

MANUSCRIPT TITLE: MANUSCRIPT SUBTITLES

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Abstract

The abstract should be written briefly, concisely, and clearly which comprises the research objectives/problems, research questions, research method, research results, and conclusions. The number of words used in writing the abstract is no more than 250 words. Abstracts are written in English. Try to use relevant keywords with generally recognized terms. Keywords consist of a minimum of 3 keywords and a maximum of 6 keywords with each keyword separated by a semicolon (;). Take a look at the example below!

Keywords: Education, Problem Solving, Measurement, Learning

INTRODUCTION

This template describes the format of the Tatsqif Journal manuscript. Authors can use this template in writing the manuscript. The Tatsqif Journal manuscript consists of 7 parts, namely: Introduction, Literature Review, Method, Results and Discussion, Conclusion, Acknowledgment (Optional), and Bibliography. In the introduction, the author elaborates the research background and research problems including the formulation of research questions. The background and research problems are described clearly, concisely, and accurately and supported by relevant sources (references) both theoretically and empirically. In this section, researchers are expected to emphasize the novelty of their research when compared to other similar studies.

The following is a checklist of guidelines for writers in writing the introduction:

- Does the introduction contain the background of the research problem that is described clearly, concisely, and accurately and supported by

relevant sources (references) both theoretically and empirically?

- Does the introduction emphasize the formulation of the research problem (research question) clearly, logically, and realistically to be researched?
- Does the author emphasize the novelty of his/her research when compared to other similar studies?

Literature review section must also include a theoretical basis, the author conveys a brief but concise and accurate description of the theory that serves as the theoretical basis for the study in the research, namely an operational definition that limits the conceptual terms used in this study, to ensure that the author and reader have a similar conception of the operational terms used in the study.

In addition, in this section, the researcher explains logically, concisely and clearly about the framework that underlies the assumptions/presumptions / hypotheses of the research he conducts.

The following is a checklist of the contents in the theoretical basis section:

- Has the author explained the operational definitions (definition of terms and limitations of terms) that need to be understood together by the author and readers in this study?
- Has the author explained the framework that underlies the assumptions/predictions/hypotheses in the research?

METHOD

In the method section, the author describes the research methods used, such as research strategies, types and sources of data, as well as collection techniques and most importantly, data analysis techniques.

In addition to being relevant to the research problem, the research method is described briefly and clearly so that it is possible to be replicated

by others.

The following is a checklist of contents in the method section:

- Has the author explained the research strategy used?
- Have the authors explained the types and sources of data?
- Has the author explained the data collection techniques?
- Has the author explained the data analysis techniques?

FINDINGS AND DISCUSSION

In the results and discussion section, the author is asked to: (1) present the data used to answer the research questions, (2) present the results of the analysis of the data to answer the research questions and (3) discuss the theoretical implications of the results of this study, namely the explanation of the contribution of the results of this study to the theory or other related previous research results.

It should be emphasized that the things conveyed in this section are more emphasized on the scientific (theoretical) conclusions of the research conducted. Avoid very detailed and lengthy descriptions that obscure the scientific conclusions contained therein.

In addition, researchers are required to be able to show logical and basic arguments (based on data or data analysis results) for the conclusions built to convince readers.

The following checklist can be used as a guideline for writers in writing the results and discussion section:

- Has the author presented the data used to answer the research question?
- Does the author show the results of the analysis of the data to answer the research question?
- Has the writer elaborated on the answers to the research questions based on the results of the data analysis?
- Has the author discussed the theoretical implications of the results of

this research, namely the explanation of the contribution of the results of this research to the theory or other related previous research results?

- Are the conclusions based on fundamental arguments?

CONCLUSION

In general, in the closing section the author outlines the answers to the research problems (research questions) studied and the theoretical implications of the research results/findings.

Emphasis should be placed on the novelty of the findings, such as the contribution of the results of this study to related theories.

The following is a checklist of content in the methods section:

- Has the author explained the answers to the research questions based on the research results and discussion in the previous section?
- Has the author explained the contribution of the research results to related theories (novelty)?

