



TEMPLATE FOR PREPARING MANUSCRIPT FOR BRILLO JOURNAL (2021 VERSION) ← 14pt, bold, UPPERCASE

Author 1¹, Author 2² ← 11pt

¹Institution of Author 1, Address of Author 1 Institution, Country ← 9pt

²Institution of Author 2, Address of Author 2 Institution, Country ← 9pt

Email: corresponding author email ← 9pt

Abstract ← 10pt, bold, center, italic

The abstract should be clear, concise, and descriptive. This abstract should provide a brief introduction to the problem, objective of paper, followed by a statement regarding the methodology and a brief summary of results. The abstract should end with a comment on the significance of the results or a brief conclusion. Abstracts are written in 10pt Times New Roman, preferably not more than 200 words.

Keywords: Maximum of 5 keywords separated by comma (,), crucial to the appropriate indexing of the papers, are to be given. eg: Realistic Mathematics Education; Design Research; Fuzzy Logic

Abstrak ← 10pt, bold, center, italic

Abstrak dibuat dalam 2 bahasa, yaitu bahasa Indonesia dan bahasa Inggris. Abstrak dalam bahasa Indonesia merupakan terjemahan dari abstrak dalam bahasa Inggris dengan format sama seperti abstrak dalam bahasa Inggris.

Kata kunci: Maksimum terdiri dari 5 kata kunci yang dipisah oleh tanda koma (,)

How to Cite: Author 1 & Author 2. (2016). Template for Preparing Manuscript for Brillo Journal. *Brillo Journal*, x (x), xx-xx.

INTRODUCTION (12pt, 10%)

This template is designed to assist writers in preparing the right manuscript of the format expected by the editor. To use this template, please just save this MS Word file to your document, then copy and paste your document here. To copy and paste text into this template document, please use "Special Paste" and select "Unformatted Text". Brillo Journal is a national journal that provides a forum for publishing research articles, review articles from contributors, and the latest technological developments related to mathematics education. All papers submitted to journals may not be published or submitted for publication elsewhere.

The introduction must at least contain state of the art (brief literature review), gap analysis, problems and/or hypotheses (if any), solutions, and research objectives. Then the reference is shown by writing the author's last name and year of publication, without page numbers (Fulan, 2019). The portion in the introduction is 10% of the total page. The

maximum number of pages is 15. However, less than 12 pages are recommended.

Things to pay attention to: 1) one paragraph should only contain one idea. Avoid paragraphs that only contain one to two sentences where the main sentence is not clear; 2) Statements or general understandings do not need reference books; 3) the terms must use standard language.

What order to write in the introduction: A little general background is needed for the study related to your research theme.

State of the art (brief literature review) of previous (similar) studies to justify the novelty of this article (there must be a reference to the journal of the last 10 years);

Gap analysis or statement of gap (originality) or novelty of this study with relevant (similar) previous studies or based on state of the art.

Describe the problem based on facts and/or hypotheses (if any). Solutions or approaches to solving these problems. The expected results or research objectives in this article.

METHODS (15%)

Contains the methods used in the research. Present briefly the materials and methods used in the research. All quantities in standard and consistent units; each equation must be numbered; research methods or stages are described operationally, not explaining definitions/understandings.

$$\int_0^{r_2} F(r, \varphi) dr d\varphi = [\sigma r_2 / (2\mu_0)] \cdot \int_0^\infty \exp(-\lambda |z_j - z_i|) \lambda^{-1} J_1(\lambda r_2) J_0(\lambda r_i) d\lambda. \quad (1)$$

The method consists of research design/stages, subject, location, experimental design or design used, sampling technique (if any), the sample used must be specific and clear in number, the variables to be measured, research instruments, data collection techniques, data analysis techniques . (Adjust to the type of research. If the research is qualitative, it is better to use data triangulation).

RESULT AND DISCUSSION (70%)

Contains the results of research, and discussion. If it is R&D research, it is necessary to display the final product, especially content related to the research title.

The format of research results and discussion is not separated. The research data

presented has been processed, not raw data. Research results can be presented with the support of tables, graphs or pictures as needed, to clarify the presentation of the results verbally. In the discussion, it can be seen that there is a relationship between the results obtained and the basic concept or hypothesis.

Captions for pictures/graphics are placed below the figures/graphics, while table titles are placed above them.

The font size in the table is 12pt, but may be less than 12pt if the table size is not sufficient. Each table and figure must have a sentence that refers to the table or figure. For example, the research results are presented in Table 1. The average diagram is presented in Figure 1. Another example: The simulation results of this study are illustrated in Figure 1. The statistical test results obtained Sig <0.0 (Table 1), so H_0 is rejected.

