

**Title, your title is here, no more than 15 words in
English
(that represent the main idea)**

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Abstract

The abstract must be written in one paragraph. An abstract is a general summary of the article or study with 200-250 words, the significant aspect of the entire paper in a prescribed sequence that includes: 1) the primary purpose or general motivation of the study and the research problem(s) of the study; 2) the basic outline of the study; 3) significant discoveries or findings as a result of the researcher analysis; and, 4) a brief summary of researcher interpretations and conclusions.

Keywords: 3-6 words / phrases

DOI :
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1. Introduction

The introduction is the first impression of the article. The opening paragraphs of the article will provide readers about the overall quality and the validity of the findings. The introduction will lead the readers from the general aspect to the specific topic of the study. A good introduction, according to Reyes, has three goals: 1) to ensure that prior studies have been summarizing in a manner that lays a foundation for understanding the research problem(s); 2) explain how the study specifically addresses gaps in literature or prior studies; and, 3) note the broader theoretical, empirical, contributions, and implications of the study.

Overall, introduction establishes the scope, context, and significance of the research by summarizing current understanding and background information about the topic, stating the purpose of the study and research questions, highlighting the potential outcomes, relevant theories, and previous researches to make a hypothesis formulation. The presentation should be coherent chronologically and the logical relationship between paragraph. Note that there is no sub-title or sub-chapter in the introduction section.

2. Research Design and Method

The methods section describes actions to be taken to investigate a research problem and the

rationale for the application of specific procedures or techniques used to identify, select, process, and analyze information applied to understand the problem. The methodology section of a research paper answers two main questions: 1) how was the data collected or generated? And, 2) how was it analyzed? The writing should be direct and precise and always written in the past tense. The methodology of the research may use quantitative or qualitative methods.

Quantitative methods

Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or explaining a particular phenomenon.

(Example)
Table 2.Measurement of Variable
Mandatory if quantitative research

| Variabel | Indicator / Item | Major References |
|----------|------------------|------------------|
| (X1) | • X1.1 | |
| | • X1.2 | |
| | • X1.3 | |
| (X2) | • X2.1 | |
| | • X2.2 | |
| (X3) | • X3.1 | |
| | • X3.2 | |
| | • X3.3 | |
| | • X3.4 | |
| | • X3.5 | |
| (X4) | • X4.1 | |
| | • X4.2 | |
| (X5) | • X5.1 | |
| | • X5.2 | |
| | • X5.3 | |
| | • X5.4 | |
| | • X5.5 | |
| (Y) | • Y1 | |
| | • Y2 | |
| | • Y3 | |
| | • Y4 | |
| | • Y5 | |
| | • Y6 | |

Qualitative methods

The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of research. They seek answers to questions that stress how social experience is created and given meaning. In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not

processes. Qualitative forms of inquiry are considered by many social and behavioral scientists to be as much a perspective on how to approach investigating a research problem as it is a method.

3. Results and Discussion

The results section is where the findings of a study based on the methodology are reported. The results section should state the findings of the research arranged in a logical sequence without bias or interpretation. A part describing results is particularly necessary if the paper includes data generated from the current study.

The purpose of the discussion is to interpret and describe the significance of the findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights about the issue after the study being taken the findings into consideration. The discussion will always connect to the introduction by way of the research questions or hypotheses and the literature reviewed, but it does not merely repeat or rearrange the introduction; the discussion should always explain how the current study has moved the reader's understanding of the research problem forward from where it mentioned at the end of the introduction. Results and discussions may include sub-title and sub-sub titles.

Statistical Result

The importance of the good result

When formulating the results section, it's important to remember that the results of a study do not prove anything. Findings can only confirm or reject the hypothesis underpinning the current research. However, the act of articulating the results helps to understand the problem from within, to break it into pieces, and to view the research problem from various perspectives.

The page length of this section is set by the amount and types of data to be reported. Be concise, using non-textual elements appropriately, such as figures and tables, to present results more effectively. In deciding what data to describe in the results section, must clearly distinguish information that would generally be included in a research paper from any raw data or other content that could be included as an appendix. In general, raw data that has not been summarized should not be included in the main text of the paper.

Avoid providing data that is not critical to answering the research question. The background information described in the introduction section should provide the reader with any additional context or explanation needed to understand the results. A good strategy is to always re-read the background section of the current paper after the writer has written up the results to ensure that the reader has enough context to understand the results.

Discussion

The importance of discussions

The discussion section is often considered the most critical part of the research paper because this is where: 1) most effectively demonstrates researcher to think critically about an issue, to develop creative solutions to problems based upon a logical synthesis of the findings, and to formulate a deeper, more profound understanding of the research problem under investigation; 2) present the underlying meaning of the research, note possible implications in other areas of study, and explore possible improvements that can be made in order to further develop the concerns of your research; 3)

highlight the importance of the study and how it may be able to contribute to and/or help fill existing gaps in the field. If appropriate, the discussion section is also where to state how the findings from the study revealed new differences in the literature that had not been previously exposed or adequately described; and, 4) engage the reader in thinking critically about issues based upon an evidence-based interpretation of findings; it is not governed strictly by objective reporting of information.

The content of the discussion section of the paper most often includes 1) Explanation of results: comment on whether or not the results were expected for each set of results; go into greater depth when explaining findings that were unexpected or especially profound. If appropriate, note any unusual or unanticipated patterns or trends that emerged from the current results and explain their meaning in relation to the research problem. 2) References to previous research: either compare the present results with the findings from other studies or use the reviews to support a claim. This can include re-visiting key sources already cited in the introduction, or, save them from quoting later in the discussion section if they are more relevant to compare with the current results instead of being a part of the general literature review of research used to provide context and background information. 3) Deduction: a claim for how the results can be applied more generally. For example, describing lessons learned, proposing recommendations that can help improve a situation, or highlighting best practices.

4. Conclusions

Giving an acknowledgment is a way of giving credit or props. Acknowledgments let readers know who contributed or did work on something. For example, if you look at the acknowledgments section of a book, it tells you who helped the author: writers give acknowledgment to editors, agents, friends, family, teachers, people they interviewed, and anyone else who helped them while writing. In sports or the entertainment world, award-winners usually give acknowledgment to people important to them. When you see the word acknowledgment, think "giving credit and thanks."

Reference (Required Mendeley Tools)

Serial/journal article (online with DOI):

Gabbett, T., Jenkins, D., & Abernethy, B. (2010). Physical collisions and injury during professional rugby league skills training. *Journal of Science and Medicine in Sport*, 13 (6), 578-583. 10.1016/j.jsams.2010.03.007

Conference paper (online):

Cannan, J. (2008). Using practice based learning at a dual-sector tertiary institution: A discussion of current practice. In R. K. Coll, & K. Hoskyn (Eds.), *Working together: Putting the cooperative into cooperative education*. Conference proceedings of the New Zealand Association for Cooperative Education, New Plymouth, New Zealand. Retrieved from http://www.nzace.ac.nz/conferences/papers/Proceedings_2008.pdf

Thesis (online):

Mann, D. L. (2010). *Vision and expertise for interceptive actions in sport* (Doctoral dissertation, The University of New South Wales, Sydney, Australia). Retrieved from <http://handle.unsw.edu.au/1959.4/4470>

Note :

- Article was written using Times New Roman Size 11, Space 1.15
- Article was written at least 6000 words outside the bibliography

- Bibliographic references should use (last seven years)
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