

Paper's title should be the fewest possible words that accurately describe the content of the paper (Center, Bold, 16pt)

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ABSTRACT (10 PT)

An abstract is often presented separate from the article, so it must be able to stand alone. A well-prepared abstract enables the reader to identify the basic content of a document quickly and accurately, to determine its relevance to their interests, and thus to decide whether to read the document in its entirety. The abstract should be informative and completely self-explanatory, provide a clear statement of the problem, the proposed approach or solution, and point out major findings and conclusions. **The Abstract should be 100 to 200 words in length.** References should be avoided, but if essential, then cite the author(s) and year(s). Standard nomenclature should be used, and non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself. No literature should be cited. The keyword list provides the opportunity to add 5 to 7 keywords, used by the indexing and abstracting services, in addition to those already present in the title (9 pt).

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1. INTRODUCTION (10 PT)

The main text format consists of a flat left-right columns on A4 paper (quarto). The margin text from the left and top are 2.5 cm, right and bottom are 2 cm. The manuscript is written in Microsoft Word, single space, Time New Roman 10 pt, and maximum 12 pages for original research article, or maximum 16 pages for review/survey paper, which can be downloaded at the website: <https://journal.akademimerdeka.com/ojs/index.php/leotech>.

A title of article should be the fewest possible words that accurately describe the content of the paper. The title should be succinct and informative and no more than about 12 words in length. Do not use acronyms or abbreviations in your title and do not mention the method you used, unless your paper reports on the development of a new method. Titles are often used in information-retrieval systems. Avoid writing long formulas with subscripts in the title. Omit all waste words such as "A study of ...", "Investigations of ...", "Implementation of ...", "Observations on ...", "Effect of....", "Analysis of ...", "Design of..." etc.

A concise and factual abstract is required. The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separately from the article, so it must be able to stand alone. For this reason, References should be avoided, but if essential, then cite the author(s) and year(s). Also, non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself. Immediately after the abstract, provide a maximum of 7 keywords, using American spelling and avoiding general and plural terms and multiple concepts (avoid, for example, 'and', 'of'). Be sparing with abbreviations: only abbreviations firmly established in the field may be eligible. These keywords will be used for indexing purposes.

Indexing and abstracting services depend on the accuracy of the title, extracting from it keywords useful in cross-referencing and computer searching. An improperly titled paper may never reach the audience for which it was intended, so be specific.

The Introduction section should provide: i) a clear background, ii) a clear statement of the problem, iii) the relevant literature on the subject, iv) the proposed approach or solution, and v) the new value of research which it is innovation (within 3-6 paragraphs). It should be understandable to colleagues from a broad range of scientific disciplines. Organization and citation of the bibliography are made in American Psychological Association 7th edition style. The terms in foreign languages are written italic (*italic*). The text should be divided into sections, each with a separate heading and numbered consecutively. The section or subsection headings should be typed on a separate line, e.g., 1. INTRODUCTION. A full article usually follows a standard structure: **1. Introduction, 2. The Comprehensive Theoretical Basis and/or the Proposed Method/Algorithm (optional), 3. Method, 4. Results and Discussion, and 5. Conclusion.**

Literature review that has been done author used in the section "INTRODUCTION" to explain the difference of the manuscript with other papers, that it is innovative, it are used in the section "METHOD" to describe the step of research and used in the section "RESULTS AND DISCUSSION" to support the analysis of the results. If the manuscript was written really have high originality, which proposed a new method or algorithm, the additional section after the "INTRODUCTION" section and before the "METHOD" section can be added to explain briefly the theory and/or the proposed method/algorithm.

2. METHOD (10 PT)

Explaining research chronological, including research design, research procedure (in the form of algorithms, Pseudocode or other), how to test and data acquisition. The description of the course of research should be supported references, so the explanation can be accepted scientifically. Figures 1-2 and Table 1 are presented center, as shown below and cited in the manuscript. Figure 2(a) shown math representation ability students and Figure 2(b) reasoning ability students.

