	91	89.89	0.3514	1.0540	1.111
Low	8	75	88	83.63	1.8987	5.3702	28.839

The number of images and titles in pictures must be written below the image.



Picture 1. Problem Understanding Stage Completion Percentage

Conclusions and Suggestions

The conclusion/closing section contains research findings in the form of answers to research questions or the form of the essence of the discussion results. Inferences are presented in paragraph form. The conclusion is not the "copy" of the discussion. In taking conclusions, do not speculate. Conclusions should be based on the facts of the research results.

Acknowledgements

An acknowledgement is placed before the library list. It is necessary to mention the granting institution (along with the contract number) as documentation. Recognition of contributions of individuals or institutions that are meaningful in the implementation of research and writing.

References

The biography and referenced sources must be consistent. This means that the reference contains only referenced sources that from cited or were cited. The references used are primary sources in the form of research articles in journals or research reports (including thesis, thesis, and dissertation). As for citations and reference management, using the **Mendeley** or **Zotero** application is mandatory.

Composition of citations or references, as much as 80% comes from journals; the remaining 20% can be from books, magazines, or something similar. There are at least 27 references. Items in the reference list must be organized according to the **APA 7.0 style** (Publication Manual of the American Psychological Association). Please see our citation guide on our website.

If you have the DOI for the journal article, you should include it as a link in the reference. If the article is without a DOI, provide the nondatabase URL of the article. (To find the DOI easily, see: <http://doi.crossref.org/simpleTextQuery>).

Verify each citation in the text with the reference list for correct citation information

If a source is in another language, write the original title, then add its English translation as in the below example:

Afgani, M. W., Suryadi, D., & Dahlan, J. A. (2019). The enhancement of pre-service mathematics teachers' mathematical understanding ability through ACE teaching cyclic. *Journal of Technology and Science Education*, 9(2), 153–167. <https://doi.org/10.3926/jotse.441>

Ariefia, H. E., As'ari, A. R., & Susanto, H. (2016). Proses berpikir siswa dalam menyelesaikan permasalahan pada materi trigonometri [Students' thinking processes in solving problems in trigonometry materials]. *Journal of Mathematics Learnin/Jurnal Pembelajaran Matematika*, 1(1), 28-32. <http://journal.um.ac.id/index.php/pembelajaran-matematika/article/view/5565>

As'ari, A. R., Tohir, M., Valentino, E., Imron, Z., & Taufiq, I. (2017). *Buku guru matematika (revisi)* [Mathematics teacher handbook (revised)]. Center for Curriculum and Bookkeeping. <https://buku.kemdikbud.go.id/katalog/buku-teks-k13>

Barham, A. I. (2020). Investigating the development of pre-service teachers' problem-solving strategies via problem-solving mathematics classes. *European Journal of Educational Research*, 9(1), 129–141. <https://doi.org/10.12973/eu-jer.9.1.129>

Chasanah, C., Riyadi, R., & Usodo, B. (2020). The effectiveness of learning models on written mathematical communication skills viewed from students' cognitive styles. *European Journal of Educational Research*, 9(3), 979–994. <https://doi.org/10.12973/eu-jer.9.3.979>

Ellis, A. B. (2011). Generalizing-promoting actions: How classroom collaborations can support students' mathematical generalizations. *Journal for Research in Mathematics Education*, 42(4), 308–345. <https://doi.org/10.5951/jresmetheduc.42.4.0308>

Farib, P. M., Ikhsan, M., & Subianto, M. (2019). Proses berpikir kritis matematis siswa sekolah menengah pertama melalui discovery learning [The mathematical

- critical thinking process of junior high school students through discovery learning]. *Journal of Mathematics Education Research/Jurnal Riset Pendidikan Matematika*, 6(1), 99–117. <https://doi.org/10.21831/jrpm.v6i1.21396>
- Hulaikah, M., Degeng, I, Sulton, S., & Murwani, F. D. (2020). The effect of experiential learning and adversity quotient on problem solving ability. *International Journal of Instruction*, 13(1), 869–884. <https://doi.org/10.29333/iji.2020.13156a>
- Iswari, I. F., Susanti, E., Hapizah, H., Meryansumayeka, M., & Turidho, A. (2019). Design of problem-solving questions to measure mathematical thinking type abstraction. *Journal of Physics: Conference Series*, 1318(1), 1–6. <https://doi.org/10.1088/1742-6596/1318/1/012104>
- Kent, L. (2017). Examining mathematics classroom interactions: elevating student roles in teaching and learning. *International Journal of Educational Methodology*, 3(2), 93–102. <https://doi.org/10.12973/ijem.3.2.93>
- Lane, C. P., & Harkness, S. S. (2012). Game show mathematics: Specializing, conjecturing, generalizing, and convincing. *The Journal of Mathematical Behavior*, 31(2), 163–173. <https://doi.org/10.1016/j.jmathb.2011.12.008>