

## **TITLE NO MORE THAN 17 WORDS [CAPITAL FONT, BOLD, SIZE 13]**

**Author<sup>1</sup>, Author<sup>2\*</sup>, Author<sup>3\*</sup> [Size 12]**

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### **Abstract**

*Abstract contains a brief description of the problem, research objectives, methods used, and the results of the study. Abstract should reflect the content of the article and focus primarily on the results of the study. The abstract must be written in one paragraph in English between 120 and 250 words. Keywords need to be included to describe the problem area, and the terms underlying the implementation of the research. Keywords can be single words or combinations of words (phrases). The number of keywords is between 3-5 words. Keywords are required for computerization. Research and search for abstract titles becomes easy with these keywords. [Between 120 and 250 words, Font 11pt, Space 1.0]*

**Keywords:** Keyword one, Keyword two, Keyword three

### **Introduction [Heading Level 1][Size 13]**

The length of your manuscript is between **10 to 20 pages**. This section is an introduction that outlines the research problem, including why this topic is important, which should include identifying gaps in knowledge, theoretical thinking, and/or practice/policy. The introduction should be attempted, from the very beginning, to interest the reader. Authors often cite data or statistics that are important to attract readers' attention (e.g., the dropout rate in Indonesia is....; the lower a parent's income, the more likely their child is to *drop out*). In this section, the authors explain the research questions and research objectives. In addition, the authors also add a statement about the potential theoretical and practical implications of the study. **[Font Times New Roman; Size 12; Space 1.15; APA 6th Citation Style]**.

Literature review is written in this section. A literature review is a critical examination of existing scholarly research and literature relevant to a particular topic or research questions. It serves as the foundation for understanding the current state of knowledge on a subject, providing context, identifying gaps, and guiding the direction of new research. In essence, the literature review is a synthesis of existing studies, theories, and perspectives that helps researchers situate their own work within the broader academic discourse. It involves systematically searching, analyzing, and synthesizing peer-reviewed articles, books, dissertations, conference proceedings, and other scholarly sources.

The primary purpose of a literature review is to provide readers with a comprehensive understanding of the existing body of knowledge on a specific topic. By reviewing and summarizing the findings and arguments of previous studies, researchers can identify trends, patterns, inconsistencies, and gaps in the literature. This enables them to establish the relevance and significance of their own research within the context of existing scholarship. Additionally, a well-conducted literature review can help researchers refine their research questions, hypotheses, and methodologies by building upon the strengths and addressing the limitations of previous studies.

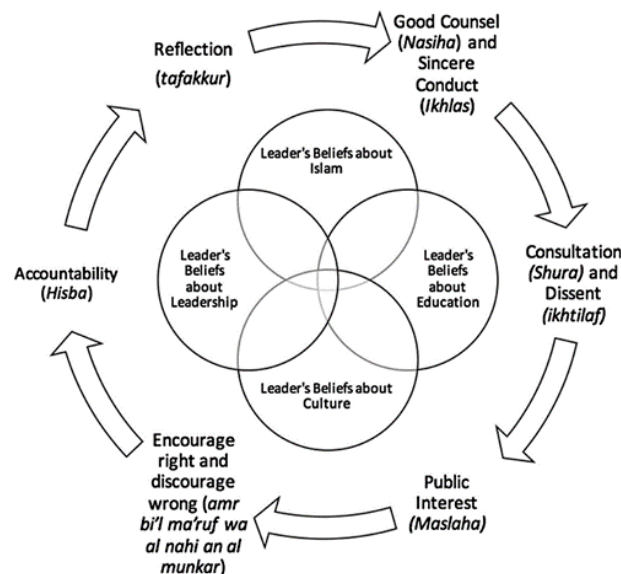
Conducting a literature review involves several key steps, including defining the scope and objectives of the review, searching for relevant sources using databases and library

resources, critically evaluating the quality and credibility of the selected literature, and synthesizing the findings into a coherent narrative. Throughout this process, researchers must remain objective, rigorously assess the validity and reliability of the literature, and clearly articulate the connections between different studies and ideas. Ultimately, a well-written literature review not only demonstrates the researcher's familiarity with the relevant literature but also lays the groundwork for advancing knowledge and contributing new insights to the field. [Font Times New Roman; Size 12; Space 1.15; APA 6th Citation Style].

### ***Theoretical Framework [if applicable]***

The authors can add a Theoretical Framework to this Literature Review section. The Theoretical Framework is the final part of the literature review section. It describes the model used in the study to show the author's intent. Or, the authors talk about how this research will augment existing theoretical thinking by (a) expanding theories, (b) challenging existing, or (c) other theoretical thinking. If the authors decide to provide a figure about a guiding model or theory that shows its main constructs or variables, the authors should make sure they also write several sentences explaining what the readers should know most about the image.

In figure exposure, anywhere in the article, use the format as follows:



**Figure 1.** Figure name [font size 11; centre]

### **Method [Heading Level 1][Size 13]**

The method section outlines the specific procedures, techniques, and approaches used to conduct a study or investigation. It serves as a detailed roadmap that allows readers to understand how the research was carried out, ensuring transparency and reproducibility. The method section typically includes subsections such as participants or samples, materials or apparatus, procedure or methodology, and data analysis. Depending on the nature of the study, other subsections such as research design, measures, or instrumentation may also be included. This section provides critical information about the study's design, data collection methods, and analytical strategies, allowing readers to evaluate the validity and reliability of the research findings.

