International Journal of Community Engagement and Social Innovation
Engage Journal
Vol. X, No. X, XX XXXX pp. XX-XX
Journal Page is available at: https://internationaljournal.lppmunsaka.ac.id/index.php/engage

Title Should Be Written In Times New Roman 14, Bold, Center, Capital Each Word, Maximum 14 Words

First Author's Name [1], Second Author's Name[2] & Third Author's Name[3]

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ABSTRACT

Abstract (150-300 Words), presented concisely in a single paragraph without references, abbreviations/acronyms, or footnotes. Abstracts are written not in mathematical form, questions, and guesses. The abstract contains: research objectives, implementation methods, analytical techniques, results of activities and conclusions. Typed with the TNR 10 font, spaced 1.
Keywords: keyword 1, keyword 2, keyword 3, keyword 4, keyword 5

Note to authors: Articles must be typed in Microsoft Office Word format using 12-point Times New Roman font, single spacing, and A4 paper with standard margins. The article must be at least 10 pages long (including references, notes, and tables). Each article will undergo a plagiarism check using Turnitin, with a maximum allowable similarity rate of 20%.

INTRODUCTION

The introduction contains the background, problem statement/research questions, objectives, and scope of the research. Describe clearly and in detail the background underlying the researcher's curiosity in exploring a phenomenon, concept, or conjecture to achieve a specific goal. The problem to be researched must be clearly formulated, accompanied by the approaches and concepts used to address the issue, as well as the hypothesis testing or conjectures to be proven. The problem formulation may also explain the definitions, assumptions, and scope that serve as the boundaries of the research. At the end of the Introduction, please add the research Novelty and its differences from previous studies.

METHODS

Explain clearly the method of the research following the general guidelines for the methodology of quantitative research, qualitative research, and mixed methods. If necessary, subheadings are allowed for explaining research participants/subjects, data collection method, data collection instrument, data analysis, and the like. It is not necessary to quote definitions of the approach/method applied in the research. Focus on the step by step methods taken by the research.

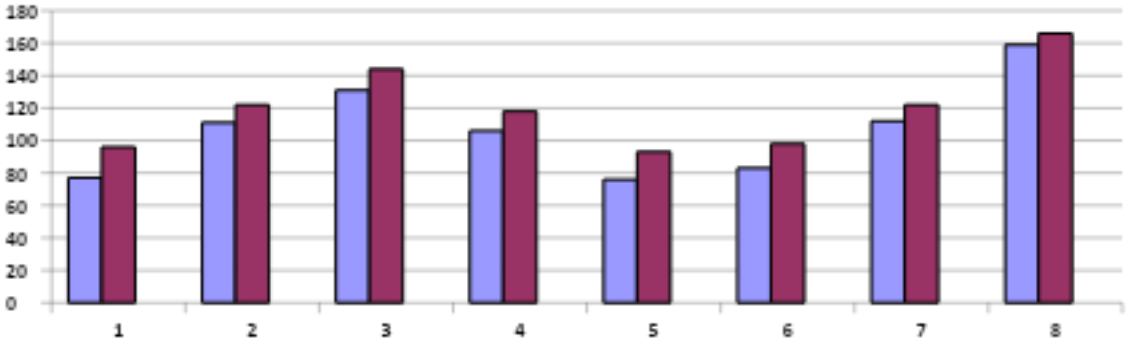
RESULTS AND DISCUSSION

Describe in detail the research results or data, the data analysis, the answers to the research questions, and the analysis of the findings obtained during the study. The research results should be supported by logical arguments and discussed in an integrated manner by linking them to relevant prior research findings. The presentation of the results and discussion

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must be supplemented with photos, tables, graphs, charts, figures, etc. The discussion should be sequenced according to the order of the research objectives that have been previously outlined.

Examples of Figures/Charts/Tables



Graph 1. Skill Improvement Outcomes from Training

CONCLUSION

Write concisely (150-300 words) while capturing the substance of the research findings, research limitations, and recommendations for future research. Additionally, an acknowledgments section can be added if necessary. Acknowledgments can be used to mention the funding sources and to express gratitude to institutions that assisted in the implementation of the research.

REFERENCE

The reference list must contain a minimum of 10 references formatted according to the APA 7th edition (American Psychological Association) style. Please use a reference manager (such as EndNote, Mendeley, Zotero, and similar tools) to facilitate the editing and review process. At least 85% of the cited sources must be literature published within the last 5 years from national and international journals.

Example :

A textbook :

Gronlund, N.E. & Linn, R.L. (1990). *Measurement and Evaluation in Teaching*. (6 th ed.). New York: Macmillan.

Textbooks compiled:

Effendi, S. (1982). *The elements of scientific research. In MasriSingarimbun* (Ed.). Survey research methods. Jakarta: LP3ES.

Translation of book:

Daniel, W.W. (1980). *Nonparametric statistics applied*. (Translation Tri Kuntjoro). Jakarta: Gramedia.

Suyanto, Slamet (2009). *The success of schools in national examinations in terms of organizational learning*. Dissertation, unpublished. State University of Jakarta.

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.

Collection of research abstracts or proceedings:

Paidi. (2008). Urgency development abi-ladies- solving and metakognitif high school students through learning biology. *Proceedings, Seminar and National Conference organized by the Faculty of Mathematics and Natural* UNY, dated May 30, 2008 Yogyakarta: Yogyakarta State University.

From the Internet:

White, H. (2007). *Problem-based learning in introductory science across disciplines*. Accessed on March 27, 2007 from http://www.udel.edu/chem/white/finalrpt.html.

Bush, W. S., & Greer, A.S. (Eds). (1999). *Mathematics assessment. A practical handbook for grade 9–12*. Reston, VA: The National Council of Teachers of Mathematics Inc.

Carlson, M. P., & Bloom, I. (2005). The cyclic nature of problem solving: an emergent multidimensional problem solving framework. *Educational Studies in Mathematics*, 58, 45–75. doi:10.1007/s10649-005-0808-x

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