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# Article Title Written in Times New Roman Font Size (TNR 14 BOLD)

**Author[1*] , Author[2] , Author[3]** (12 pt)
Institution Name [123], City, Country (11 pt)
Email: [*1,2,3] * (11 pt)

Article History

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Keywords:

Keyword 1; Keyword 2; Keyword 3

Abstract (TNR 11 BOLD)

The abstract must be written in a single paragraph. The abstract is a general summary of the article or study, 150–200 words in length (TNR 10, Single Spacing). For research articles, the abstract should provide a relevant overview of the research. We strongly encourage authors to use the following structured abstract format, but without a title: (1) Background: Place the research question within a broader context and highlight the research objectives; (2) Research Objectives: Identify the purpose and objectives of the study; (3) Methods: Briefly describe the main methods or theoretical framework applied; (4) Results: Summarize the article's main findings; and (5) Conclusion: Present the main conclusions or interpretations

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## INTRODUCTION (TNR 12 BOLD)

Written using Times New Roman 11 pt, Bold, 1.0 line spacing, and 10 pt spacing before. The introduction covers the research subject, objectives, current status and major publications, controversial/alternative hypotheses, the primary objectives of the study, and a literature review. The content of the introduction you include should detail the background of the problem, supported by factual evidence, so you may include in detail the results of your initial observations as part of your research process.

The background section can be strengthened with a literature review or related research findings cited directly in accordance with topics relevant to the research you will conduct. In each paragraph, you may include citations to support primary information referring to each related study.

## METHOD (TNR 12 BOLD)

Written using Times New Roman 11 pt, Bold, 1.0 spacing, 10 pt before spacing. The research method you use must be presented in detail and in a logical sequence, starting with the research approach, research subjects, implementation of research procedures, data collection, use of materials and instruments, as well as the quantitative and qualitative data analysis techniques you employ. In the methods section, avoid using general concepts and focus more on the research design you have chosen; you may refer to the results or opinions of experts in accordance with the relevant research methods you have employed. (TNR 11, 1.0 spacing)

## RESULTS AND DISCUSSION (TNR 12 BOLD)

Written using Times New Roman 11 pt, Bold, 1.0 spacing, 10 pt before. This section presents the findings of the research obtained, which are presented or discussed in the form of comparative analysis, descriptive studies, or other appropriate formats based on the research you have conducted. The results are presented logically and include relevance that is integral to the context of the literature as material studied in practice to support each research result you have obtained (TNR 11, 1-point spacing)

***If Using Tables***

Provide a detailed description of each specification and component measured using clearly identified instruments during the research process. Each table is numbered in sequence (Table 1, etc.) and *centered*.

| No | Skill | Skill Indicator |
|---|---|---|
| **1** | *Fluency* | Covers each aspect in detail |
| **2** | *Flexibility* | Organizing the consistency of each research data result in a cohesive manner |
| **3** | *Originality* | The complexity of each research result is a result of research that possesses novelty, so that its implications can be widely felt |
| **4** | *Elaboration* | Integration with previous research findings enables the presentation of values that can be directly applied |
| **5** | *Metaphorical Thinking* | Each research result is organized in detail and can be easily understood by the general public |

Furthermore, descriptive analysis results can be presented using specific software (SPSS, etc.) as a form of data representation, such as a summary table of data analysis results.

**Table 1**. Table Title.

| Title 1 | Title 2 | Title 3 |
|---|---|---|
| Entry 1 | data | data |
| entry 2 | data | data 1 |

***If Using Figures/Graphs***

Research results can be supported and represented with appropriate figures to provide comprehensive information and analysis. Each figure is numbered in sequence (Figure 1, etc.), centered

## CONCLUSION (TNR 12 BOLD)

Written using Times New Roman 11, 1.0 pt, Bold, 1.0 spacing, 10 pt before. It contains conclusions that can be drawn based on the research results obtained. Conclusions must be derived purely from the conducted research and must not include references or sources obtained or cited from others' research.

The conclusion is organized in paragraph form (not as a numbered list), structured logically and , and presents the correlations of each research result obtained and its main implications in the field of education or for the general public. (TNR 11, 1.0 pt spacing)

## REFERENCES (12pt Times New Roman, bold)

It is recommended to use APA style consistently with reference management applications such as Mendeley or Zotero so that every literature review result can be included in the bibliography used to support each research study deemed relevant or appropriate. By using Mendeley, the bibliography will be automatically organized. The number of citations included must be at least 15 relevant citations from publications within the last 5 years, aligned left and right, using Times New Roman 11 pt. Below is an example of a citation using APA Style (Rezki, 2024). (TNR 11, Single-spaced)

**Example*:***

Adawiyah, R., Irawan, F., Zubaidah, S., & Arsih, F. (2023). The Relationship Between Creative

Thinking Skills and Learning Motivation in Improving Student Learning Outcomes. *AIP Conference Proceedings*, *2569* (January). https://doi.org/10.1063/5.0112425

Asih, S., Unik, H. S., Zulaika, R., Viranda, A. A., & Yoga, W. S. (2020). The Role of Educational Technology in the Use of E-Learning as a Learning Platform During the COVID-19 Pandemic. *Edureligia*, *04*(02), 196–206.

Camacho, M. P. (2021). Beyond descriptive accuracy: The central dogma of molecular biology in scientific practice. *Studies in History and Philosophy of Science*, *86*, 20–26. https://doi.org/10.1016/j.shpsa.2021.01.002

Choi, I., Yoo, D. S., Chang, Y., Kim, S. Y., & Han, J. (2021). Polycaprolactone film functionalized with bacteriophage T4 promotes antibacterial activity of food packaging against Escherichia coli. *Food Chemistry*, *346* (November 2020), 128883. https://doi.org/10.1016/j.foodchem.2020.128883

Copriady, J., Zulnaidi, H., Alimin, M., & Albeta, S. W. (2021). In-service training and teaching resource proficiency amongst Chemistry teachers: the mediating role of teacher collaboration. *Heliyon*, *7*(5), e06995. https://doi.org/10.1016/j.heliyon.2021.e06995

Danovitch, J. H., Mills, C. M., Duncan, R. G., Williams, A. J., & Girouard, L. N. (2021). Developmental changes in children's recognition of the relevance of evidence to causal explanations. *Cognitive Development*, *58*(February), 101017. https://doi.org/10.1016/j.cogdev.2021.101017

Decker, S. (2022). Introducing the eventful temporality of historical research into international business. *Journal of World Business*, *57*(6), 101380. https://doi.org/10.1016/j.jwb.2022.101380

Dharmawan, J., & Rahayu Setyaningsih, E. (2022). The Effect of Using Augmented Reality Live Texturing Technology on Coloring Learning for Early Childhood Students at El-Fath Sumenep Holistic Integrative Early Childhood Education Center. *Alpen: Journal of Basic Education*, *5*(2), 69–86. https://doi.org/10.24929/alpen.v5i2.98.