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# TITLE (1 SPACE, PALATINO LINOTYPE BOLD 16) MAXIMUM 16 WORDS

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Title in the English language without subtitle (Palatino Linotype bold italic 12)

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**First Author<sup>1\*</sup>**, Palatino Linotype 11 and Bold<sup>3</sup> (without title)

<sup>1</sup>Name of Institution, Faculty, University / Institute, City, Country

<sup>2</sup>Name of Institution, Faculty, University / Institute, City, Country

(Palatino Linotype, 10, Underlined Speaker Name, space 1)

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**Abstrak:** Abstrak harus memberikan gambaran yang jelas terkait konten artikel. Isi abstrak harus memuat **tujuan penelitian/penulisan, metode yang digunakan, hasil penelitian, dan simpulan atau implikasi penelitian**. Penulis juga bisa menambahkan ulasan masalah penelitian dalam satu kalimat jika tidak melebihi jumlah kata yang ditentukan. Hasil penelitian berbeda dengan simpulan atau implikasi penelitian. Abstrak ditulis dengan huruf tegak (*Normal font*) sepanjang 150-250 kata. Jika abstrak lebih dari 250 kata, penyunting akan meminta penulis untuk memperbaikinya. Dalam kondisi lain, penyunting memiliki hak untuk memperbaiki abstrak sesuai dengan panduan. Jenis huruf yang digunakan dalam abstrak adalah *Times New Roman* dengan ukuran 11 dan spasi 1. Abstrak ditulis dalam bahasa Inggris dan Indonesia. Dalam abstrak berbahasa Indonesia, istilah atau kata-kata dalam bahasa Inggris atau bahasa asing lainnya ditulis dalam cetak miring (*italic*).

**Kata kunci :** *Panduan abstrak, Pemahaman konsep, Matematika (Italic, 3-5 kata)*

**Abstract:** Abstract should clearly describe the content of the article. It includes **the aims of the research, methods, findings, and conclusion or implication**. It is also suggested to highlight the research problem in one sentence if it does not exceed the allowed words. Please note that the findings are not the same as the conclusion or implication. An abstract is written in a standard font for 150-250 words long. If it is more than 250 words, the editor will ask the authors to have a revision. In the other case, the editor has the right to revise the abstract to meet the standard. The font used for the abstract is Times New Roman 11 pts with one spacing. **An abstract must be in Bahasa and English**. If it is in Bahasa, the terms or words in English or other foreign languages should be italic.

**Keywords:** *Abstract guideline, Conceptual understanding, Mathematics (Italic, 3-5 words)*

## INTRODUCTION (12pt, Bold, Capitalize Each Word, After 12 pt.)

The articles are written in essay form and try to use as little as possible an enumerative format. The essay form is necessary to maintain reading fluency and ensure the ideas' integrity to be conveyed. If necessary, the enumerative format should be presented in an essay, with the enumeration passed to the right. Under a sub-heading (e.g., Introduction), it is not allowed to add more sub-headings (e.g., Problem Background, Research Objectives, Literature Review). The addition of sub-title children can be done in Research Results and Discussion, if it is essential, for example, because the research is multi-year research. All subtitles are written starting from the left edge in capital letters and in bold. If there are sub-headings, the subtitles are written in capitalized first letters and in bold. Articles are written in Times New Roman (NTR) letters size 11 and are written with one and a half spaces (1.5), except for the article title and abstract.

The Introduction section, written without sub-headings, contains a brief background to the problem, a review of important literature and relevant research results, problems or research objectives, and research hypotheses (optional). The literature review is advisable to use the latest literature (no more than 10 years). The Introduction word is written from the left edge in capital letters and in bold. The Introduction is written in 11 NTR size. The description in the Introduction is written with one and a half spaces (1,5).

