



Title of journal of mechanical engineering learning □ Palatino Linotype, 12 pt, Sentence case, center

First Author^{1*}, Second Author², etc □ Palatino Linotype, 10 pt, Capitalize Each Word, bold, center

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ARTICLE INFO

Abstract

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Abstracts are written in English with a maximum length of 250 words containing the main issues, research objectives, methods and research results written concisely, clearly, completely independently and completely describing the essence of the entire article. The number of keywords is 3-5 words or a combination of words.



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1. INTRODUCTION

The introduction contains the background of the problem, research context, results of literature review, and research objectives. The entire introductory section is presented in an integrated manner in the form of paragraphs (*Indentation first line = 1 cm*).

Articles in the form of the latest research results (last 5 years) or critical studies/analyses. Articles accepted are manuscripts that have never been published or are not in the process of publication in national or international scientific proceedings and journals.

The length of the writing is between 6-14 pages, including appendices. The type of font used is Palatino Linotype with size 11 and space 1 except for fonts for writing algorithms or programs which will be explained in more detail in a separate section.

Pay attention to language use. Journal writing uses standard English which complies with applicable grammar provisions.

Paper size uses A4 size paper. The left, bottom, right and top paper margins are 2 cm. The paper display uses two columns with a spacing of 0.8 cm and the paragraph spacing at the beginning of each paragraph is 1. Apart from that, subchapter settings use the same rules as the second numbering but the words/sentences are indented according to the paragraph spacing of the paragraph.

Formula Writing

The formula is written clearly with *Microsoft Equation* or other similar applications and it is not permitted to use screen shots.

>>(enter 1 time, single space, Palatino Linotype Size 8)

$$\sqrt{\Sigma}$$

>>(enter 1 time, single space, Palatino Linotype Size 8)

Table Writing

Tables are numbered in the order of presentation (Table 1, etc.), without right or left borders. The table title is written at the top of the table in a left aligned position with 1 space. The table must be original and must not be a screen shot. If the table name has more than one row, then the second row is entered to the left of 1.25 which is adjusted in the ruler.

<<(add space after paragraph)

Table 1. Table title, use *sentence case* (initially capital letters, follow the format for writing table titles by looking at the ruler above)

Group	Pre test	Treatmentt	Post test
Experiment	O ₁	X ₁	O ₂
Control	O ₃	X ₂	O ₄

>> table with single spacing, table font size may be smaller than 10, for example 9 or 8, the important thing is that it is still comfortable to read

>>(enter 1 time, single space, Times New Roman 8)

Picture

Pictures are numbered in the order of presentation (**Figure 1.**, etc.). Images must be original and must not be screen shots. The image title is placed below the image in the middle position (center justified) as in the following example.

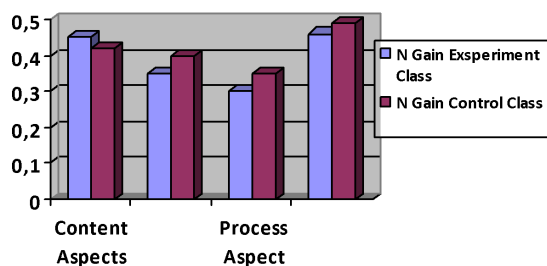


Figure 1. Comparison of average N-Gain value

2. RESEARCH METHODS

Research methods explain the type of research, time and place of research, targets/aims, research subjects, procedures, data collection techniques, instruments and data

analysis techniques. Research methods are presented sufficiently according to needs.

3. RESULTS AND DISCUSSION

Results and Discussion contain detailed descriptions of all research results and their analysis. Research results can be accompanied by tables, graphs, pictures and/or charts. Results and discussion can be separated or explained directly. If the results of the discussion are presented directly, include sub-discussions so that readers can easily digest the information presented. The discussion contains the meaning of the results and comparison with theories and/or similar research results.

4. CONCLUSION

The conclusion contains a brief summary or essence of the research results in the form of research findings in the form of answers to research questions. In the conclusion section, the implications of the research results for the development of science and technology can be stated. The conclusion is presented in one short, concise and clear paragraph.

Apart from conclusions, suggestions are needed in the form of academic recommendations, concrete follow-up, or policy implications for the conclusions obtained. As with the conclusion, the section regarding suggestions in the form of recommendations must also be presented clearly and concisely in one paragraph.

5. DECLARATION/STATEMENT

5.1. Acknowledgment (optional if any)

Write down the parties who helped during your research.

5.2. Author Contribution (required)

List the contributions of all authors to avoid any *Ghost Author*.

5.3. Conflict of Interest (required)

Write a statement stating whether or not there is a conflict of interest.

6. REFERENCES

The references contain sources referred to in the text with a minimum of 15 manuscripts. 80% of the reference sources used are primary sources such as scientific journals or research reports and are libraries published in the last 10 years. The references use 1 space with an add after paraphrase distance of 11 pt. Writing a references must use References Manager or Citation Management Tools, including: Mendeley Reference Manager (www.mendeley.com), (www.zotero.org), EndNote (endnote.com), RefWorks (www.refworks.com), Reference Manager (www.refman.com), or CiteULike (www.citeulike.org) with style APA 7th Edition.

APA 7th edition Common Reference Examples Guide
(<https://apastyle.apa.org/instructional-aids/reference-examples.pdf>)

Journal Article (Section 10.1)

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

Online Magazine Article (Section 10.1)

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah's Great Salt Lake. *Newsweek*. <https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explained-mirabilite-1741151>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Roberts, S. (2020, April 9). Early string ties us to Neanderthals. *The New York Times*. <https://www.nytimes.com/2020/04/09/science/neanderthals-fiber-string-math.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Blog Post (Section 10.1)

Rutledge, P. (2019, March 11). The upside of social media. *The Media Psychology Blog*. <https://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media/>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association. <https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind-body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (n.d.). Internet addiction. In *APA dictionary of psychology*. Retrieved April 24, 2022, from <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors (Section 10.4)

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings. https://www.brookings.edu/wpcontent/uploads/2019/04/howplayful_learning_can_help_leapfrog_progress_in_education.pdf

Press Release (Section 10.4)

American Psychological Association. (2020, March 2). *APA reaffirms psychologists' role in combating climate change* [Press release]. <https://www.apa.org/news/press/releases/2020/03/combatingclimate-change>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irpcdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367). [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Preprint Article (Section 10.8)

Latimier, A., Peyre, H., & Ramus, F. (2020). *A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention*. PsyArXiv. <https://psyarxiv.com/kzy7u/>

Data Set (Section 10.9)

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks* (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

Film or Video (Section 10.12)

Docter, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). *Fancy party* (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Kamin, H. S., Lee, C. L., & McAdoo, T. L. (2020). *Creating references using seventh edition APA Style* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorialswebinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). Smells like teen spirit [Song]. *On Nevermind*. DGC

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.) Psychopaths and superheroes (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happineslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). *Data sharing* [Infographic]. https://www.apa.org/pubs/journals/3_data-sharing-infographic.pdf

PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

Tweet (Section 10.15)

Obama, B. [@BarackObama]. (2020, April 7). *It's World Health Day, and we owe a profound debt of gratitude to all our medical professionals. They're still giving* [Tweet]. Twitter. <https://twitter.com/BarackObama/status/1247555328365023238>

Open Educational Resource (Section 10.16)

Fagan, J. (2019, March 25). *Nursing clinical brain*. OER Commons. Retrieved January 7, 2020, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Webpage (Section 10.16)

Chandler, N. (2020, April 9). *What's the difference between Sasquatch and Bigfoot?* howstuffworks. <https://science.howstuffworks.com/science-vs-myth/strange-creatures/sasquatch-bigfootdifference.htm>

Webpage on a News Website (Section 10.16)

Machado, J., & Turner, K. (2020, March 7). *The future of feminism*. Vox. <https://www.vox.com/identities/2020/3/7/21163193/international-womens-day-2020>

Webpage With a Retrieval Date (Section 10.16)

Center for Systems Science and Engineering. (2020, May 6). *COVID-19 dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU)*. Johns Hopkins University & Medicine, Coronavirus Resource Center. Retrieved May 6, 2020, from <https://coronavirus.jhu.edu/map.html>