



Journal of Technology-Enhanced Education Review is a peer-reviewed scholarly journal dedicated to publishing high-impact research in educational technology and digital pedagogy. The aims: • Promote high-quality empirical and theoretical research on technology-supported learning environments. • Bridge the gap between innovative educational technology solutions and classroom pedagogical practices. • Provide an open-access medium for global knowledge exchange among academics, researchers, and instructional practitioners.

The title should use as few words as possible while accurately describing the content of the article (Cambria, justify, bold, 12 pt)

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ARTICLE INFO

ABSTRACT

Article history

Received:

xx-xx-xxxx

Revised:

xx-xx-xxxx

Accepted:

xx-xx-xxxx

Type your abstract here and length 200-300 word (Use cambria 10 pt).

Keywords

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Introduction

Introduction, without subsections, contains the background or research objectives to be achieved, the problem, objectives, literature review, and theoretical framework. The introduction should not include subsection headings (Rahman et al., 2019). (Use Cambria 11, single spacing).

Method

The method section is written without subsections and consists of a single paragraph that briefly includes: the type of research, type of data, procedures for data collection, data analysis techniques, and how conclusions are drawn. If the paper is a literature review or a conceptual/methodological proposal, this section is not required. (Use Cambria 11, single spacing).

Results and Discussion

1. Heading-2 (Use Cambria, 12)

Results and Discussion may be presented in subsections. It should clearly address the main topics in accordance with the research problem, research objectives, and the theories applied.

a. Heading 1

The article is written in Indonesian or English, with 1.5 line spacing on A4 paper, with margins of 3 cm from the left edge and 2.5 cm from the right, top, and bottom edges.

1) Heading 2.

- (a) Heading 3.
- (b) Heading 4.
- (1) Heading 5.

2. Heading-2

The manuscript length is 6–15 pages, including references, figures, and tables (Giannakas et al., 2019). Figures, photographs, and tables must be provided with titles, numbers, and complete captions, and must be cited in the text. (Using cambria 11).

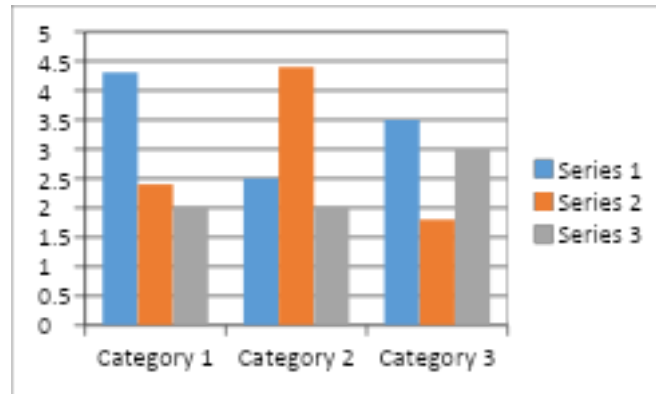


Fig. 1. . Figure 1. The figure title must be placed below the figure.

Supporting instruments such as tables should use only horizontal lines, for example.

Table 1. The title must be placed above the table.

<i>Title 1</i>	<i>Title 2</i>	<i>Title 3</i>
entry 1	Data	data
entry 2	Data	data

The author must discuss the results and how they can be interpreted in relation to previous studies and the working hypothesis. The findings and their implications should be discussed in the broadest possible context (Vink et al., 2019). Directions for future research may also be highlighted.

Conclusion

Conclusion should be written concisely as an answer to the research questions or as evidence supporting the research hypothesis. Ideally, the conclusion reflects the relationship between the research questions, objectives, results, and discussion.

References

A minimum of **25 references** is required, with **80% journals with DOI Link** sources and **20% book sources**. The reference list must be organized using Mendeley with the **APA 7th Edition** (American Psychological Association 7th Edition) style. An example of reference formatting can be seen below.

- Bai, H. (2019). Preparing Teacher Education Students to Integrate Mobile Learning into Elementary Education. *TechTrends*, 63(6), 723–733. doi: 10.1007/s11528-019-00424-z
- Giannakas, F., Papasalouros, A., Kambourakis, G., & Gritzalis, S. (2019). A comprehensive cybersecurity learning platform for elementary education. *Information Security Journal: A Global Perspective*, 28(3), 81–106. doi: 10.1080/19393555.2019.1657527

- Rahman, R., Sakti, A. W., Widya, R. N., & Yugafiati, R. (2019). Elementary Education Literacy in the Era of Industrial Revolution 4.0. Proceedings of the Second Conference on Language, Literature, Education, and Culture (ICOLLITE 2018). doi: 10.2991/icollite-18.2019.41
- Vink, R. M., van Dommelen, P., van der Pal, S. M., Eekhout, I., Pannebakker, F. D., Klein Velderman, M., Haagmans, M., Mulder, T., & Dekker, M. (2019). Self-reported adverse childhood experiences and quality of life among children in the two last grades of Dutch elementary education. *Child Abuse & Neglect*, 95, 104051. doi: 10.1016/j.chiabu.2019.104051