The Introduction must be clear and written descriptively. The Introduction contains at least five things: (1) issues related to the research, both international and national. Try to have sources related to the issue, not to present issues that do not have transparent sources; (2) how the researcher responds to this issue. Try to have *expert* opinion related to the issue to strengthen the researcher's argument; (3) how is the previous research related to the issue presented, then where is the *gap between the* research conducted with previous studies. Previous research results must be relevant to the research topic being carried out; (4) how the newness or gaps in the research carried out are supported by relevant theories and sourced from primary sources; and (5) how the focus of the research was carried out. This section is the last paragraph of the Introduction. Researchers can write the objectives or formulation of research problems that are carried out and written descriptively, not using *bullets* and *numbering*.

## RESEARCH METHOD (12pt, Bold, Capitalize Each Word, After 12 pt.)

Research Methods This section describes how the reported research was conducted. If the research is quantitative, the main material in this research method consists of (1) research variables, (2)

research design, (3) population and sample, (4) data collection techniques and instrument development, and (4) data analysis technique. If the research is qualitative, this section describes the approaches and methods used in research as is common in qualitative research. Sometimes the reference to reference in this section is needed so that readers who want to know more can find and read the reference book 4. If using a statistical software package, it is necessary to mention the software's name, complete with the version. As in the Introduction, the Research Methods Section is not allowed to have sub-titles. The word Research Method is written from the left edge using capital letters and in bold. The Research Methods section is written with a size of 11 NTR. The description in the Research Methods section is written with one and a half spaces (1,5).

The research method must be clearly explained. This section explains the research design used, the reasons for using that design, the research procedures carried out, the population and research sample or research participants, research instruments, data collection techniques, and data analysis techniques. Some of these things are written descriptively and become a complete unit, no need to make a subtitle

## **RESULTS AND DISCUSSION (12pt, Bold, Capitalize Each Word, After 12 pt.)**

Research Results and Discussion The study results contain the analysis results on the data collected. Hypothesis testing and statistical calculations do not need to be presented in detail, described in essay form. Delivery of research results can be assisted using tables or graphs accompanied by the additional narrative to make it easier for readers to understand them. The table that is presented should be concise, and very long tables should be avoided. Tables and charts should be written near the reference text.

On the other hand, a discussion is the most crucial part of the research article. In this section, the authors interpret the research findings, link the research findings with established knowledge structures, and generate new 'theories' or modify existing theories. In the discussion, the author can compare with other publications that contain similar research results and provide comments on the similarities and differences between the two. The word Research Results and Discussion is written from the left edge using capital letters, written in bold with a size of 11 NTR with one and a half spaces (1,5).

This section describes the results of the research in a clear and detailed manner. Research results can be presented based on the research results at each stage of the study or the results of research that answer each problem formulation or others as long as it is clear that the research results are visible. Research results should be supported by empirical evidence. The discussion should discuss the

research results that have been done, not repeat the explanation in the research results section. The discussion must also refer to the theory or results of previous research to see whether the results of the research carried out are contradictory or mutually supportive of previous theories or research results. Also, in this discussion, the research results' novelty should be seen in comparison with previous research.

### 1. Tables and Figures (11pt, Bold, After 12 pt.)

Tables and figures submitted separately from the text must be included in the text, not separated.

#### a. Tables (11pt, Bold, After 12 pt.)

Tables are given titles. The title is placed above the table. The table title is made in the center; if there is more than one table, the table is numbered, for example, Table 1, Table 2, etc. Writing in the 1-spaced table, size 10 pt., and making sure that pages do not cut off the table's presentation. If the table presentation is not sufficiently presented in one column, it can be presented by combining two columns into one column (specifically for column presentation).

Data in table form is written in 10 pt. The presentation is to use a table format such as the example in Table 1.

Table 1. Student Hobby Response Data

School	Soccer (%)	Basketball (%)
SMA 1	20	30
SMA 2	30	25
SMA 3	50	45

#### b. Figures (11pt, Bold, After 12 pt.)

If there is an image, then the presentation is *centered* and referred to in the text. