



The title should be written in sentence case with 14 words maximum and using times new roman (16-point, bold)

Author One ^{1*}, Author Two ², Author Three ¹ (12-point, bold)

¹ Faculty of Author One and Three, Name of University, Name of Country (11-point)

² Faculty of Author Two, Name of University, Name of Country (11-point)

* Correspondence: correspondingauthor@university.ac.id (11-point)

© The Author(s) 2026 (11-point)

Abstract (12-point, bold)

A paragraph of about 150-200 words without indentation of the first line with 1.2 spaces and 12-point. We strongly encourage authors to use the following style of structured abstracts, but without heading: (1) Background: place the gap analysis of this study (about 1-2 sentences) and highlight the purposes of the study; (2) Methods: briefly describe the main methods applied, including samples/participants, instruments, collecting data technique, and analyzing data technique; (3) Results: summarizing the article's main findings, should be in line with the purposes of the study; (4) Implication: briefly describe the impact of your study. The abstract should be an objective representation of the article. It must not contain results not presented and substantiated in the main text and should not exaggerate the main conclusions.

Keywords: keyword 1; keyword 2; keyword 3 (List three to seven keywords alphabetically and separated by a semicolon (;), please avoid using abbreviations, 12-point)

How to cite: Author One, Author Two, & Author Three. (XXXX). The title should be written in sentence case with 14 words maximum and using times new roman. *Jurnal Elemen*, 12(1), X-XX. <https://doi.org/10.29408/jel.v12i1.XXXX>

Received: Date Month Year | Revised: Date Month Year

Accepted: Date Month Year | Published: Date Month Year



Introduction (14-point, bold)

The introduction must be clear and written descriptively. The introduction must contain at least five things, namely (1) issues related to the research, both international and national issues. Try to have sources related to the issue, and it is not allowed to display issues that do not have a clear source; (2) how is the response of researchers related to the issue? Try to have expert opinions on the issue to strengthen the researcher's argument; (3) how previous research is related to the issues presented. Then, where is the gap between the research conducted and previous studies? The results of previous research must be relevant to the research topic; (4) how the novelty or gap of the research carried out is supported by relevant theories and sourced from primary sources; and (5) how the focus of the research is carried out. Researchers can write the purpose or the research problem descriptively in the last paragraph of this introduction, not using bullets and numbering.

The citation should use APA Style 7 version. One – two author(s) should write the last of their name, then the reference year. If the authors are three or more, write the first author's last name and et al. then the reference year. In the narrative citation example, based on Ahyan and Supiyati (2021), the introduction should be clear. In addition, Ahyan et al. (2021) stated that authors must follow the author guidelines and this template. Whereas the parenthetical citation example, an introduction should be clear (Ahyan & Supiyati, 2021). Authors also must follow the author guidelines and this template (Ahyan et al., 2021). If there are two or more references, for example, based on Ahyan (2021), Fauzi and Rasidi (2020), and Gazali et al. (2020) stated that the novelty of the study is essential. However, the previous sentence should be written in a parenthetical citation; the study's novelty is essential (Ahyan, 2021; Fauzi & Rasidi, 2020; Gazali et al., 2020).

Methods (14-point, bold)

Methods should be described with sufficient details to allow others to replicate and build on the published results. This section explains the research design, the reasons for the design, the research procedures applied, the population and research samples or participants, research instruments, data collection techniques, and data analysis techniques. The description should be in the past tense.

Results (14-point, bold)

In this section, the research results are presented in a clear and detailed manner. Research results can be presented based on research results at each stage of research or research results that answer each problem formulation or others as long as the results of the research that have been carried out are visible. Research results should be supported by empirical evidence.

This section may be divided into subheadings. It should provide a concise and precise description of the experimental results, their interpretation, and the experimental conclusions that can be drawn.

Result 1 about figures (13-point, bold)

All figures should be cited as Figure 1, Figure 2, etc.