ACKNOWLEDGMENT

This section is optional, which can be filled in or left blank. In this section, the author can mention people or institutions that contributed to the implementation of the research, such as research funders, advisors, research assistants, personal who helped in the data collection process, and so on.

REFERENCES

In this section the author presents a list of references used as the basis for his research. References only contain references used in the manuscript and have a renewal value (last 10 years). Authors are also required to take **references from the Tatsqif journal**.

The writing of the bibliography follows the APA Style standard (the

format for writing the bibliography is attached). Preferred references are primary sources in the form of research reports (theses, theses, dissertations) or research articles in scientific journals and/or magazines. Bibliography Writing Guidelines are attached.

Attachment:

WRITING FORMAT DESCRIPTION

1. Page and Text Format

The type, size and style of fonts and pages in each section of the Tatsqif Journal manuscript follow the type, size and style of fonts and pages on this template. The font type used is Cambria with a size of 12 pt and 1.5 spacing. The page size is A4 with 4433 margins (Left-Top-Right-Bottom).

The Tatsqif Journal manuscript is written on A4 pages with 4433 margins (Top-Left-Bottom-Right) and Cambria style font with a size of 14 pt for the title of the manuscript, 11 pt for the abstract, 12 pt for the body paragraph and 11 pt for the title (caption) of the table/image/graphic.

2. Citation Technique

Citations are consistent with the body note citation technique.

Example:

Number Sense is viewed as one's ability to understand numbers and the relationships between numbers, to understand operations and the relationships between operations and the impact of operations on numbers, and to skillfully apply this understanding in solving number-related problems (NCTM, 2000; Fosnot & Dolk, 2001).

Referring to NCTM (2000) and Fosnot & Dolk (2001), Number Sense is seen as the ability of an individual to interpret numbers and the relationships between numbers, to interpret operations and the relationships between operations and the impact of operations on numbers, and to skillfully apply this understanding in solving number-related problems.

3. Numbering and Listing Techniques

Listing and numbering in the Tatsqif Journal is divided into 4 sections, namely: Section Title, Section Sub Title, Points, and Sub Points.

The font size and format of the four listings are as follows:

SECTION TITLE (14-Bold)

1. Subheading (12-Bold)

- a. Points
- Sub Points
- Sub Points

There are only three levels of listing allowed under the section heading as shown in the format above, namely listing with numbers (1, 2, 3, etc.), letters (a, b, c, etc.) and bullet strips (-). If the author needs more listings than that, it can be done by listing in paragraphs, such as (1) xxxx, (2) xxxx, (3) xxxx and so on.

4. Table Presentation Technique

Tables are placed in a center-aligned position, while the text in the table is written with 12 pt cambria font and 1 space. Each table is equipped with a table title (caption) written at the top of the table which consists of the table number and table title. If the table is taken from a particular source, the source of the table is written at the bottom of the table. The following is an example of a table presentation:

Table 1. Table Title

Heading	Heading	Heading
Isi heading	Isi heading	Isi heading
Isi heading	Isi heading	Isi heading
Isi heading	Isi heading	Isi heading
Isi heading	Isi heading	Isi heading
Isi heading	Isi heading	Isi heading

Source: xxxxxx

Try to place the table on the page or paragraph where the table is being discussed. Only necessary tables should be included in the manuscript.

5. Figure and Graph Presentation Techniques

Images/graphics are placed on the page or paragraph that discusses the image/graphic. Avoid including images/graphics that are not discussed or have no relationship to the topic of discussion. Each figure/graphic has a number and title (caption) written at the bottom of the figure/graphic. The following is an example of image/graphic presentation.

