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This paper is in collaboration with (name of institutions involved or have supported your research)

Title Should be a Concise Statement of the Main Topic

Abstract

An abstract is a single paragraph and does not exceed 300 words. Abstracts should give a pertinent overview of the work to give readers a clear idea of the content of your manuscript. Please pay more attention to the coverage of an abstract. We strongly encourage authors to use the following style of structured abstracts, but without headings: (1) Background: Place the questions addressed in a broad context and highlight the purpose of the study; (2) Methods: briefly describe the main methods or treatments applied; (3) Results: summarize the manuscript's main findings; (4) Conclusions: indicate the main conclusions or interpretations. The abstract should be an objective representation of the article, and it must not contain results that are not presented and substantiated in the main text and should not exaggerate the main conclusions. Abstract in italics, spacing 1, size 10.5, Font Book Antiqua, also includes keywords. Keywords should be between 3 and 5 words that reflect the content of the manuscript, and please avoid abbreviations and general and plural terms (for example: 'and', 'of'). Separate each keyword with a ";" on every word (look at the example).

Keyword: Keyword one; keyword two; keyword three; keyword four; keyword five

INTRODUCTION

This section should not exceed 20% of the body of the manuscript. The manuscript should be written in English, between 2000-7000 words (including text, notes, and references), but not include all tables, figures, and appendices intended for publication. All the contents of the manuscript are written using the font Times New Roma, size 12, and spacing 1.

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be carefully reviewed, and key publications must be cited. A good introduction must summarize the relevant arguments and data to give the reader a firm sense of what was done and why.

The introduction must include an exposition as well as existing conditions so that visible gaps and ideal conditions can be supported with facts, relevant theories, and recent research. This section also explains the background or reasons that prompt the authors to investigate or discuss the problems. Emphasize the novelty of the studies conducted.

In the introduction, we recommend that you display several previous studies and **literature reviews that support the problem you are studying as a gap to contribute towards problem-solving (should not exceed 10% of the section introduction)**. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research.

METHOD

This section should not exceed 10% of the manuscript, to be written briefly, concisely, and clearly, but adequately to allow others to replicate and build on the published results. This section contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, use of materials and instruments, data collection, and analysis techniques. **These are not theories.** Such a description enables the reader to evaluate the appropriateness of methods and the reliability and validity of the results.

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, the material of the research, and the procedure of data collection. Interventional studies involving animals or humans, and other studies that require ethical approval, must list the authority that provided approval and the corresponding ethical approval code. Please bear in mind that readers must be able to recreate your study from the level of detail that you give.

RESULT/FINDING AND DISCUSSION

The result section is provided before the discussion section. Each section stands alone as a subtitle. The result and discussion should be written in not less than 60% of the entire body of the manuscript.

You must explain the important points of your results so that there is a correlation with the discussion. The analysis of the paper must be clear and comprehensive. The author must be explained the results in the specific sub-topic. Strengthen statements or your results with data evidence from the data collection techniques used. The result section summarizes the data collected and the statistical or data analytical treatments used. Report the data in sufficient detail to justify the conclusions. Mention all relevant results. If the result contains the form of tables, graphs, verbal descriptions, or a combination of the three, so they should not be too long and too large.

The writing style for the tables and figures is presented in Table 1. The table should not contain vertical lines (upright), while horizontal (flat) lines are only on 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. All figures and tables should be cited in the main text as Table 1, Figure 1, Graph 1, etc.

Table 1. Recommended length of each section in the manuscript

o.	Section	Length (%)	Note
1.	Introduction	20	Maximum, include Title and Abstract
2.	Method	10	If quantitative studies may be up to 15%.
3.	Result and Discussion	60	Minimum

You can also include a figure in the body of the script. Schemes follow the same formatting. Format examples for Figure are as follow.



Figure 1. This is a figure. Schemes follow the same formatting

You may have to describe briefly with a clear narrative about the contents of the tables and figures. Don't let the reader get confused with the pictures and tables that you display in your manuscript.

Discussion, this section is the core and most important part of the contents of the manuscript that will be loaded for publication. The discussion section is intended to interpret the results of the study in accordance with the theories used and not merely explain the author's founding. The discussion must be enriched by referring to the results of previous studies published in scientific journals or findings from international studies. It is advisable to integrate findings into a collection of theories or established knowledge, development of a new theory, or modification of existing theories. A conceptual framework needs to be made clear to get the appropriate discussion.

References in the manuscript are written in brackets. Here are the examples for one author, e.g., (Buseri, 2017), and two authors, e.g., (Badarch & Zanabar, 2017). If there are three to five authors, all authors are written in the first mention, e.g., (Casey, Kudeva, & Rausson, 2018) and the next mention is written as (Casey et al., 2018). Reference can also be written with a name outside the brackets, e.g., Buseri (2017) in accordance with the writing style. If the statement referred to is a direct quote or a specific fact, page number/s must be included, e.g., (Badarch & Zanabar, 2017: 143) or if substances are taken from several pages, e.g., (Badarch & Zanabar, 2017: 141-156). Indirect citations are more recommended than direct ones.

All citations in the manuscript must appear in the references list, and all the references must be cited in the text. The reference list must be arranged in alphabetical order following the **APA style 7th ed.** For citations and references, it is mandatory to use the Mendeley App.

CONCLUSION

A conclusion needs to be discussed comprehensively. A conclusion is the core point of research

findings and discussion. This section needs to be synthesized comprehensively, especially in terms of the author's critical evaluation of research findings. It is not merely a re-statement of the data or findings but a synthesis of key points as mentioned in the introduction, which eventually produces the "Results and Discussion" chapter so that there is compatibility. The prospects for developing research findings and the prospects for future research applications (based on findings and discussion) can also be added. The conclusion, of course, must be able to answer the research objectives. Remember, the length of the conclusion is only about 5% of the total content of the manuscript.

The classic mistake in writing conclusions in scientific articles is to write them in the form of points (pointers). You should write a conclusion in coherent paragraph form, not in bullet points. Therefore, you must do it carefully.

ACKNOWLEDGMENT

If any, acknowledgment can be stated here. This section displays authors' appreciation to sponsors, fund donors, resource persons, or parties who have an important role in conducting research.

BIBLIOGRAPHY

The references entry is arranged in alphabetical order. All that is referred to in the text must be listed in the reference list, and all written in the reference list must be referred to in the text. The author is obliged to list all the references validly according to the sources and DOI (digital object identifier), 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 initials of the state; e.g.: for Boston of Massachusset: Boston, MA. All references and citations use the **APA Style 7th Edition**. For citation and reference managers, it is mandatory to use the **Mendeley app**. *If there are information and explanations relating to the further clarification of the content of the manuscript citation is using footnotes.*

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*)

Idris, S., Tabrani ZA., Sulaiman, F., & Amsori. (2020). Emerging Perspectives and Trends in Innovative Technology for Quality Education 4.0. In Kusmawan et.al. (Eds.). *Assessment of Critical Education Concepts in the Perspective of Islamic Education*. London: Routledge, pp. 66-70.

(Type: *book*, in English translated into Indonesian, original title intact)

Schunk, D. H. (2012). *Learning theories: An educational perspective* (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar. (Original work published 2012).

(Type: *book*, Indonesian, not translation, an original title retained)

Tabrani ZA. (2017). *Menggugat Logika Nalar Rasionalisme Aristoteles*. Yogyakarta: Mizan.

(Type: *book*, one author)

Tabrani ZA (2015). *Persuit Epsitemology of Islamic Studies*. Yogyakarta: Penerbit Ombak.

(Type: *book*, two authors)

Tabachnick, B. G., & Fidell, L. S. (2007). *Using Multivariate Statistics* (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

(Type: *book*, three authors)

Walidin, W., Idris, S., & Tabrani ZA. (2015). *Metodologi Penelitian Kualitatif & Grounded Theory*. Banda Aceh: FTK Ar-Raniry Press.

(Type: journal article, *online*)

Patimah, S., & Tabrani ZA. (2018). Counting Methodology on Educational Return Investment. *Advanced Science Letters*, 24(10), 7087–7089. <https://doi.org/10.1166/asl.2018.12414>

Mohd Yusoff, M. Z., Hamzah, A., Fajri, I., ZA, T., & Yusuf, S. M. (2022). The Effect of Spiritual and Social Norm in Moral Judgement. *International Journal of Adolescence and Youth*, 27(1), 555–568. <https://doi.org/10.1080/02673843.2022.2156799>

(Type: journal article, if the doi doesn't exist, then there must be an article URL)

Idris, S., Tabrani ZA., Sulaiman, F., & Murziqin, R. (2020). The Role of KKNi Curriculum in Supporting the Development of Education at the LPTK UIN Sunan Kalijaga Yogyakarta. *International Journal of Advanced Science and Technology*, 29(6), 4011-4024. Retrieved from <https://sersc.org/journals/index.php/IJAST/article/view/15765/7958>

(Type: *journal article*, three authors)

Casey, E., Kudeva, R., & Rousson, A. (2018). Institutionalization of Religion in Schools to Intercultural Education. *Jurnal Ilmiah Peuradeun*, 6(1), 85-102. <https://doi.org/10.26811/peuradeun.v6i1.215>

(Type: *journal article*, 4 or more authors, all full names written)

Abdullah, A., Ismail, M., Yaacob, M., Kamarudin, M., Mohd Alwi, M., Muhammad, M., Wan Mohd Nasir, W., & Hilaluddin, N. (2019). A Qualitative Approach towards the Understanding of Managerial Employees in Islamic Organizations. *Jurnal Ilmiah Peuradeun*, 7(3), 589-600. <https://doi.org/10.26811/peuradeun.v7i3.465>

(Types: *prosiding*)

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. https://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf.

(Type: document, report: institution, government, organization)

NCTM (National Council of Teachers of Mathematics). (2000). *Principles and Standards for School Mathematics*. Reston, VA: Author.

(Type: document, legal texts, original terms written followed by translation)

Peraturan Presiden RI. No. 8. (2012). *Kerangka Kualifikasi Nasional Indonesia*. [Indonesian National Qualification Framework].

Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi RI. No. 44. (2015). *Standar Nasional Pendidikan Tinggi*. [National Standards of Higher Education].

Appendix

Appendixes are optional. An appendix should not be longer than two pages