

Short Article Title According to the Content [Center, Capital Each Word, TNR-11 Bold]

First Author¹, Second Author 2, Third Author 3 [TNR 12pt, Bold Space 1]

¹First Author Affiliation, Country [italic 10pt]

²Second Author's Affiliation, Country [italic 10pt]

³Third Author Affiliation, Country [italic 10pt]

E-mail correspondence: penulis pertama@gmail.com

DOI:.....

Submission Track:

||Accepted:.....||Approved:||Published:.....

Copyright © 20xx First Author, Second Author



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Abstract

This manuscript is a template to help write abstracts in the Journal of Mathematics (JTMT). The English abstracts are written using TNR-11. The spacing between the rows is 1 space. The abstract contains 150-200 words and consists of only 1 paragraph, which contains the objectives, methods, and results of the research. The abstract should be clear, descriptive and provide a complete but concise overview of the problem being studied.

Keywords: 3-5 words or phrases that are important, specific, or representative. Keywords are separated by semicolons (;). [TNR 11pt]

1. Introduction

Contains the background, rationale, and/or urgency of the research. References (relevant literature or research), need to be included in this section, their relationship to the justification of the urgency of the research, the emergence of research problems, alternative solutions, and the chosen solution. The way the source is written in the text needs to clearly indicate the name of the author and the citation of the source, which is in the form of the year of publication and the page where the manuscript is located. For example: The results of the study showed that more than 70% of students were unable to recognize authentic problems.....(Danial et al., 2019) (In-Note was written using the Mandelely application)

The degree of up-to-date material is referred to by looking at the proportion of the last 10 years and referring to primary literature and is required to make the JMTK journal that has been published as one of the references. The problems and objectives, as well as the usefulness of the research, are written narratively in paragraphs, and do not need to be given special subheadings. Similarly, operational definitions, if deemed necessary, are also written narratively.

The introduction is written with TNR-11 upright, with a space of 1. Each paragraph begins with a word that juts out into 5 digits, or about 1 cm from the left edge of each column.

2. Method

Contains the type of research, time and place of research, targets/objectives, research subjects, procedures, data analysis instruments and techniques and other matters related to the research method. Targets/objectives, research subjects, procedures, data and instruments, and data collection techniques, as well as data analysis techniques and other matters related to the way the research is conducted can be written in sub-subchapters, with sub-subheading. Sub-subheadings do not need to be noted, but are written in lowercase letters starting with capital letters, TNR-11 unbold, left-aligned.

Especially for qualitative research, the time and place of research need to be clearly written (for quantitative research, it is also necessary). The targets/subjects of the study (for qualitative research) or the populations (for quantitative research) need to be clearly described in this section. It is also necessary to write the technique of obtaining the subject (qualitative research) and or the sampling technique (quantitative research).

2.1 Addsd

Procedures need to be described according to the type of research. How the research is conducted and the data will be obtained, needs to be described in this section. For experimental research, the type of design used should be written in this section. The types of data, how the data is collected, the instruments by which the data are collected, and how technically it is collected, need to be clearly described in this section.

2.2 Xss

How to interpret the data obtained, in relation to the problems and objectives of the research, needs to be clearly described. Note: Sub-subchapters can be different, according to the type or approach of the research used. If there is a procedure or step that is sequential, if the subchapter is not a title, then only use letters. For example, as follows:

- a. Point One
- b. Point two
- c. Point three
- d. And so on.

3. Results and Discussion

The results of the research are presented in the form of graphs, tables, or descriptive. Analysis and interpretation of these results are necessary before they are discussed.

The table is written in the middle or at the end of each text describing the research results/acquisitions. If the width of the table is not enough to be written in half a page, then it can be written to a full page. Table titles are written from the left to the center, all words are preceded by capital letters, except for conjunctions. If more than one line is written in a single space. For example, you can see Table 1.

Table 1 Style and Function

No.	Nama Style	Function
1.	JTMT_Title	Heading
2.	JTMT_Author	Writer
3.	JTMT_AbstractBody	Abstract
4.	JTMT_AbstractTitle	Abstract Title
5.	JTMT_AbstractKeyword	Keywords
6.	JTMT Heading 1	Title 1
7.	JTMT_Body	Paragraph
8.	JTMT_Picture Capture	Image Title
9.	JTMT_Table Capture	Table Title
10.	JTMT_Reference	Bibliography
	And so on	

(Source: xxxx, year)

The results are in the form of images, or data made of drawings/schemes/graphs/diagrams/compatriots, the presentation also follows the existing rules; The title or name of the image is placed below the image, from the left, and spaced 1 space away from the image. If there is more than 1 line, the between rows is given a single space. For example, it can be seen in Figure 1.



Figure 1 Bringing Out Styles in Templates

The discussion focused on relating the data and the results of its analysis to the problem or research objectives and the broader theoretical context. It can also be an answer to the question of why facts are found as in the data.

The discussion is written attached to the data discussed. The discussion is tried not to be separate from the data discussed.

4. Conclusion

The conclusion can be a generalization of the findings according to the research problem, or it can be in the form of a recommendation for the next step.

Thank You

This section is optional. Gratitude is usually given because of writing assistance that is seen as having a great influence or financial assistance to conduct research.

Bibliography

The preparation of a Bibliography that follows standard techniques must be done in a standard and consistent manner. A bibliography contains only the cited libraries. References are maximum of the last 10 years and are written using *the Mandeley or Zotero applications*. Citations are written using the *American Psychological Association 7th Edition (APA Style) model*. An example of writing a bibliography is as follows:

Book:

Nurgiyantoro, B., (2010). *Assessment of Competency-Based Literary Learning*. BPFE.

Sugiyono. (2014). *Educational Research Methods, Qualitative, Quantitative and R&D Approaches* (Cet. XIX.). Alfabeta.

Print Journal:

Irmayanti, I., & Danial, D. (2019). Exploration of Ethnomathematics Games in Elementary School Students in South Sinjai. *AULADUNA: Journal of Islamic Basic Education*, 6(1), 90–104

Online Journals with DOI:

Danial, D., Nurjannah, N., & Mirna, M. (2019). Evaluation of The Learning Program of Mathematics Study Program at Islamic Institute Of Muhammadiyah Sinjai. *Matematika Dan Pembelajaran*, 7(1), 65. <https://doi.org/10.33477/mp.v7i1.1046>

Online Journals without DOI:

Fitriani, F., (2019). Problem-Solving Skills of Junior High School Students. *JTMT: Journal of Mathematics Statistics*, 01(01), 25–30.
<http://journal.iaimsinjai.ac.id/index.php/Jtm/article/view/393>

Documents from the internet:

Law of the Republic of Indonesia Number 18 of 2002 concerning the National System for Research, Development, and Application of Science and Technology, (2002).
https://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU_no_18_th_2002.pdf.

Dewanti, S. S. (2015). Development of Guided Discovery-based analytical geometry teaching

materials to facilitate critical thinking skills. *National Seminar on Mathematics and Mathematics Education*, 187–199. <https://publikasiilmiah.ums.ac.id/handle/11617/5988>

Articles presented in conferences/seminars:

Hawa, A. M. (2014). Analysis of Students' Ability to Solve PISA Type PISA Questions. *National Seminar on Educational Evaluation 2014*, 890–900. <https://conf.unnes.ac.id/index.php/snep/II/paper/viewFile/269/163>.

Articles in Online Proceedings:

Dewanti, S. S. (2015). Development of Guided Discovery-based analytical geometry teaching materials to facilitate critical thinking skills. *National Seminar on Mathematics and Mathematics Education*, 187–199. <https://publikasiilmiah.ums.ac.id/handle/11617/5988>

Articles in Print Proceedings:

Syarifuddin, S., Danial, D., & Jamaluddin, J. (2019). The Effectiveness of the Learning Cycle Model in Mathematics Learning Pythagorean Theorem Material for Grade VIII Students of SMP Negeri 3 Salomekko, Bone Regency. *PROCEEDINGS of the FKIP National Seminar of Maros Muslim University, 1*, 236–243.