NAK-KANAK:
Journal of Child Research

Title

(*Pleas provide a tittle of 12-20 words that should be concise and informative*)

Author Name[1], Author Name[2], Author Name[3]

[1]Affiliation (Department, Institution, City, Country)
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Keywords: keywords consist of 3-5 words that capture the main topic of the paper (each keyword consists of one phrase)

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ABSTRACT

A single paragraph set 250-350 words, including keywords and article classification. The following points should always be featured:
Background of the study: This is where you explain 'why' you undertook this study. If you are presenting new or novel research, explain the problem that you have solved. If you are building upon previous research, briefly explain why you felt it was important to do so. This is your opportunity to let readers know why you chose to study this topic or problem and its relevance. Let them know what your key argument or main finding is.
Aims and scope of paper: The objectives and scope of the research conducted.
Methods: This is 'how' you did it. Let readers know exactly what you did to reach your results. For example, did you undertake interviews? Did you experiment in the lab? What tools, methods, protocols, or datasets did you use?
Results: Summarize the article's main findings; Here, you can explain 'what' you found during your study, whether it answers the problem you set out to explore, and whether your hypothesis was confirmed. You need to be very clear and direct and give exact figures rather than generalize. It is important not to exaggerate or create an expectation that your paper will not fulfill.
Contribution: Indicate the main interpretations.

INTRODUCTION

The introduction section must not exceed 20% of the total manuscript length. The introduction should include several essential elements, namely: (1) the background of the study, which covers the research urgency or ideal conditions along with the problems addressed; (2) a relevant literature review; (3) a gap analysis; (4) the research rationale; and (5) the research objectives or hypotheses. The maximum length of the introduction is 1000 words, equivalent to 1.5 pages. Each paragraph in the introduction should ideally consist of 3–5 sentences. The introduction must contain no fewer than four interrelated paragraphs. In addition, authors are not allowed to use a numbered writing system. The required format is Times New Roman, 11 pt, regular, single spacing, and justified alignment.

At the beginning of the introduction, authors are not advised to immediately present theoretical concepts. Instead, the introduction should begin with substantive information such as facts and data from preliminary studies, the problems to be addressed, and an overview of current findings or existing conditions related to the research topic. The research objectives

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must be presented after the gap analysis. The research benefits are optional and may be included or omitted. It is also important to indicate that similar topics may have been addressed in previous studies; however, the current research should still demonstrate a distinct position or contribution despite the existence of numerous related works.

One of the most crucial aspects of the introduction is the explanation of the research gap. Authors are required to clearly and explicitly describe aspects that have not been addressed in previous studies—whether in terms of theory, context, methodology, or approach. This identification of the gap must be reinforced by a critical review of relevant prior research, demonstrating how the present study resolves unresolved issues or overcomes limitations found in earlier works. A systematic presentation of the research gap is the foundation for asserting the novelty of the study. Therefore, the element of novelty must be articulated clearly, convincingly, and in a scientifically accountable manner, rather than being a mere normative claim.

It is important to emphasize that in Nak-Kanak: Journal of Child Research, the Introduction section may not contain subheadings such as "Literature Review" or other structured subsections. All literature components—including conceptual definitions, theoretical frameworks, previous studies, and gap analysis—must be integrated into a coherent, reflective, and argumentative narrative. The flow of ideas should be logical and form a unified argumentative structure rather than a fragmented one. Theories or concepts should be selected based on their relevance and analytical value, not simply as decorative citations. The writing should also reflect an interdisciplinary or multidisciplinary approach consistent with the journal's character and rely on credible and up-to-date academic sources (ideally published within the last 5–10 years).

Furthermore, the introduction must effectively explain the phenomenon under study, clearly present the direction and focus of the research within a coherent narrative framework, and demonstrate the academic contribution offered. It must also convincingly articulate the urgency and novelty of the study in both local and global contexts. "A good introduction contextualizes the research within both local and global scholarly discourse" (Elsevier, 2023). Research questions may be included, but they must be embedded smoothly within the narrative rather than presented as bullet points. Authors must also articulate the main objectives of the study and situate their research within the broader academic discourse. All citations and references in the introduction must follow APA 7th edition style and be drawn from relevant, up-to-date, and reputable academic sources.

METHOD

This section must not exceed 10% of the entire manuscript and should be written concisely, clearly, and succinctly. Nevertheless, the explanation provided must remain sufficiently detailed to allow other researchers to replicate and further develop the study. It should be emphasized that this section is not intended for theoretical exposition.