The method section begins by describing the characteristics of the study participants or sample, including relevant demographic information such as age, gender, and socioeconomic status. It then details the materials or apparatus used in the study, such as questionnaires, experimental stimuli, or laboratory equipment. The procedure or methodology subsection outlines the step-by-step process followed during data collection, including any instructions given to participants, experimental manipulations, or data collection protocols. Additionally, the method section specifies the data analysis techniques employed to analyze the collected data, whether quantitative, qualitative, or mixed methods. By providing a comprehensive overview of the research methods employed, the method section allows readers to assess the rigour and validity of the study and guides replicating or extending the research in future studies.

The components of research methods for quantitative research are minimal: research approach, population, sample and sampling techniques; variables, dimensions/sub-variables, and research indicators; research stage, data collection techniques, data validity and reliability techniques; and data analysis techniques. Meanwhile, the components of research methods for qualitative research are: research approach, subject and/or object of research, types and sources of data, research stages, data collection techniques, data validity techniques, and data analysis techniques. [Font: Times New Roman; Size 12; Space 1.15; Citation Style APA].

## Results [Heading Level 1][Size 13]

The results section begins by providing descriptive statistics or other relevant measures to characterize the study sample, such as demographics or basic characteristics. Then present the main findings of the study, compiled based on research questions or hypotheses. For quantitative research, Results may involve presenting numerical data in the form of tables, graphs, or charts, accompanied by appropriate statistical analysis to assess significance and relationships between variables.

For qualitative research, the results section may involve summaries of key themes, patterns, or findings obtained from analysis of interview transcripts, observations, or other qualitative data sources. Throughout the results section, authors should provide a clear and concise description of the findings, avoiding interpretation or discussion of the implications of the results, as interpretation and discussion are provided in the Discussion section. In addition, authors must ensure that the results are presented logically and coherently, with sufficient detail to allow readers to understand and evaluate the research findings. [Font: Times New Roman; Size 12; Space 1.15; APA 6th Citation Style].

In table presentation, anywhere in the article, use the format as follows:

**Table 1.** Table name [Font Size 11]

Not	Statement	n	M	S.D.
1	I found that verbal feedback from my lecturers was very useful in improving my speaking skills.	234	3.90	1.00
2	I found that written feedback from my lecturer was very useful in improving my speaking skills.	234	3.98	0.98

**Discussion [Heading Level 1][Size 13]**

The discussion section begins by reviewing the research question or hypothesis and summarizing the main findings of the study. It then delves into comprehensive analysis and interpretation of those findings, drawing links to relevant theories or conceptual frameworks. For example, if the study investigates the impact of technology integration on student learning outcomes, the discussion could explore how the findings align with cognitive load theory or socio-cultural learning.

In addition, the discussion section often compares and contrasts research results with previous research, highlighting areas of agreement or differences and offering potential explanations for differences. This section also discusses research limitations, such as sample size constraints or methodological limitations, and considers their implications for the interpretation of results. Finally, the discussion section concludes by discussing the broader implications of the findings to theory, practice, or policy, and suggests avenues for future research to develop current research findings and answer any questions or gaps that still exist in the literature. [Font: Times New Roman; Size 12; Space 1.15; APA 6th Citation Style].

If the writing uses heading levels 2 and 3, use the following writing format.

***Heading Level 2 [bold] [italic] [size 12]***

Heading level 2 is a sub-heading that provides further detail or breaks down a broader topic introduced by a heading level 1. It is often used to divide the main sections of a document into smaller, more manageable parts. In an academic paper, heading level 2 might be used to introduce major subsections of the main body, each addressing a different aspect of the overall topic.

***Heading Level 3 [Italic] [Size 12]***

Heading level 3 further subdivides the content under a heading level 2. It provides even more detailed organization within subsections. In academic writing, heading level 3 might be used to break down specific components or aspects of a sub-topic.

**Conclusion [Heading Level 1][Size 13]**

The conclusion is the part where the authors summarize the main findings, discuss their implications, and suggest avenues for future research. This section serves to bring together the main points discussed in the article and provide cover to the reader. Conclusions should restate the importance of the study, highlight what contributions were made in the field, and offer final thoughts or recommendations based on the findings presented. It is important to make concise yet comprehensive conclusions so that readers have a clear understanding of the contribution of the paper and its potential impact. [Font: Times New Roman; Size 12; Space 1.15; APA 6th Citation Style].

**References [APA Sixth Edition] [Heading Level 1]**

Afnibar, A., & Son, A. (2020). Analysis of student learning difficulties in online lectures (study on Islamic counseling guidance students uin Imam Bonjol Padang). *Al Irshad: Journal of Islamic Counseling Guidance*, 11(2), 187-196.

- Alshamrani, M. (2019). *Investigate the advantages and disadvantages of online education*. Auckland University of Technology.
- Arifa, F. (2020). Challenges in implementing the learning from home policy during the COVID-19 emergency. Brief info; A brief study of actual and strategic issues, XII (7/i), 6. *Journal of Social Welfare*, 12. [Font: Times New Roman; Size 12; Space 1.15; APA 6th Bibliography Style].