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12

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ABSTRACT: Abstracts submitted to INSPIRE: Journal of Innovation in Social Learning must be clear, concise, and descriptive, using English, consisting of **150-250 words**. **The abstract contains the research objectives, research methods, results and discussions, and implications.** This section is separate from the article, single-spaced, and the font uses **Times New Roman 11**

Keywords: Maximum of 5 keywords.

INTRODUCTION

This document serves as the official Microsoft Word (.doc/.docx) template for preparing manuscripts submitted to this journal. Authors are required to follow this template to ensure consistency in formatting and presentation. The manuscript must be typed using **Times New Roman, 12-point font**, with **single line spacing** throughout the document. The recommended length of a full manuscript is **6,000–8,000 words**, including references, tables, figures, and endnotes. All submitted manuscripts must represent original work and must not have been published or be under consideration elsewhere. Prior to peer review, each submission will undergo a similarity screening using plagiarism detection software. The maximum acceptable similarity index is **20%**, excluding references, quotations, and properly cited sources. Authors are strongly encouraged to manage citations and references using reference management software such as **Mendeley**. All in-text citations and reference lists must conform to the **American Psychological Association (APA) 7th Edition** referencing style.

The **Introduction** should present a clear and coherent background of the study, identify the research problem, explain the theoretical and empirical gaps in the existing literature, summarize relevant previous studies, highlight the novelty and significance of the research, and clearly state the research objectives. Where appropriate, the introduction may also formulate the research hypotheses or arguments. This section should be written as a continuous narrative **without subheadings or numbering**, demonstrating a logical progression from the research context to the purpose of the study.

METHOD

The Method section should provide a clear, systematic, and reproducible explanation of how the study was conducted.

This section may include, where relevant:

- research design (quantitative, qualitative, mixed methods, case study, survey, experimental, etc.)
- participants, population, sample, or data sources
- sampling techniques or participant selection procedures
- research instruments
- interview protocols
- document analysis procedures
- data collection procedures
- thematic coding or other qualitative analysis techniques
- statistical analysis techniques for quantitative studies
- mixed methods integration procedures (if applicable)
- software used for analysis (e.g., SPSS, NVivo, Atlas.ti, R)
- validity, trustworthiness, or reliability procedures
- ethical consent, confidentiality, or ethical approval (if applicable)

Authors may use decimal subheadings (e.g., 2.1, 2.2) to improve clarity and organization.

RESULT AND DISCUSSION

Present findings clearly using tables, figures, charts, or other relevant visual materials where appropriate. Results should be presented systematically based on the research objectives or questions.

The discussion should interpret the findings critically by linking them with relevant theories, previous studies, and current issues. Authors are encouraged to explain the implications of the findings for **social studies education, civic learning, sustainability awareness, curriculum development, classroom practice, or public policy**, where relevant.

All figures and tables must be numbered and titled appropriately (e.g., **Figure 1, Table 1**) and integrated within the text.

Figure

Each figure should have a brief caption describing it and, if necessary, a key to interpret the various lines and symbols on the figure.

Text in Figure

Wherever possible try to ensure that the size of the text in your figures (apart from superscripts/subscripts) is approximately the same size as the main text (11 points).

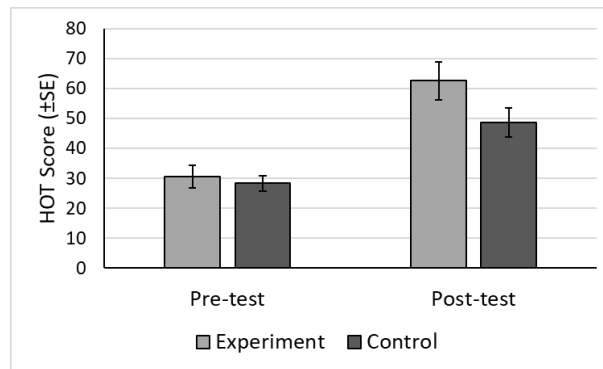


Fig 1. Attached figure in article



Fig 2. Attached figure in article

Research objectives

Wider figure/wider caption

Fig 1. In this case simply justify the caption so that it is as the same width as the graphic

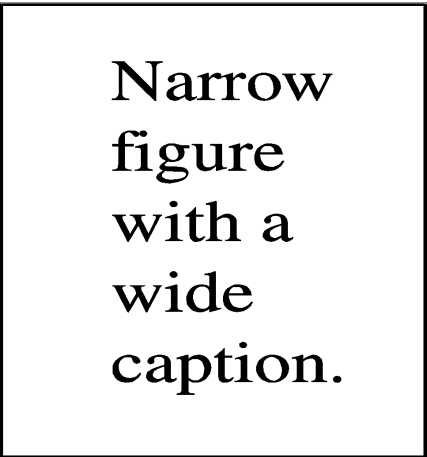


Fig 2. These two figures have been placed side-by-side to save space

Note: For long caption

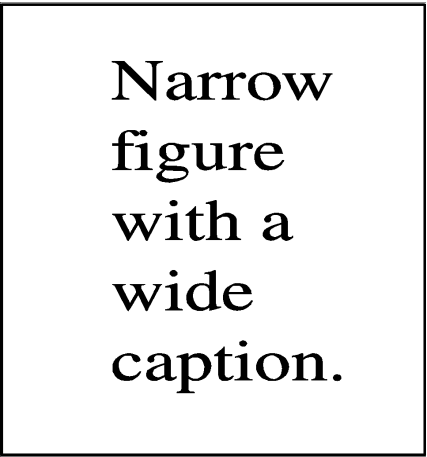


Fig 3. These two figures have been placed side-by-side to save space

Fig 3. Figure with short caption (caption centred)

Note: For short caption

Table

Note that as a general principle, for large tables font sizes can be reduced to make the table fit on a page or fit to the width of the text.

Table 1. Experimental Design

Group	Pretest	Treatment	Posttest
Experiment 1 (Feedback attributional Oral)	T1	Xa	T2
Experiment 2 (Feedback attributional Posts)	T1	Xb	T2
Experiment 3 (Feedback attributional Confirmation)	T1	Xc	T2
control (without treatment)	T1	-	T2

Equation numbering

Equations may be numbered sequentially throughout the text (i.e., (1), (2), (3),...) or numbered by section (i.e., (1.1), (1.2), (2.1) ,...) depending on the author's personal preference. In articles with several appendices equation numbering by section is useful in the appendices even when sequential numbering has been used throughout the main body of the text: for example, A.1, A.2 and so forth. When referring to an equation in the text, always put the equation number in brackets—e.g. ‘as in equation (2)’ or ‘as in equation (2.1)’—and always spell out the word ‘equation’ in full, e.g. ‘if equation (5) is factorized’; do not use abbreviations such as ‘eqn.’ or ‘eq.’.

$$E(F) = E(0) + \sum_i \left(\frac{\delta E(F)}{\delta F_i} \right) F_i$$

Note: For short caption

Table

Note that as a general principle, for large tables font sizes can be reduced to make the table fit on a page or fit to the width of the text.

CONCLUSION

The conclusion should present a concise synthesis of the study's key findings, emphasizing the main insights and knowledge gained from the research. It should clearly articulate the scientific significance and practical implications of the findings. Authors are also expected to critically address the strengths and limitations of the study and propose relevant directions for future research. The conclusion must be written as a coherent narrative and should not contain bullet points or numbered lists.

DECLARATION OF GENERATIVE AI SOURCES

The authors declare that this manuscript was prepared independently. Where generative artificial intelligence (AI) technologies were used, they were employed solely to assist with language editing, grammar correction, and improving the overall readability of the manuscript. All research ideas, methodology, data analysis, interpretation of the findings, and conclusions presented in this study are the original work of the authors, who assume full responsibility for the accuracy, integrity, and scientific content of the manuscript.

REFERENCES

All citations and references must follow the American Psychological Association (APA) 7th Edition style and should be managed using Mendeley. Authors are expected to prioritize recent literature published within the last five years. The reference list should consist entirely of scholarly journal articles, with particular emphasis on reputable international journals indexed in Scopus and accredited national journals indexed in SINTA.

Examples of reference entries:

- Jannah, I. K., & Rozi, F. (2021). Revitalisasi Pemberdayaan Budaya Karakter Nuansa Religiustik Dalam Membentuk Perilaku Pekerti Santri. *Muróbbî: Jurnal Ilmu Pendidikan*, 5(1), 17-34.
- Mustajab, M., Rozi, F., Baharun, H., & Maulidiya, H. (2021). The 'Sekolah Sak Ngajine' Program; The Habit of loving the Qur'an from an Early Age based on Tilawati. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1667-1776.
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- Rozi, F., & Lana, I. F. (2021). Implementasi Pembelajaran Jarak Jauh (PPJ) dalam Meningkatkan Kemandirian Belajar Siswa. *Fondatia*, 5(1), 109-124.
- Rozi, F., & Zubaidi, A. (2019). Efektivitas Penerapan Metode Al-Miftah Li Al-Ulum Dalam Belajar Membaca Buku Klasik Di PP. Nurul Jadid Paiton Probolinggo. *Muróbbî: Jurnal Ilmu Pendidikan*, 3(2), 157-174.