



Title of articles in English should describe the main content of manuscripts, be informative, concise, and not too wordy (15-20 words). Use Capital Each Word

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Abstract (Palatino Linotype 10, Bold, Spacing 1, Spacing after 6 pt)

The abstract contains a brief description (maximum 300 words) regarding the research problem and objectives, methods used, and research results. The pressure for writing abstracts is mainly on research results. Abstracts are written in Indonesian and English. Key words need to be included to describe the problem being studied and the main terms underlying the research. Keywords can be single words, or combinations of words. Number of keywords 3-5 words. These keywords are needed for computerization to make it easier to search for research titles and abstracts.

Keywords: content, format, article.



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INTRODUCTION (Palatino Linotype, Font Size 12, Bold)

The introduction contains: 1) background of the research problem; 2) problem-solving plan; 3) formulation of research objectives; 4) summary of theoretical studies relevant to the problem being studied. This section also sometimes contains expectations for the results and benefits of the research. The length of the introduction is around 1-2 pages and is typed with 1.5 spacing. A4 paper, with a left margin of 3 cm, right 2 cm, top 2 cm, and bottom 2 cm, with a total number of pages of ± 18 pages.

METHOD

This section contains the type of method or approach used. For qualitative research such as classroom action research, case studies, phenomenology, and others, it is necessary to

include the presence of researchers, research subjects, and informants or sources who helped along with methods of collecting research data, research locations, and the validity of research data. It is highly recommended to avoid using sub-headings in this section. However, if it cannot be avoided, the writing method is in the usual format (capital letters at the beginning of the word and bold).

RESULTS AND DISCUSSION

The results and discussion are by the objectives and are presented in the introduction. This section is the core part of the research article, which is generally the longest part of an article. The research results presented in this section are clean results without the need to include the data analysis process or the hypothesis testing process. Only the results of the analysis process or the results of the hypothesis testing are presented in this section. To further clarify the research results, tables and graphs can be used, which, of course, are followed by explanatory sentences that discuss the table or graph.

Table and Figure

If the article requires the existence of a table as an explanation to present data in matrix form, then the table must be made as concise as possible, but without reducing the importance of the data presented. The table is made without a newspaper column page format (single column) with the placement of the table name placed above the table, and the data in the table is spaced 1 with before and after spacing 0 pt. The vertical lines on the left and right sides of the table (left and right borders) are disguised or not shown, and the information in the table header is printed in bold. Like the following table format example:

Table 1. Table Format

Head of Table	Head of Table	Head of Table
	Table column subheadings	Table column subheadings

Content	Table content	Table content
Content	Table content	Table content

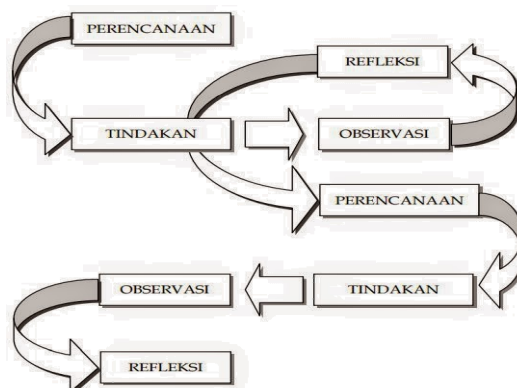


Figure 1. Action Class Research Design: Adopting Kemmis and Taggart's Spiral Model
 (Source: Wiriatmadja, 2012)

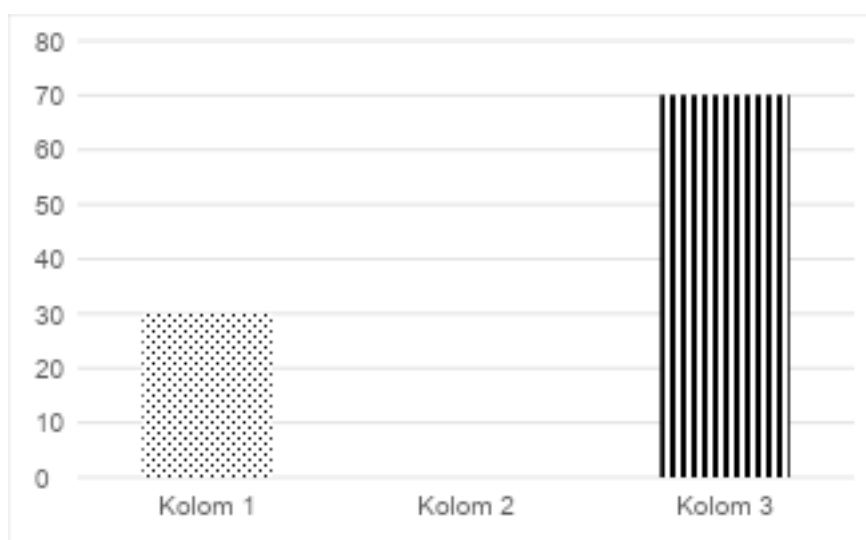


Figure 2. Student Learning Outcomes Graph

For images as in the example above, the caption and image number are positioned below the image. For images, it is recommended to use the text box feature in Microsoft Word to accommodate images or graphics without background color and text box border lines, for the graphics themselves must use a black and white pattern because the results will tend to be stable against format changes and page shifts compared to the direct insert image or graphic feature.

Citations and References

Reference citations use the American Psychological Association (APA) 7th Edition model. Ideas that have been previously expressed by others are referred to. And the reference sources are included in the bibliography.

CONCLUSION

The conclusion contains a summary of the answers to research problems, which are a contribution to scientific development.

ACKNOWLEDGMENTS *(if applicable)*

This section should acknowledge individuals who provided personal assistance to the work but do not meet the criteria for authorship, detailing their contributions. It is imperative to obtain consent from all individuals listed in the acknowledgments.

FUNDING INFORMATION *(if applicable)*

This section should describe sources of funding agency that have supported the work. Authors should state how the research described in their article was funded, including grant numbers if applicable.

REFERENCE

All references should be to the most relevant and current sources. Use tools such as EndNote, Mendeley, or Zotero for reference management and formatting. Writing a bibliography using the American Psychological Association (APA) 7th Edition model.

Example:

Journal

Salviejo, K. M. A., Ibañez, E. D., Pentang, J.T. (2024). Critical Thinking Disposition and Learning Approach as Predictors of Mathematics Performance. *Journal of Education and Learning*, 18(4), 1107-1116. <https://doi.org/10.11591/edulearn.v18i4.21386>

Book

Uno, H. B., & Nurdin, M. (2013). *Belajar Dengan Pendekatan PAILKEM: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Efektif, Menarik*. PT. Bumi Aksara.

Book Chapters

Andrews, M. A. (2021). Inclusive classrooms and the role of empathy. In J. D. Hall & S. Rivera (Eds.), *Equity and diversity in modern education* (pp. 112–130). Routledge.

Thesis/Dissertation

Aube, K. E. (2019). *A comparison of water main failure prediction models in San Luis Obispo, CA* [Unpublished master's thesis]. California Polytechnic State University, California.

Newspaper Articles

Carter, L. (2020, September 10). Schools adapt to hybrid teaching methods. *The Washington Post*, B3.