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Abstract :

The abstracts should be clear, concise, and descriptive, using English, Arabic and Indonesian, which consists of 150-250 words. The abstract contains the scope of the study, objectives, methods, research results, and conclusions. This section is separate from articles, using single space, Garamond 10, single space.

Keywords : *term1, term2, term3. E.g., management, public, trust (Garamond 10, italic)*

Abstrak :

Abstrak harus jelas, ringkas, dan deskriptif, dengan menggunakan bahasa Inggris, Arab dan Bahasa Indonesia, yang terdiri dari 150-250 kata. Abstrak memuat ruang lingkup kajian, tujuan, metode, hasil penelitian dan kesimpulan. Bagian ini terpisah dari artikel, yang ditulis dengan satu spasi, Garamond, ukuran 10, satu spasi.

Kata Kunci: *term1, term2, term3. E.g., manajemen, publik, kepercayaan (Garamond 10, italic)*

INTRODUCTION (Written in bold capital, Garamond 12)

This section of the research contains the background, research problems, summaries of previous relevant studies, the gap of knowledge, and research objectives. This will reveal the state of the art, its originality, APA style with a single space. Example: (Moleong, 2016), (Sheikhalizadeh & Piralaiy, 2017) (Levina et al., 2016)

This journal encompasses research articles, original research report, reviews in Islamic education in any fields including: 1) Leadership, 2) Public Relations, 3) Organizational Behavior, 4) Organizational Culture, 5) Human Resource Management, 6) Financial Management, 7) Decision Making, etc.

The article submitted is of the author's original work that is plagiarism-free, and neither of which has been previously published in other scholarly journals or books. Articles published in this journal must comply with the article format, which is the style of this journal. Written in Garamond 12, with a single space.

RESEARCH METHOD (Written in bold capital, Garamond 12)

The research method describes research design, population, and sample (research objectives), data collection techniques, and data analysis techniques. Qualitative research with case studies, phenomenology, and others, at least present the research location, the presence of researchers, research subjects, informants, and techniques to collect research data, as well as a description of the technical analysis of research data. Whereas in quantitative research, it is necessary to present the population, samples, and data analysis techniques. Written in with Garamond 12

FINDINGS AND DISCUSSION

Researchers need to inform several important (original) field data obtained from

interviews, observations, questionnaires, surveys, documents, and other data collection techniques. The findings are presented in full and are related to the pre-determined scope of research. Findings can be supplemented with tables, graphs, and/or diagrams. Tables and figures are numbered and titled. Example:

Table : 1 Table title should be placed at the top

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

Pictures, graphs, charts, schemes, or diagrams are numbered consecutively and the title below, with Garamond 12;



Figure 1 : Lecturer Quality Coaching

The result of data analysis is explained correctly in the article. The discussion part logically explains the findings, associated with the relevant sources.

CONCLUSION

The conclusion contains the short summary of the findings and discussion, presented briefly, narrative, and conceptual. Avoid using bullet and numbering.

The conclusion and recommendation of the author are given in this section and are consistent in using the term “Conclusion”. The conclusion of the research should serve the urgent purposes of the study within this section. This can be followed by suggesting the relevant future studies.

REFERENCES

The citation and references are referred to American Psychological Association (APA) style sixth edition, by using manager reference (Mendeley/Zotero).

1. Journal

Baharun, H. (2016). Manajemen Kinerja Dalam Meningkatkan Competitive Advantage Pada Lembaga Pendidikan Islam. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 5(2), 243–262.

Levina, E. Y., Kutuev, R. A., Balakhnina, L. V., Tumarov, K. B., Chudnovskiy, A. D., & Shagiev, B. V. (2016). The Structure of the Managerial System of Higher Education’s Development. *International Journal Of Environmental & Science Education*, 11(15), 8143–8153.

2. Proceeding

Laal, M. (2011). Knowledge Management in Higher Education. *Procedia Computer Science*, 3, 544–549.

Budiyanto, M. A. K., Waluyo, L., & Mokhtar, A. (2016). Implementasi Pendekatan Saintifik dalam Pembelajaran di Pendidikan Dasar di Malang. *Proceeding Biology Education Conference*, 13(1), 48.

3. Book

Hatum, A. (2010). *Next Generation Talent Management: Talent Management to Survive Turmoil*. London: Palgrave Macmillan.

Gottschalk, P. (2005). *Strategic Knowledge Management Technology*. Hershey PA: Idea Group Publishing.