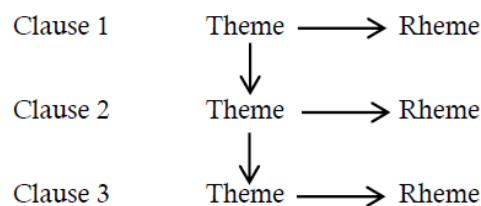


Figure 1. The Theme re-iteration of Thematic development

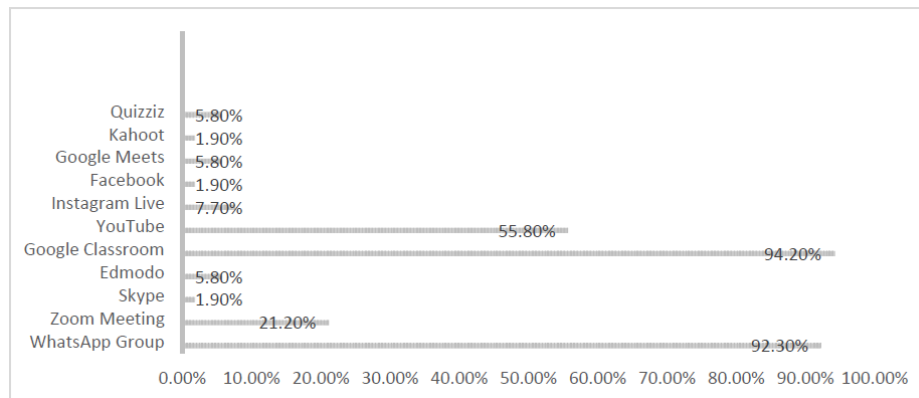


Figure 2. Online platforms used by the teachers

Table 1. Technical Knowledge and Time Required

No.	Statement	SD	D	N	A	SA
1.	The use of ICT in distance learning requires more time to teach.	1.9%	11.3%	11.3%	56.6%	18.9%
2.	If there is any problem when using ICT, I will know how to fix it.	1.9%	3.8%	28.3%	54.7%	11.3%
3.	I am more likely to communicate with students more through the use of ICT in distance learning.	0%	18.9%	35.8%	41.5%	3.8%
4.	I am more likely to interact with my students in distance learning using ICT.	0%	22.6%	34%	39.6%	3.8%

3. RESULTS AND DISCUSSION (10 PT)

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-sections.

3.1. Sub section 1

Equations should be placed at the center of the line and provided consecutively with equation numbers in parentheses flushed to the right margin, as in (1). The use of Microsoft Equation Editor or MathType is preferred.

All symbols that have been used in the equations should be defined in the following text.

3.2. Sub section 2

Proper citation of other works should be made to avoid plagiarism. When referring to a reference item, please use the reference number as in (Kleij, 2019) or (Brockett & Hiemstra, 2020) for multiple references. The use of "Ref (Hiemstra & Brockett, 2012)..." should be employed for any reference citation at the beginning of sentence. For any reference with more than 3 or more authors, only the first author is to be written followed by *et al.* (e.g. in (Geng et al., 2019)). Examples of reference items of different categories shown in the References section. Each item in the references section should be typed using 8 pt font size (Creswell & Clark, 2011; Fraenkel et al., 2012; Honey & Marshall, 2003; Ismayilova & M.Klassen, 2019; Krueger & Casey, 2015; Mahvelati, 2021).

3.2.1. Subsub section 1

yy

3.2.2. Subsub section 2

zz

4. CONCLUSION (10 PT)

Provide a statement that what is expected, as stated in the "INTRODUCTION" section can ultimately result in "RESULTS AND DISCUSSION" section, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

ACKNOWLEDGEMENTS (10 PT)

Author thanks In most cases, sponsor and financial support acknowledgments.

REFERENCES (10 PT)

The main references are international journals and proceedings. All references should be to the most pertinent, up-to-date sources **and the minimum of references are 20 entries** (for original research paper) and **40 entries** (for review/survey paper). References are written in **APA style 7th Edition**. For more complete guide can be accessed at (https://endnote.com/style_download/apa-7th-american-psychological-association-7th-edition/). Use of a tool such as **EndNote**, **Mendeley**, or **Zotero** for reference management and formatting, and choose **APA style 7th Edition**. Please use a consistent format for references-see examples (8 pt):

[1] Journal/Periodicals

Basic Format:

- Baier, F., Decker, A.-T., Voss, T., Kleickmann, T., Klusmann, U., & Kunter, M. (2019). What makes a good teacher? The relative importance of mathematics teachers' cognitive ability, personality, knowledge, beliefs, and motivation for instructional quality. *British Journal of Educational Psychology*, 89(4), 767–786. <https://doi.org/10.1111/bjep.12256>
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- Ismayilova, K., & M.Klassen, R. (2019). Research and teaching self-efficacy of university faculty: Relations with job satisfaction. *International Journal of Educational Research*, 98, 55–66. <https://doi.org/10.1016/j.ijer.2019.08.012>
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- Li, S., & Zheng, J. (2018). The relationship between self-efficacy and self-regulated learning in one-to-one computing environment: The mediated role of task values. *The Asia-Pacific Educ. Res.*, 27(6), 455–463. <https://doi.org/10.1007/s40299-018-0405-2>
- Mahvelati, E. H. (2021). Learners' perceptions and performance under peer versus teacher corrective feedback conditions. *Studies in Educational Evaluation*, 70. <https://doi.org/10.1016/j.stueduc.2021.100995>
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- Vonkova, H., & Hrabak, J. (2015). The (in) comparability of ICT knowledge and skill self-assessments among upper secondary school students: The use of the anchoring vignette method. *Computers & Education*, 85, 191–202. <https://doi.org/10.1016/j.compedu.2015.03.003>
- Zimmerman, B. J., & Moylan, A. R. (2009). Self-regulation: where metacognition and motivation intersect. In *Handbook of Metacognition in Education* (pp. 299–315).

[2] Conference Proceedings

Basic Format:

J. K. Author, "Title of paper," in *Abbreviated Name of Conf.*, (location of conference is optional), year, pp. xxx–xxx, doi: xxx.

Examples:

- Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D. (2019). Cognitive and noncognitive predictors of success. *Proceedings of the National Academy of Sciences, USA*, 116(47), 23499–23504. <https://doi.org/10.1073/pnas.1910510116>.
- Kushilevitz, E., & Malkin, T. (Eds.). (2016). *Lecture notes in computer science: Vol. 9562. Theory of cryptography*. Springer. <https://doi.org/10.1007/978-3-662-49096-9>

[3] Book

Basic Format:

J. K. Author, "Title of chapter in the book," in *Title of His Published Book*, X. Editor, Ed., xth ed. City of Publisher, State (only U.S.), Country: Abbrev. of Publisher, year, ch. x, sec. x, pp. xxx–xxx.

Examples:

- Jackson, L. M. (2019). *The psychology of prejudice: From attitudes to social action* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000168-000>
- Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.
- Svendsen, S., & Løber, L. (2020). *The big picture/Academic writing: The one-hour guide* (3rd digital ed.). Hans Reitzel Forlag. <https://thebigpicture-academicwriting.digi.hansreitzel.dk/>.

[4] M. Theses (B.S., M.S.) and Dissertations (Ph.D.)

Basic Format:

J. K. Author, "Title of thesis," M.S. thesis, Abbrev. Dept., Abbrev. Univ., City of Univ., Abbrev. State, year.

J. K. Author, "Title of dissertation," Ph.D. dissertation, Abbrev. Dept., Abbrev. Univ., City of Univ., Abbrev. State, year.

Examples:

- Kabir, J. M. (2016). *Factors influencing customer satisfaction at a fast food hamburger chain: The relationship between customer satisfaction and customer loyalty* (Publication No. 10169573) [Doctoral dissertation, Wilmington University]. ProQuest Dissertations & Theses Global.
- Miranda, C. (2019). *Exploring the lived experiences of foster youth who obtained graduate level degrees: Self-efficacy, resilience, and the impact on identity development* (Publication No. 27542827) [Doctoral dissertation, Pepperdine University]. PQDT Open. <https://pqdtopen.proquest.com/doc/2309521814.html?FMT=AI>.

See the examples:

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- Baier, F., Decker, A.-T., Voss, T., Kleickmann, T., Klusmann, U., & Kunter, M. (2019). What makes a good teacher? The relative importance of mathematics teachers' cognitive ability, personality, knowledge, beliefs, and motivation for instructional quality. *British Journal of Educational Psychology*, 89(4), 767–786. <https://doi.org/10.1111/bjep.12256>
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