Title (should be the fewest possible words that accurately describe the content of the paper) (Max 12 Words, Cambria 16)

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Article Information	Abstract
	The abstract should clearly convey the general significance and conceptual contribution of the work, making it accessible to a broad readership. Avoid using abbreviations and do not include references in the abstract. The length should not exceed 250 words and must cover the background of the study, the aims and scope of the paper, the methods, a summary of the results or findings, and the conclusions (Cambria, font size 9).

Introduction

The Introduction should provide a clear background, a precise statement of the problem, relevant literature on the subject, the proposed approach or solution, and the innovative value of the research. Its purpose is to capture the reader's interest and provide the essential context needed to understand the rest of the paper.

Author(s) must summarize the problem to be addressed, give background on the subject, discuss previous research, and explain exactly what the paper will address, why it is important, and how it will be done. While there is a vast body of literature, as a researcher you should highlight only the most relevant works and explain why they matter. This demonstrates to editors, reviewers, and readers that you understand your research area and can focus directly on the key issues.

Keep your Introduction concise, well-structured, and inclusive of the information necessary to follow the development of your findings. Do not overburden readers by making it excessively long. Present the essential points of your paper clearly and directly. A good Introduction usually begins with a concise background of the problem studied, followed by a clear statement of the research objectives. It should also establish the significance of the work by explaining why the study is necessary. Pertinent literature needs to be introduced, but only to the extent that it supports the current research and

highlights its novelty. A gap analysis or novelty statement should then be provided, along with the research hypothesis, the variables investigated, and a concise summary of the methods. Any abbreviations or specialized terms should also be defined.

An example of a novelty or gap-analysis statement, usually placed at the end of the Introduction after reviewing the state of the art, is: "…… (short background) …… A few researchers have focused on …… However, only limited studies have addressed ……. Therefore, this research aims to ……. The objectives of this study are ……"

Be concise and keep in mind who your audience is. Direct the Introduction toward that readership. Move from the general to the specific: from the real-world problem to the literature, to your research. Finally, avoid creating subsections within the Introduction.

Methods

In the Methods section, author(s) should clearly explain how the research was conducted to enable readers to evaluate the work performed and allow others to replicate the study. You must describe exactly what you did: how the experiments were run, what was used, how much, how often, where, when, and why specific equipment and materials were employed. The main consideration is to ensure that sufficient detail is provided to verify the findings and to make replication possible. A balance should be maintained between brevity—you cannot describe every technical detail—and completeness, which requires adequate explanation so that readers understand what was done.

A good Methods section generally includes several key elements. First, the population studied, and the sampling methods should be defined. The instrumentation used in the research must be described, as well as the procedures followed and, if relevant, the timeframe of the study. The analysis plan should be explained, including any approaches taken to ensure validity and reliability. Statistical tests and comparisons should also be reported; while ordinary statistical methods can be mentioned briefly, advanced or unusual methods may require appropriate references. In addition, the scope and limitations of the methodology should be made clear.

The description of the research process should be supported by references so that the explanation is scientifically credible. International System (SI) of units recommended.

Results and Discussions

The purpose of the Results and Discussion section is to present your findings, provide interpretations, explain their implications, and suggest directions for future research. Its primary function is to answer the research questions posed in the Introduction, demonstrate how the results support these answers, and show how the findings fit within the existing body of knowledge. The Discussion is often considered the heart of the paper and typically requires careful revision and refinement.

The Discussion should connect back to the Introduction by addressing the research questions or hypotheses and by engaging with the literature reviewed. However, it

should not simply repeat or rearrange the Introduction. Instead, it should explain how your study advances the reader's understanding of the research problem beyond the point where the Introduction concluded.

For clarity, the Discussion should be as concise as possible while fully stating, supporting, explaining, and defending your answers. It must also address other directly relevant issues without digressing into side topics, which can obscure the main message. Care should be taken to provide commentary and interpretation rather than a mere restatement of the results.

A strong Results and Discussion section usually begins by clearly stating the major findings of the study. It then explains the meaning and significance of these findings, demonstrating why they are important. The answers should be supported by the results, with a clear explanation of how these findings relate to initial expectations and to previous research in the literature. The discussion should highlight consistency with earlier studies or explain differences when results diverge. Where appropriate, alternative explanations of the findings should be considered, and the implications of the study should be discussed. It is also important to acknowledge the study's limitations and to offer reasonable suggestions for further research.