There should not be double or overlapping images or tables, for example data presented in the form of tables or figures, you must choose one.

Table 1. Table descriptions are written justify, if the table title is more than 1 line then it is written like this.

No	Name	Description			
		Score 1 (m)	Score 2 (%)	Mean	Total
1	Aa bb cc	1,2	80,5	123,45	987,65
2	Aa bb cc	1,3	90,5	123,45	987,65
3	Aa bb cc	1,4	95,9	123,45	987,65

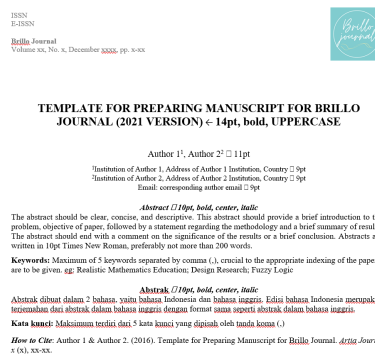


Figure 1. The image title is written center, if the image title is more than 1 line then it is written like this.

In the discussion section, it examines whether the results obtained are related to the

results obtained and the basic concepts and/or hypotheses or not. Compare with previous research, is there any conformity or contradiction with the results of previous studies (especially the literature mentioned in the state of the art). Explain the implications of research results, both theoretical and practical.

CONCLUSION (5%)

Conclusions should be answers to questions or research objectives. Conclusions describe the answers to the hypotheses and/or research objectives or findings obtained. The conclusion does not contain a repetition of the results and discussion, but rather a summary of the findings as expected in the objectives or hypotheses. It is better to write it in paragraph form, not in list/numbering item form. If you have to have a list/numbering item, keep it in paragraph form.

Suggestions present matters related to this research or to be carried out related to further ideas from the research.

ACKNOWLEDGMENT

Acknowledgments go to those who assisted in research, especially those who funded and supported your research. Include people who helped in your study: supervisors, donors, or maybe other supporters, namely proofreaders, typists, or research subjects.

Citations listed in the references are only references cited in the contents of the article. All citations in the text of the article must be written in the References section. Reference must come from primary sources (research journals, proceedings, research books, theses/dissertations) and amount to more than 80% of the total list of references, published in the last 10 (ten) years. Each article contains at least 15 (fifteen) references. References should come from national or international primary sources.

REFERENCES

Bibliography writing uses the American Psychological Association (APA) style and it is MANDATORY to use reference management applications such as Mendeley, Zotero, EndNote, etc.

Book:

Cahyono, A. N. (2018). *Learning Mathematics in a Mobile App-Supported Math Trail Environment*. New York: Springer International Publishing.
<https://doi.org/10.1007/978-3-319-93245-3>.

A book containing several articles:

McKenney, S., & Reeves, T. C. (2014). Educational design research. In Spector J., Merrill M., Elen J., Bishop M. (Eds.), *Handbook of Research on Educational Communications and Technology* (pp. 131-140). New York: Springer.
https://doi.org/10.1007/978-1-4614-3185-5_11.

Proceeding, Conference:

Alghadari, F., Herman, T., & Prabawanto, S. (2020). Factors Affecting Senior High School Students to Solve Three-Dimensional Geometry Problems. *International Electronic Journal of Mathematics Education*, 15(3), em0590.

Ditasona, C. (2018). Ethnomathematics Exploration of the Toba Community: Elements of Geometry Transformation Contained in Gorga (Ornament on Bataks House). *IOP Conference Series: Materials Science and Engineering*, 335, 012042.
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Hoch, M., & Dreyfus, T. (2006). Structure sense versus manipulation skills: An unexpected result. In J. Novotna, H. Moraova, M. Kratka, & N. Stehlikova (Eds.), *Proceedings of the 30th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 3, pp. 305-312). Prague, Czech Republic: PME

Son, A. L. (2020). Students' Mathematical Problem-Solving Ability Based on Teaching Models Intervention and Cognitive Style. *Journal on Mathematics Education*, 11(2), 209-222.

Journal Article:

Alghadari, F., Herman, T., & Prabawanto, S. (2020). Factors Affecting Senior High School Students to Solve Three-Dimensional Geometry Problems. *International Electronic Journal of Mathematics Education*, 15(3), em0590. <https://doi.org/10.29333/iejme/8234>

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- Natalia, S., & Ditasona, C. (2019). Analysis of the Difficulties in Determining the Right Evaluation Instrument in Teaching Practice Student Teachers of Mathematics Education Study Program. *International Journal of Innovation, Creativity and Change*, 5(3), 1003–1033. www.ijicc.net
- Son, A. L. (2020). Students' Mathematical Problem-Solving Ability Based on Teaching Models Intervention and Cognitive Style. *Journal on Mathematics Education*, 11(2), 209-222.