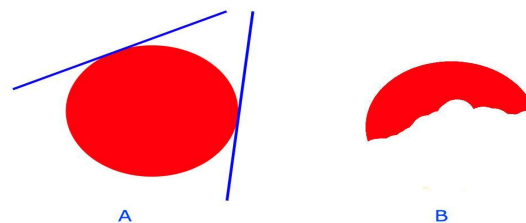


Figure 1. Figure title

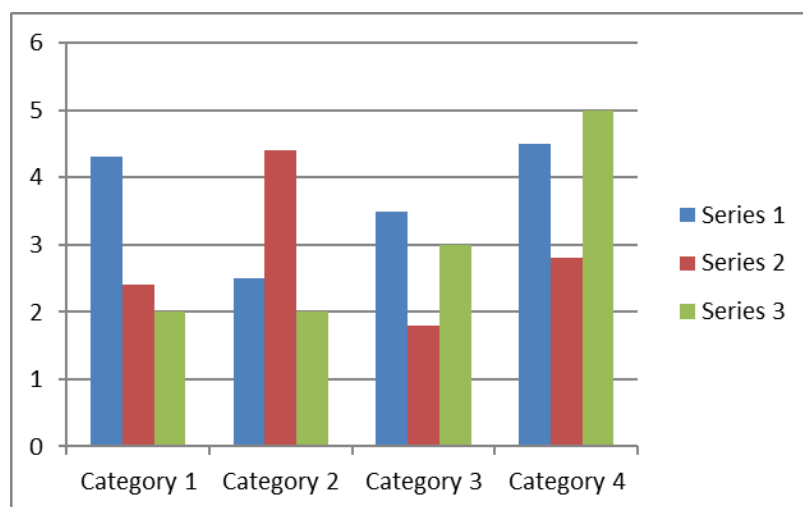


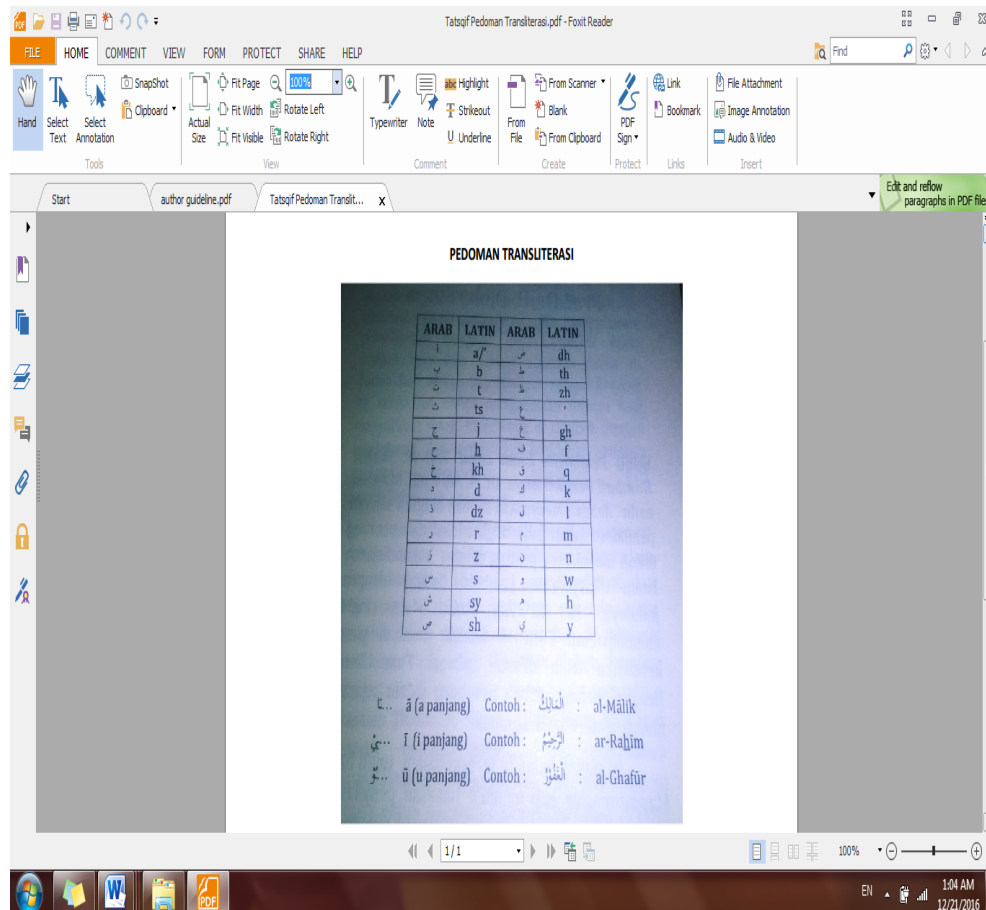
Chart 1. Title Chart

6. Terminology Writing Technique

Foreign terms used in the manuscript are written in italic style, for example the words *research*, *distribution*, *management* and *system*, and so on.