The Methods section must present the research design clearly and coherently, reflecting the chosen approach—qualitative, quantitative, or mixed methods. Authors are expected to demonstrate that the selected approach aligns with the scope of the Nak-Kanak: Journal of Child Research. The description should include the research subjects or objects, the context in which the study was conducted, and a logical and relevant justification for the methodological choices. Authors are also encouraged to explain the academic rationale for why the selected methodological approach is more appropriate than other possible alternatives.

Data collection techniques must be described in detail, along with an explanation of the research procedures and the stages of data analysis undertaken. Authors need to demonstrate that the analytical methods used are grounded in relevant theories, concepts, or ideas that support the main argument of the article. The methodology should be sufficiently detailed to allow replication by other researchers under comparable conditions. In addition, authors should

provide a strong justification for why the chosen approach is capable of answering the research questions accurately and with academic validity.

Furthermore, authors must ensure that all research involving human or animal subjects has received approval from an authorized ethics committee and includes informed consent (Elsevier, 2023). It is important to note that providing only the ethics approval number is not sufficient. The ethical statement must be presented as a brief narrative integrated into the flow of the Methods section, rather than in bullet points or separate subheadings. An example is provided below:

"This study was approved by the Research Ethics Committee of [Name of Institution], with approval number [approval code]. All participants provided written informed consent prior to data collection, and their identities were protected under strict confidentiality principles."

If the study did not involve human or animal subjects, authors are still encouraged to state this explicitly. For example: "This study did not involve human or animal participants and therefore did not require ethical approval. However, all data were collected in accordance with institutional ethical standards."

The Methods section should be presented in paragraphs without subsections or additional subheadings. Only essential information should be included, and detailed descriptions of the research design are not required.

The methods include:

Research Design :
Participant :
Population and the methods of sampling instrumentation (sample of questions, scoring method, and psychometric properties (validity and reliability):
Instrument :
Analysis plan (describe statistical tests and the comparisons made; ordinary statistical methods should be used without comment; advanced or unusual methods may require a literature citation) :
Scope and/or limitation of the methodology you used:

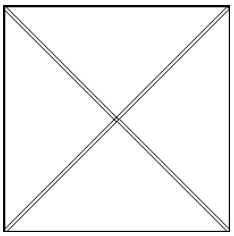
Manuscript can use the STROBE method for observastional studies, SRQR for qualitative studies, PRISMA for reviews, CARE for case reports, CONSORT for clinical trial (**recommendations**).

RESULTS

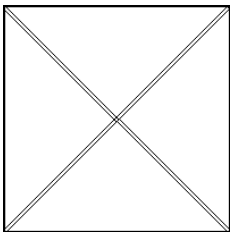
Results are the main part of a scientific article which contains research results and results of hypothesis testing. Results can be presented with tables or graphs, to explain the results verbally. The results sufficiently explain the findings in the real field without including references in the form of books and articles. (Times New Roman, Size 11 pt, Regular, Space 1, Justify).

Figure and Table

Place image labels below the images and table labels above the table, example:



(**a**)



(**b**)

Figure 1. This is a figure….(please describe the figure); Schemes follow the same formatting. If there are multiple panels, they should be listed as (a) Description of what is contained in the first panel;

(b) Description of what is contained in the second panel. Figures should be placed in the main text near the first time they are cited. A caption on a single line should be centered

Table 1. This is a table…..(please describe the table). Tables should be placed in the main text near the first time they are cited.

No	Nama Style	Function
1	G1_Tittle	Title
2	G2_Author	Author
3	G2_Author Afilitation	Author Afilitation

DISCUSSION

The Discussion section is the core of a scholarly manuscript, functioning as a space for researchers to develop an in-depth analysis of the findings previously presented. Authors are expected to construct sharp and focused arguments that clearly demonstrate their position regarding the issue under investigation. Each finding must be critically interpreted and logically connected to the theoretical framework or concepts employed, ensuring that the discussion is organized systematically, meaningful, and academically rigorous.

This section must be written in an analytical and systematic style, demonstrating a strong relationship between the data, research methods, and the context of the issue examined. Repetition of data presentation should be avoided; the discussion is not a place to restate the results but a platform for reflection, conceptual reasoning, and the strengthening of scientific arguments. Authors must also avoid confirmation bias (often referred to as cocokology in Indonesia)—the tendency to align research findings with numerous previous studies in a sequential manner without meaningful analysis. For instance, statements such as “These findings are consistent with Alif (2024), Amin (2024), and Dinda (2023)” without explaining the relevance or theoretical contribution of such consistency represent weak argumentation. This practice not only weakens the quality of the discussion but also reflects a lack of clarity in articulating the scholarly contribution. Instead, authors are encouraged to cite one or two truly relevant studies—those already discussed in the introduction—and then analyze them reflectively and critically to strengthen the article’s academic position.

Research findings must also be integrated into existing theories or directed toward developing new theoretical insights or strengthening the current conceptual framework. Therefore, the conceptual framework should be clearly described and used as the foundation for interpreting the data so that the flow of discussion remains coherent and argumentative. Authors are also expected to reaffirm the novelty of their research in this section—not only in the introduction. This reaffirmation serves to highlight the unique contribution of the study to the advancement of knowledge, whether through theoretical expansion, new approaches, or alternative understandings of the issue examined.

Furthermore, authors should present the theoretical and practical implications of the research in a balanced manner. Theoretical implications may include how the findings reinforce, challenge, or extend existing theories, while practical implications may relate to the relevance of the results for public policy, education, socio-cultural issues, or other professional fields. Both types of implications need to be articulated convincingly to emphasize the significance of the research in academic and applied contexts.

To enrich the discussion, authors are also expected to explicitly acknowledge the limitations of the research—whether methodological, contextual, or conceptual. These limitations should not be viewed as weaknesses but as a reflection of academic integrity and awareness of the aspects not yet addressed in the study. Based on these limitations, recommendations for future research should emerge logically and argumentatively, whether in the form of broader contextual exploration, examination of new variables, or the use of different methodological approaches.

Equally important, the discussion must address the international contribution and relevance of the research findings, especially if the results relate to global issues or have potential applications beyond the local context. This component should be integrated substantively into the discussion, not merely mentioned in passing. It should explain how findings from a local context can contribute to international discourse. The absence of this element may weaken the article's position within the global academic community and reduce its competitiveness for publication in high-impact journals.

A strong Discussion section does not merely describe what was found but explains why it matters, how it contributes to theory, practice, and the global academic community, and what may be explored in future studies. Reflective, critical, and internationally oriented writing in the Discussion section is a key determinant of a manuscript's eligibility for publication in Nak-Kanak: Journal of Child Research.

The discussion include:

Implications :
Research Contribution:
Limitations :
Suggestions :

Authors should use the results of previous studies that match at least 10 articles, and those that contradict at least 15 articles with active DOI. The contribution of the research results needs to be raised, as well as the limitations of the research. In the discussion section it is not permitted to use numbering. (Times New Roman, Size 11 pt, Regular, Space 1, Justify).

CONCLUSION

The conclusion should provide a comprehensive yet concise summary of the research findings and the analysis presented in the preceding discussion. Authors should not repeat data or introduce new findings; instead, the conclusion should emphasize a synthesis of the arguments, the academic stance, and the main contributions of the study in a clear and meaningful manner. This section must highlight the scholarly contribution of the research, whether in the form of theoretical reinforcement, the proposal of new perspectives, or relevant practical applications. Additionally, the conclusion may briefly restate theoretical and practical implications, provided that these aspects have been adequately addressed in the discussion section.

Suggestions for future research should not be elaborated extensively in the conclusion. If included, they must be conveyed briefly as a reaffirmation of reflections previously discussed, not as new issues or topics. The conclusion should be written in a flowing narrative paragraph, not in bullet points or lists. Ideally, this section should comprise approximately 10% of the total manuscript length and should be structured in a way that unifies the entire article into a coherent and academically robust whole. (Times New Roman, Size 11 pt, Regular, Space 1, Justify).

ACKNOWLEDGMENT

The acknowledgment serves as a gesture of appreciation for the contributions of institutions or individuals who are not recognized as authors, such as those providing financial support for the research and publication.

AUTHOR CONTRIBUTION STATEMENT

The Author Contributions Statement should refer to the CRediT (Contributor Roles Taxonomy). This statement must be placed at the end of the manuscript, immediately before the References section.