Finally, authors must avoid overstating or misrepresenting the results. Interpretation should not extend beyond what is supported by the data. The findings should be presented for what they are—nothing more and nothing less. Unwarranted speculation, inflated claims, tangential issues, or exaggerated emphasis on the impact of the research should be avoided.

Conclusion

The conclusion helps readers understand why your research matters. It should not merely restate the main topics or repeat the research problem but instead synthesize the key points and highlight their significance. The conclusion must not leave the research questions unanswered.

A good conclusion is clear and concise. It briefly states the main conclusions and sticks to the point. It should also explain why the study is important, instilling in the reader a sense of relevance. To demonstrate the contribution of your work, the findings must be situated within the context of previous research, and their implications should be discussed within a realistic framework. For most manuscripts, one well-developed paragraph is sufficient, although in some cases two or three paragraphs may be appropriate.

Several important points must be observed in this section: (1) do not rewrite the abstract; (2) avoid using phrases such as "investigated" or "studied" as conclusions; (3) do not introduce new arguments, evidence, ideas, or information unrelated to the topic; and (4) do not include evidence (such as quotations or statistics).

Acknowledgement (Optional)

Acknowledgments express appreciation to institutions or individuals who contributed to the work but are not listed as authors. For example, funding agencies,

research sponsors, or individuals who provided substantial assistance may be acknowledged here.

Authors' Contribution

The Author Contributions Statement should briefly describe the role of each author. Use only two initials for each author. Authors are encouraged to follow the Contributor Role Taxonomy (CRediT), a community-owned framework that defines 14 standard roles commonly involved in producing research articles (https://credit.niso.org/). CRediT provides a clear way to describe individual contributions and has been approved as an ANSI/NISO standard (licensed under CC-BY 4.0).

References

All citations in the text must appear in the reference list, and all references listed must be cited in the text. Only include works that are published or accepted for publication. Datasets deposited in online repositories should also be included, with the version and unique identifier provided where available. For accepted but unpublished works, use "in press" instead of page numbers. Unpublished data, submitted manuscripts, or personal communications should be cited within the text only (where allowed) and not listed in the references; personal communications must be documented with permission.

In-text citations should follow author–date format. For single authors, cite the surname followed by the year. For two authors, include both surnames followed by the year. For three or more authors, cite the surname of the first author followed by *et al.* and the year. References should be managed using tools such as Mendeley or Zotero and formatted according to the *American Psychological Association (APA) 7th Edition*. When available, provide the retrieval link for each reference.

Table and Figure

Figures and tables should be placed either at the beginning or the end of a column, and not in the middle. Figure titles should be placed below the image and centered, while table titles should appear above the table with justified alignment. Figures and tables must not be placed before they are mentioned in the text, and every figure and table should be explicitly referenced and explained in the article. For example: *Table 1 shows … and Figure 1 illustrates the image spectrum.* Avoid including tables or figures without explanation in the main text.

Table 1. Descriptive Statistic Results

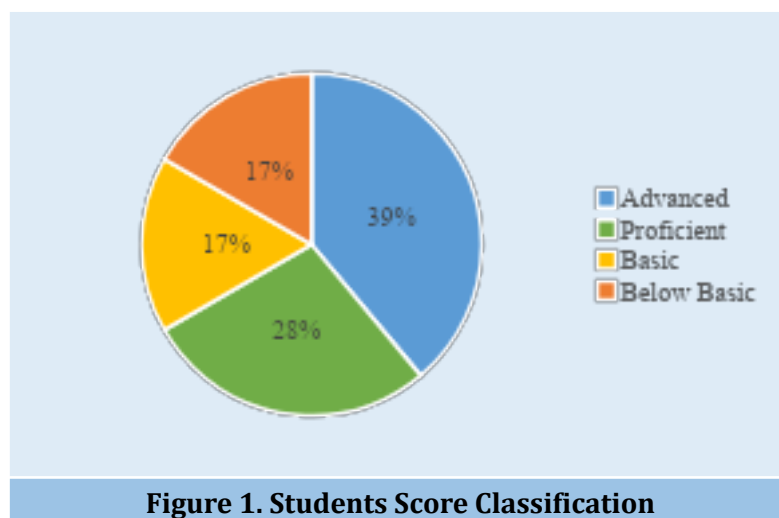| Variable/Indicators	N	Mean	Standard Deviation

Figure 1. Students Score Classification