7. Translation Guidelines

For the translation of Arabic letters to Latin letters, the author can follow the following translation guidelines:



8. Bibliography Guidelines

The guidelines for writing the Bibliography of various sources are explained as follows:

BOOK:

Freudenthal, H. (1991). *Revisiting Mathematics Education*. Dordrecht: Kluwer Academic Publishers.

Ary, D., Jacobs, L.C., & Razavieh, A. (1976). *Pengantar Penelitian Pendidikan*. Terjemahan oleh Arief Furchan. (1982). Surabaya: Usaha Nasional

Thesis, Dissertation, Research Report:

- Prahmana, R.C.I. (2012). Pendesainan Pembelajaran Operasi Bilangan Menggunakan Permainan Tradisional Tepuk Bergambar Untuk Siswa Kelas III Sekolah Dasar (SD). Unpublished Thesis. Palembang: Sriwijaya University.
- Zulkardi. (2002). Developing A Learning Environment on Realistic Mathematics Education for Indonesian Student Teachers. Published Dissertation. Enschede: University of Twente.
- Prahmana, R.C.I., Hendrik, Sopaheluwakan, A, van Groesen, B. (2008). Numerical Implementation of Linear ABEquation Model using Finite Element Method, Technical Report. Bandung: LabMathIndonesia Symposium, Proceeding, Conference:
- Cobb, P . (1994). Theories of Mathematical Learning and Constructivism: A Personal View . Paper presented at the Symposium on trends and perspectives in mathematics education, Institute for mathematics, University of Klagenfurt, Austria.
- Prahmana, R.C.I. (2013). Designing Division Operation Learning in The Mathematics of Gasing. Proceeding in The First South East Asia Design/Development Research (SEADR) Conference 2013, 391398. Palembang: Sriwijaya University

Journal Article :

- Stacey, K. (2010). The View of Mathematical Literacy in Indonesia. Journal on Mathematics Education (IndoMSJME), 2 (2), 124. Palembang: IndoMS.

A book containing a number of writings:

- Saukah, A. & Waseso, M.G. (Eds.). (2002). Menulis Artikel untuk Jurnal Ilmiah (Edisi ke4, cetakan ke1). Malang: UM Press.

Russel, T. (1998). An Alternative Conception: Representing Representation. In P .J. Black & A. Lucas (Eds.), *Children's Informal Ideas in Science*, 6284. London: Routledge.

A daily article with the author's name:

Pitunov, B. (13 December 2002). Sekolah Unggulan atukah Sekolah Pengunggulan? Majapahit Pos, page 4 & 11. Article in Newspaper

Daily articles without the author's name

Jawa Pos. (22 April 1995). Wanita Kelas Bawah Lebih Mandiri, page 3.

Official Documents:

Pusat Pembinaan dan Pengembangan Bahasa. (1978). *Pedoman Penulisan Laporan Penelitian*. Jakarta: Depdikbud

Undangundang Republik Indonesia Nomor 2 tentang Sistem Pendidikan Nasional. (1990). Jakarta: PT. Armas Duta Jaya

Internet:

Hitchcock, S., Carr, L., & Hall, W. (1996). A Survey of STM Online Journals, 1990-1995: The Calm before the Storm, (Online), (<http://journal.ecs.soton.ac.uk/survey/survey.html>), diakses 12 Juni 1996

Kumaidi. (1998). Pengukuran Bekal Awal Belajar dan Pengembangan Tesnya. *Jurnal Ilmu Pendidikan*. (Online), Jilid 5, No. 4, (<http://www.malang.ac.id>), diakses 20 Januari 2000

Wilson, D. (20 November 1995). Summary of Citing Internet Sites. NETTRAIN Discussion List, (Online), (NETTRAIN@ubvm.cc.buffalo.edu), diakses 22 November 1995