Example: **Muhammad Abdul Latif:** Conceptualization and Methodology. **Christopher Mutseekwa:** Data curation and Writing – Original Draft. **John R. Slate:** Investigation. **Muhini**

L. Kahare: Supervision. **James P. Takona:** Software and Validation. **Bendraou Rachid:** Writing – Review and Editing.

REFERENCES

The bibliography consists of the author's name, year of publication, title of article, name of city and publishing institution. Authors should use the Mendeley in writing a bibliography with the APA (American Psychological Association) style 7th edition. The bibliography is sorted according to the first letter of the author's last name (A-Z). All referenced literature must use primary sources with a percentage of 80%, and secondary sources with a percentage of 20%. Bibliography takes precedence over articles taken from the latest journals / publications (no longer than 5 years) prior to submission of articles (paper submission) with an **active DOI** of at least 30 references. Library sources must also be taken from accredited national journals (Sinta) and reputable international journals (Scopus). (Times New Roman Size 11 pt, Regular, Space 1, Justify, Hanging Indent 1).
Examples are as follows:

(Type: book, *author* = publisher)
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th Ed.). Author.

(Type: *e-book*)
Bransford, J. D., Brown, A. L., & Cocking, R. R. (2005). *How people learn: Brain, mind, experience and school.* https://www.nap.edu/catalog/9853/how-people-learn-brainmind-experience-and-school-expanded-edition.

(Type: *edited book, two* editors or more)
Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist Instruction: Success or Failure?*. Routledge.

(Type: *book section*)
Aron, L., Botella, M., & Lubart, T. (2019). Culinary arts: Talent and their development. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Developing human potential into domain-specific talent* (pp. 345–359). American Psychological Association. https://doi.org/10.1037/0000120-016.

(Type: *book*, in English, translated into Indonesian, original title intact)
Schunk, D. H. (2012). *Learning theories: An educational perspective* (E. Hamdiah & R. Fajar, Trans.). Pustaka Pelajar. (Original work published 2012).

(Type: *book, Indonesian,* not translation, an original title retained)
Purnama, S. (2020). Penelitian Tindakan Kelas. Bandung: Rosdakarya.

(Type: *book*, one author)
Latif, M.A. (2025). *Perkembangan Sosial-Emosional Anak.* Yogyakarta: K-Media.

(Type: *book*, two authors)
Tabachnick, B. G., & Fidell, L. S. (2007). *Using Multivariate Statistics* (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

(Type: *book*, three authors)

Nadlifah, N., Zahriani Jf, N., & Latif, M. A. (2022). *Perkembangan Kognitif Anak.* CV. Multiartha Jatmika.

(Type: journal article, *online*)

Durkin, K., & Barber, B. (2002). Not so doomed: Computer game play and positive adolescent development. *Journal of Applied Developmental Psychology*, *23*(4), 373–392. https://doi.org/10.1016/S0193-3973(02)00124-7

(Type: journal article, If the doi doesn't exist, then there must be an article URL)

Aziz, T. (2024). Internalization of Islamic Values in Children within Families in the Digital Era. *Nak-Kanak: Journal of Child Research*, *1*(1), 37–46. https://journal.trunojoyo.ac.id/v3/nakkanak/article/view/46

(Type: *journal article,* three authors)

Hogan, A. E., Scott, K. G., & Bauer, C. R. (1992). The Adaptive Social Behavior Inventory (Asbi): A New Assessment of Social Competence in High-Risk Three-Year-Olds. *Journal of Psychoeducational Assessment*, *10*(3), 230–239. https://doi.org/10.1177/073428299201000303

(Type: *journal article,* 4 or more authors, all full names written)

Jones, R. A., Hinkley, T., Okely, A. D., & Salmon, J. (2013). Tracking Physical Activity and Sedentary Behavior in Childhood. *American Journal of Preventive Medicine*, *44*(6), 651–658. https://doi.org/10.1016/j.amepre.2013.03.001

(Type: *conference proceeding*)

Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D. (2019). Cognitive and noncognitive predictors of success. *Proceedings of the National Academy of Sciences*, *USA*, *116*(47), 23499–23504. https://doi.org/10.1073/pnas.1910510116

(Type: document, report: institution, government, organization)

NCTM (National Council of Teachers of Mathematics). (2000). *Principles and Standards for School Mathematics*. Reston, VA: Author.

(Type: document, legal texts, original terms written followed by translation)

Peraturan Presiden RI. No. 8. (2012). *Kerangka Kualifikasi Nasional Indonesia.* [Indonesian National Qualification Framework].

Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi RI. No. 44. (2015). *Standar Nasional Pendidikan Tinggi.* [National Standards of Higher Education].

Appendix

Appendixes are optional and should be included only when they contain supplementary information that is essential for understanding the research but would disrupt the flow of the main text if placed within it. Each appendix must be concise, well-organized, and directly relevant to the study. To maintain readability and focus, the length of an appendix should not exceed two pages.