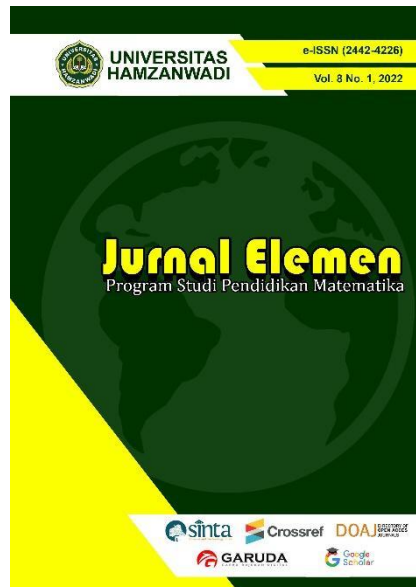


Figure 1. The cover of Jurnal Elemen



Figure 2. (a) Logo of Jurnal Elemen; (b) Logo of Hamzanwadi University

Result 2 about tables (13-point, bold)

All tables should be cited as Table 1, Table 2, etc.

Table 1. This is example 1 of table. The table should be placed in the main text near to the first time they are cited.

Indicators	Mean	SD
Indicator 1	Data indicator 1	Data indicator 1
Indicator 2	Data indicator 2	Data indicator 2

Table 2. This is an example 2 of table

Title 1	Title 2	Title 3	Title 4
entry 1	data	data	data
	data	data	data
entry 2	data	data	data

Title 1	Title 2	Title 3	Title 4
	data	data	data
	data	data	data
entry 3	data	data	data
entry 4	data	data	data
	data	data	data
	data	data	data
	data	data	data

Result 3 about mathematical component (13-point, bold)

The mathematical component should be numbered serially within parentheses as shown below. This is example 1 of an equation:

$$ax^2 + bx + c = 0 \quad (1)$$

This is example 2 of an equation:

$$a^2 + b^2 = c^2 \quad (2)$$

$$c = \sqrt{a^2 + b^2}$$

Discussion (14-point, bold)

Authors should discuss the results and how they can be interpreted from previous studies and the working hypotheses, not repeating the explanation in the research results section. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted. The discussion must also refer to the theory or results of previous research so that it can be seen whether the research results contradict or support each other with the theory or results of previous research. In addition, in this discussion, the novelty of the research results should be seen compared to previous research. The following components should be covered in the discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what)? Do you provide an interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

Conclusion (14-point, bold)

In this conclusion, the authors must describe the answer to the problem or research question posed. The authors should not explain sentences repeatedly from the previous section. However, the authors must abstract the article's contents related to the answers to the problem or research question formulation. In addition, the authors should describe this study's implications and limitations. This section is written descriptively, not numbering and bulleted.

Acknowledgment (13-point, bold)

Recognize those who helped in the research, especially funding supporters of your research. Include individuals who have assisted you in your study: Advisors, financial supporters, or many other supporters, i.e., Proofreaders, Typists, and Suppliers who may have given materials.

Declarations (13-point, bold)

- Conflicts of Interest : The authors declare no conflict of interest.
- Generative AI Statement : No Generative AI Used:
No generative artificial intelligence (AI) tools were employed in any aspect of this research or the preparation of the manuscript.
- AI Used for Limited, Non-Substantive Support:
Generative AI tools, such as **Grammarly and Microsoft Copilot**, were employed solely for **language editing and minor phrasing enhancements**. All conceptualization, analysis, and scholarly content were independently developed and verified by the authors.
- Funding Statement : The authors have to describe a funding statement *of the financial support for this article's research, authorship, and/or publication*. It should be a sentence with the funding agency written out in full, followed by the grant number in square brackets (if you have one). For example: This work was supported by the Ministry of Higher Education, Science, and Technology of Republic of Indonesia [grant number xxxx].
- Multiple grant numbers should be separated by comma and space. Where the research was supported by more than one agency, the different agencies should be separated by a semicolon, with "and" before the final funder. For example: This work was supported by the Ministry of Higher Education, Science, and Technology of Republic of Indonesia [grant numbers xxxx]; the Japan International Cooperation Agency [grant number zzzz]; and the Hamzanwadi University [grant number XXXX].
- If there was no funding, the following wording should be used: This work received no specific grant from any public, commercial, or not-for-profit funding agency.
- Author Contributions : This section has to describe each author's contributions, such as conceptualization, methodology, software, validation, formal analysis, investigation, resources, data curation, writing – original draft, writing – review & editing, visualization, supervision, project administration, and funding acquisition. Please see <https://www.elsevier.com/authors/policies-and-guidelines/credit-author-statement> for each explanation. Below is a sample of how to write this section:

Author One: Conceptualization, writing - original draft, editing, and visualization; **Author Two:** Writing - review & editing, formal analysis, and methodology; **Author Three:** Validation and supervision.

References (14-point, bold)

To minimize typographical errors and duplicate references, it is advisable to utilize a bibliography management software, such as Mendeley, EndNote, or Zotero, for reference preparation. Ensure the inclusion of the digital object identifier (DOI) for all references where available. Arrange the reference list entries alphabetically by the author's surname. It is imperative that all references cited in the body of the article are included in the reference section, and vice versa. The reference list should comprise at least 25 sources, with a minimum of 80% derived from journal articles, prioritizing reputable international journals, and the remainder from other sources. References should be current, ideally from the past five years, except for foundational theories. Authors are also required to input all references into the Open Journal System (OJS) of Jurnal Elemen upon article submission. Reference formatting and citation should adhere to the APA Style, 7th edition, as exemplified below:

Journal article with a DOI

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51. <https://doi.org/10.1037/rev0000126>

Parenthetical citation: (McCauley & Christiansen, 2019)

Narrative citation: McCauley and Christiansen (2019)

Journal article without a DOI, with a nondatabase URL

Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education and Disability*, 31(1), 17–39. <https://www.ahead.org/professionalresources/publications/jped/archived-jped/jped-volume-31>

Parenthetical citation: (Ahmann et al., 2018)

Narrative citation: Ahmann et al. (2018)

Journal article with a DOI, 21 or more authors

Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetmaa, A., . . . Joseph, D. (1996). The NCEP/NCAR 40-year reanalysis project. *Bulletin of the American Meteorological Society*, 77(3), 437–471. <http://doi.org/fg6rf9>

Parenthetical citation: (Kalnay et al., 1996)

Narrative citation: Kalnay et al. (1996)

Because the original DOI was long and complex, a shortDOI, <https://shortdoi.org/>, is used.

Journal article, in press

Pachur, T., & Scheibehenne, B. (in press). Unpacking buyer–seller differences in valuation from experience: A cognitive modeling approach. *Psychonomic Bulletin & Review*.

Parenthetical citation: (Pachur & Scheibehenne, in press)

Narrative citation: Pachur and Scheibehenne (in press)

Journal article, published in another language

Chaves-Morillo, V., Gómez Calero, C., Fernández-Muñoz, J. J., Toledano-Muñoz, A., Fernández-Huete, J., Martínez-Monge, N., Palacios-Ceña, D., & Peñacoba-Puente, C. (2018). La anosmia neurosensorial: Relación entre subtipo, tiempo de reconocimiento y edad [Sensorineural anosmia: Relationship between subtype, recognition time, and age]. *Clínica y Salud*, 28(3), 155–161. <https://doi.org/10.1016/j.clysa.2017.04.002>

Parenthetical citation: (Chaves-Morillo et al., 2018)

Narrative citation: Chaves-Morillo et al. (2018)

When an article is in a different language than your paper, include a translation of the article title in square brackets

Special section or special issue in a journal

Lilienfeld, S. O. (Ed.). (2018). Heterodox issues in psychology [Special section]. *Archives of Scientific Psychology*, 6(1), 51–104.

McDaniel, S. H., Salas, E., & Kazak, A. E. (Eds.). (2018). The science of teamwork [Special issue]. *American Psychologist*, 73(4).

Parenthetical citations: (Lilienfeld, 2018; McDaniel et al., 2018)

Narrative citations: Lilienfeld (2018) and McDaniel et al. (2018)

Editorial

Cuellar, N. G. (2016). Study abroad programs [Editorial]. *Journal of Transcultural Nursing*, 27(3), 209. <https://doi.org/10.1177/1043659616638722>

Parenthetical citation: (Cuellar, 2016)

Narrative citation: Cuellar (2016)

Authored book with a DOI

Brown, L. S. (2018). *Feminist therapy (2nd ed.)*. American Psychological Association. <https://doi.org/10.1037/0000092-000>

Parenthetical citation: (Brown, 2018)

Narrative citation: Brown (2018)

Authored book without a DOI, from most academic research databases or print version

Burgess, R. (2019). *Rethinking global health: Frameworks of power*. Routledge.

Parenthetical citation: (Burgess, 2019)

Narrative citation: Burgess (2019)

Authored book with editor credited on the book cover

Meadows, D. H. (2008). *Thinking in systems: A primer* (D. Wright, Ed.). Chelsea Green Publishing.

Parenthetical citation: (Meadows, 2008)

Narrative citation: Meadows (2008)

Edited book with a DOI, with multiple publishers

Schmid, H.-J. (Ed.). (2017). *Entrenchment and the psychology of language learning: How we reorganize and adapt linguistic knowledge*. American Psychological Association; De Gruyter Mouton. <https://doi.org/10.1037/15969-000>

Parenthetical citation: (Schmid, 2017)

Narrative citation: Schmid (2017)

Edited book without a DOI, from most academic research databases or print version

Hacker Hughes, J. (Ed.). (2017). *Military veteran psychological health and social care: Contemporary approaches*. Routledge.

Parenthetical citation: (Hacker Hughes, 2017)

Narrative citation: Hacker Hughes (2017)

Book in another language

Sumintono, B., & Widhiarso, W. (2013). *Aplikasi model Rasch untuk penelitian ilmu-ilmu sosial [Rasch model application for social science research]*. Trim Komunikata.

Parenthetical citations: (Sumintono & Widhiarso, 2013)

Narrative citations: Sumintono and Widhiarso (2000)

Book in a series

Madigan, S. (2019). *Narrative therapy* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000131-000>

Parenthetical citation: (Madigan, 2019)

Narrative citation: Madigan (2019)

Chapter in an edited book with a DOI

Balsam, K. F., Martell, C. R., Jones, K. P., & Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In G. Y. Iwamasa & P. A. Hays (Eds.), *Culturally responsive cognitive behavior therapy: Practice and supervision* (2nd ed., pp. 287–314). American Psychological Association. <https://doi.org/10.1037/0000119-012>

Parenthetical citation: (Balsam et al., 2019)

Narrative citation: Balsam et al. (2019)

Chapter in an edited book without a DOI, from most academic research databases or print version

Weinstock, R., Leong, G. B., & Silva, J. A. (2003). Defining forensic psychiatry: Roles and responsibilities. In R. Rosner (Ed.), *Principles and practice of forensic psychiatry (2nd ed., pp. 7–13)*. CRC Press.

Parenthetical citation: (Weinstock et al., 2003)

Narrative citation: Weinstock et al. (2003)

Chapter in an edited book in another language

Carcavilla González, N. (2015). Terapia sensorial auditiva: Activación cerebral por medio de la música [Auditory sensory therapy: Brain activation through music]. In J. J. García Meilán (Ed.), *Guía práctica de terapias estimulativas en el Alzheimer* (pp. 67–86). Editorial Síntesis.
<https://www.sintesis.com/guias-profesionales-203/guiapractica-de-terapias-estimulativas-en-el-alzheimer-libro-1943.html>

Parenthetical citation: (Carcavilla González, 2015)

Narrative citation: Carcavilla González (2015)

Wikipedia entry

List of oldest companies. (2019, January 13). In Wikipedia.
https://en.wikipedia.org/w/index.php?title=List_of_oldest_companies&oldid=878158136

Parenthetical citation: (“List of Oldest Companies,” 2019)

Narrative citation: “List of Oldest Companies” (2019)

Report by a government agency or other organization

Australian Government Productivity Commission & New Zealand Productivity Commission. (2012). *Strengthening trans-Tasman economic relations.*
<https://www.pc.gov.au/inquiries/completed/australia-newzealand/report/trans-tasman.pdf>

Parenthetical citations: (Australian Government Productivity Commission & New Zealand Productivity Commission, 2012)

Narrative citations: Australian Government Productivity Commission and New Zealand Productivity Commission (2012)

Conference session

Fistek, A., Jester, E., & Sonnenberg, K. (2017, July 12–15). *Everybody’s got a little music in them: Using music therapy to connect, engage, and motivate* [Conference session]. Autism Society National Conference, Milwaukee, WI, United States.
<https://asa.confex.com/asa/2017/webprogramarchives/Session9517.html>

Parenthetical citation: (Fistek et al., 2017)

Narrative citation: Fistek et al. (2017)

Paper presentation

Maddox, S., Hurling, J., Stewart, E., & Edwards, A. (2016, March 30–April 2). *If mama ain’t happy, nobody’s happy: The effect of parental depression on mood dysregulation in children* [Paper presentation]. Southeastern Psychological Association 62nd Annual Meeting, New Orleans, LA, United States.

Parenthetical citation: (Maddox et al., 2016)

Narrative citation: Maddox et al. (2016)

Poster presentation

Pearson, J. (2018, September 27–30). *Fat talk and its effects on state-based body image in women* [Poster presentation]. Australian Psychological Society Congress, Sydney, NSW, Australia. <http://bit.ly/2XGStHP>

Parenthetical citation: (Pearson, 2018)

Narrative citation: Pearson (2018)

Symposium contribution

De Boer, D., & LaFavor, T. (2018, April 26–29). The art and significance of successfully identifying resilient individuals: A person-focused approach. In A. M. Schmidt & A. Kryvanos (Chairs), *Perspectives on resilience: Conceptualization, measurement, and enhancement* [Symposium]. Western Psychological Association 98th Annual Convention, Portland, OR, United States.

Parenthetical citation: (De Boer & LaFavor, 2018)

Narrative citation: De Boer and LaFavor (2018)

Unpublished dissertation or thesis

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.

Parenthetical citation: (Harris, 2014)

Narrative citation: Harris (2014)

Dissertation or thesis from a database

Hollander, M. M. (2017). *Resistance to authority: Methodological innovations and new lessons from the Milgram experiment (Publication No. 10289373)* [Doctoral dissertation, University of Wisconsin–Madison]. ProQuest Dissertations and Theses Global.

Parenthetical citation: (Hollander, 2017)

Narrative citation: Hollander (2017)

Dissertation or thesis published online (not in a database)

Hutcheson, V. H. (2012). *Dealing with dual differences: Social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents* [Master's thesis, The College of William & Mary]. William & Mary Digital Archive. <https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf>

Parenthetical citation: (Hutcheson, 2012)

Narrative citation: Hutcheson (2012)

Unpublished manuscript

Yoo, J., Miyamoto, Y., Rigotti, A., & Ryff, C. (2016). *Linking positive affect to blood lipids: A cultural perspective* [Unpublished manuscript]. Department of Psychology, University of Wisconsin–Madison.

Parenthetical citation: (Yoo et al., 2016)

Narrative citation: Yoo et al. (2016)

Manuscript submitted for publication

Lippincott, T., & Poindexter, E. K. (2019). *Emotion recognition as a function of facial cues: Implications for practice* [Manuscript submitted for publication]. Department of Psychology, University of Washington.

Parenthetical citation: (Lippincott & Poindexter, 2019)

Narrative citation: Lippincott and Poindexter (2019)

Informally published work, from a preprint archive or an institutional repository

Leuker, C., Samartzidis, L., Hertwig, R., & Pleskac, T. J. (2018). *When money talks: Judging risk and coercion in high-paying clinical trials*. PsyArXiv. <https://doi.org/10.17605/OSF.IO/9P7CB>

Stults-Kolehmainen, M. A., & Sinha, R. (2015). *The effects of stress on physical activity and exercise*. PubMed Central. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3894304>

Parenthetical citations: (Leuker et al., 2018; Stults-Kolehmainen & Sinha, 2015)

Narrative citations: Leuker et al. (2018) and Stults-Kolehmainen and Sinha (2015)

Informally published work, from ERIC database

Ho, H. K. (2014). *Teacher preparation for early childhood special education in Taiwan (ED545393)*. ERIC. <https://files.eric.ed.gov/fulltext/ED545393.pdf>

Parenthetical citation: (Ho, 2014)

Narrative citation: Ho (2014)