

Title in English, Written in Times New Roman -14 Bold, Maximum 14 Words, Average

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Abstrak: *Abstract in Indonesia version, written using Times New Roman -10, italic. Abstract contains research aim/purpose, method, and research results; written in 1 paragraph, single space among rows, using past tense sentences.*

Kata Kunci: Kata kunci 1, Kata kunci 2, Kata kunci 3.

Abstract: *Abstract English version, written using Times New Roman -10, italic. Abstract contains research aim/purpose, method, and research results; written in 1 paragraph, single space among rows, using past tense sentences.*

Keywords: Keyword 1, Keyword 2, Keyword 3.

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INTRODUCTION

Contains background, rationality, and or urgency of research. References (relevant libraries or research), should be included in this section, as their relationship with the justification of the urgency of research, the emergence of research problems, alternative solutions, and the solution chosen. The way the source is written in the text should clearly indicate the author's name and the source quotation, which is the year of publication and the page where the script is located. For example, research shows that more than 70% of students are unable to recognize authentic problems. (Paidi, 2008, p.6).

The problems and purposes, as well as the usefulness of research written narratively in paragraphs, do not need to be given special subtitles.

The preface is written in Times New Roman-12 vertically, with spaces 1. Each paragraph begins with a word that pops in about 1 cm from the left edge of each column.

RESEARCH METHOD

Contains the research type, time and place of research, target/target, research subject, procedures, instruments and techniques of data analysis, and other things related to the method of research. objectives/targets, research subjects, processes, data and instruments, and data collection techniques, as well as data analysis techniques and other matters related to how research can be written in sub-chapters, with sub-subheadings. Subheadings do not need to be noted, but written in small letters scheduled capital letters, Times New Roman-12 unbold, flat left. However, when research methods use review literature, the author is not required to complete the elements mentioned above, but only list the type of research, research objectives/subjects, and data analysis techniques. An example can be seen below.

Research Type

This research uses a qualitative approach...

Time and place of research

Especially for qualitative research, the time and place of research should be clearly written (for quantitative research, also needed).

Research Target/Subject

The target/subject of research (for qualitative research) or the population sample (for quantitative research), should be clearly defined in this section (quantitative research).

Procedure

The procedure should be described according to the type of research. How the research is carried out and the data will be obtained, should be outlined in this section.

For experimental research, the type of experimental design used should be written in this section.

Data, Instrumen, and Data Collection Techniques

What kind of data, how data is aggregated, with which instruments data is collected, and how technical it is, needs to be clearly outlined in this section.

Data Analysis Techniques

How to use the data obtained, its connection to the problem, and the purpose of the research, must be clearly stated.

(Note: Sub-sub-heads may vary, depending on the type or approach of the research used. If there is a procedure or step of a sequential nature, it may be given a notation (number or letter) according to its position.

RESULTS AND DISCUSSION

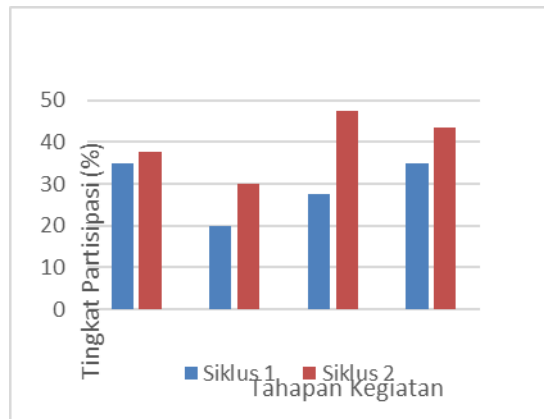
The results of the research are presented in the form of graphs, tables, or descriptives. Analysis and interpretation of these results are required before discussing.

A table is written in the middle or at the end of each text describing the results/percentages of the research. If the Table width is not enough written in half a page, then one full page can be written. Table headers are written from the middle flat left, all words start with a big letter, except for an adjective. If more than one line is written in a single space (at least 12). For example, you can see Table 1.

Table 1. xxxxxxxxxxxxxxxx

No.	Assessment Aspects	Score
Mean		

The result is an image or the data created by an image/schema/graph/diagram/nation, the display also follows the existing rules; the title or name of the image is placed below the image, from the left, and is given 1 space (at least 12) from the image. When more than 1 line, the interface is given a single space, or at least 12. For example, can be seen in Figure 1 below.



Picture 1. xxxxxxxxxxxxxxxxxxxxxxx

The discussion focuses on linking the data and the results of its analysis to the problem or purpose of research and the broader theoretical context. Could discussions be the answer to the question of why such facts are found in the data?

The written discussion is attached to the data discussed.

CONCLUSION

Conclusions can be generalizations of findings according to research issues and can be recommendations for further steps.

REFERENCES

Written behind the Conclusions and Recommendations, following the E-Journal circular style, as listed in this journal's Guideline (which confirms WHAT Edition IV)

Written in a single space (or at least 12pt), the library interface is given 1 space. Some examples of reference/reference writing in the Library List are given below.

a. Example if it comes from a textbook:

Gronlund, N.E. & Linn, R.L. (1990). *Measurement and evaluation in teaching*. (6thed.). New York: Macmillan.

b. From a textbook summarized by the editor.

Effendi, S. (1982). Unsur-unsur penelitian ilmiah. Dalam Masri Singarimbun (Ed.). *Metode penelitian survei*. Jakarta: LP3ES.

c. From the translation book

Daniel, W.W. (1980). *Statistika nonparametrik terapan*. (Terjemahan Tri Kuntjoro). Jakarta : Gramedia.

d. From scripture/thesis/desertion

Suyanto, S (2009). Keberhasilan sekolah dalam ujian nasional ditinjau dari organisasi belajar. *Disertasi*, tidak dipublikasikan. Universitas Negeri Jakarta.

e. From the journal:

Pritchard, P.E. (1992). Studies on the bread-improving mechanism of fungal alpha-amylase. *Journal of Biological Education*, 26 (1), 14-17.

f. From an abstract collection of research or proceeding:

Paidi. (2008). Urgensi pengembangan kemampuan pemecahan masalah dan metakog-nitif siswa SMA melalui pembelajaran biologi. *Prosiding, Seminar dan Musyawarah Nasional MIPA*

yang diselenggarakan oleh FMIPA UNY, tanggal 30 Mei 2008. Yogyakarta: Universitas Negeri Yogyakarta.

g. From the Internet

Rahmawati, U., & Suryanto, S. (2014). Pengembangan model pembelajaran matematika berbasis masalah untuk siswa SMP. *Jurnal Riset Pendidikan Matematika*, 1(1), 88-97. Retrieved from <http://journal.uny.ac.id/index.php/jrpm/article/view/2667>

SUMMARY PROFILE

A short profile is a narrative of birth data; education from undergraduate level to final education containing prodi, and year of graduation and job/activity done to date.