TITLE 0F ARTICLE, BRIEF AND CONCISE, ARTICUATING CONTENTS JOURNAL REGY: RESEARCH IN EDUCATION AND TECHNOLOGY

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Abstract

Abstract contains research aim/purpose, method, and reseach results; written in 1 paragraph, single space among rows, using past tense sentences. When preparing an abstract, it is important to ensure that all the above elements are presented concisely, clearly, and describe the essence of the conducted research. The abstract should provide a brief yet comprehensive overview of the research, enabling readers to understand the research objective, methodology, results, and research contribution without reading the entire article. Present the abstract in a single paragraph with a maximum of 250 words.

Keywords: one or more word(s) or phrase(s), that it's important, specific, or representative for the article.

INTRODUCTION

Containing backgrounds of the problem, depiction and further scrutiny of the problem or the gap between what is idealized and what is the reality, supported by relevant theories and recent research, and objective of the study. The problem should offer a new research value or benefit as an innovative endeavour, written more or less 20% of the whole body including the title and abstract. Clearly state the specific objectives of your research. Explain what you aim to achieve in this study and how your research will test hypotheses or answer the formulated research questions. Every statement and selection of something (data, methods, parameters, etc.) must be supported by current references (within the last 10 years) that are relevant, valid (80% of the references based on primary sources published in

reputable international scientific journals, preferably from well-known publishers). The citation style used is APA 7th edition in Mendeley.

METHODS

Written out briefly, concisely, clearly, but adequately so that it can be replicated. This section contains explanation of the research approach, subjects of the study, conducts of the research procedure, use of materials and instruments, data collection and analysis techniques.

These are not theories. In the case of statistical uses, formulas that are generally known should not be written down. Any specific criteria used by the researcher in collecting and analyzing the research data should be completely described, including the quality of the instruments, material of the research, and procedure of data collection. This section should be written about 10% (for qualitative research) or 15% (for quantitative research) of the body.

RESULTS AND DISCUSSION

For ease of reading and comprehension, findings are presented first followed by discussion. The Findings sub-title and Discussion sub-title are presented separately. This section should occupy the most part, minimum of 60%, of the whole body of the article.

Results

Results of data analyses can be presented in tables, graphs, figures or any combination of the three. Tables, graphs, or figures should not be too long, too large, nor too many. The writer is advised to use decent variation in presenting tables, graphs, or verbal description.

All displayed tables and graphs should be referred to in the text. The format of tables is shown in Table 1. Tables do not use column (vertical) lines and row (horizontal) lines are used only for the head and tail of the table. The font of the table entry may be reduced.

Figures in the table should not be over-repeated in the narration before or after the table.

Table 1. Length Weight of Sections

No	Name	Percent	Notes
1	Introduction	20	Maksimum (incl. title and abstract)
2	Method	10	Up to 15% for quantitative research.
3	Results and Discussion	60	Minimum
4	Conclusion and References	10	Approx

Fig. 1. name

Figures are written in the following format. For scripts written in Indonesian, thousands are written out using periods; for example: 1200300 is written as 1.200.300. Decimal points are marked with a comma followed by two number digits; e.g.: 12,34. For figures lower than 1, the zero must be written; e.g.: 0,12.

For scripts written in English, thousands are marked using commas; e.g.: 1200300 is written as 1,200,300. Decimal points are marked with a period followed by two number digits; e.g.: 12.34. For figures lower than 1, the zero is not needed; e.g.: .12.

For mathematical symbols or notations, the alphabet is italicized, but Greek letters are written upright using the correct symbols. The equal sign is given a punch space before and after; e.g. (English format): $r = .456$; $p = .008$. For statistical values having degrees of freedom such as t, F, atau Z, the figure of the degree of freedom is written in braces such as $t(52) = 1.234$; $F(1,34) = 4.567$. Statistical calculation for hypothesis testing should be completed with effect sizes; for example: the t-test using cohen's d, the F-test using partial eta squared, or other post-hoc tests in line with the references under consideration.

For qualitative research, findings should substantially be presented in a condensed report based on the results of a rigorous qualitative data analysis. Tables, diagrams, charts, or other data visualizations maybe presented to facilitate ease of reading. Authentic evidence from empirical data (e.g., excerpts from interview transcripts, field-notes, documents) should be presented in a reasonable amount of texts that do not surpass the authors' statements on their findings.

Discussion

Intended to give interpretation and meaning to the results of the study in accordance with the theories and references that are used. It is not merely used to present findings. Interpretation should be enriched with referencing, comparing, or contrasting with findings of previous research published in reputable, not predatory, journal. It is advisable to integrate findings into collection of theories or established knowledge, development of a new theory, or modification of existing theories. Implications of the research findings are given.

CONCLUSION

Intended not only to repeat findings. Conclusion contains substantialization of meaning. It can present a statement of what is being expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that there is compatibility. An addition can be made concerning the prospects of enriching the research findings and developing the potentials for future research.

ACKNOWLEDGMENTS

REFERENCES

Reference entry is arranged in the alphabetical order. All that are referred to in the text must be listed in the reference list and all that are written in the reference list must be referred to in the text. It is advisable to use current journal articles from Web of Science/Scopus indexed journals as reference sources, rather than books or proceedings. The writer is oblidged to list all the references in the valid way according to the original sources and URL

(https of the DOI (digital object identifier) when available), particularly for entries from journals. In the case of cities of publication, differences should be made in writing cities of the USA and cities outside the USA. For example, cities in the USA are listed together with the intials of the state; e.g.: for Boston of Massachusset: Boston, MA.

Examples of reference entries:

(Type: book, author = publisher)
American Psychological Association. (2019). Publication manual of the American Psychological Association (7th Ed.). Washington, DC: 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? New York, NY: Routledge.

(Type: book section)
Sahlberg, P. (2012). The most wanted: Teachers and teacher education in Finland. In L. Darling-Hammond & A. Lieberman (Eds.). Teacher education around the world: changing policies and practices. London: Routledge, pp. 22-44.

(Type: book, one author)
Schunk, D. H. (2012a). Learning theories an educational perspective. Boston, MA: Pearson Education.

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

(Type: book, in English translated into Indonesian, title is translated)
Schunk, D. H. (2012b). Teori-teori belajar: Perspektif pendidikan. [Learning theories: An educational perspective] (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar. (Original work published 2012).

(Type: book, Indonesian, not translation, original title retained, followed by translation)
Nurgiyantoro, B., Gunawan, G., & Marzuki, M. (2019). Statistik terapan untuk penelitian ilmu sosial. [Applied statistics for social science research]. Yogyakarta: Gadjah Mada University Press.

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

(Type: journal article, online)

Nurgiyantoro, B. & Efendi, A. (2017). Re-Actualization of puppet characters in modern Indonesian fictions of the 21 st
 century. 3L: The Southeast Asian Journal of English Language Studies, 23 (2), 141-153. https://doi.org/10.17576/3L-2017-2302-11.

(Type: journal article, three authors)
Retnowati, E., Fathoni, Y., & Chen, O. (2018). Mathematics problem solving skill acquisition: learning by problem posing or by problem solving? Cakrawala Pendidikan, 37(1), 1-10. https://doi.org/10.21831/cp.v37i1.18787.

(Type: journal article, 3-7 authors, all author names are written)
Booth, J. L., McGinn, K. M., Young, L. K., & Barbieri, C. (2015). Simple practice doesn't always make perfect: Evidence from the worked example effect. Policy Insights from the Behavioral and Brain Sciences, 2(1), 24–32. http://doi.org/10.1177/2372732215601691.

(Types: procedings)
Retnowati, E. (2012, 24-27 November). Learning mathematics collaboratively or individually. Paper presented at the The 2nd International Conference of STEM in Education, Beijing Normal University, China. http://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf.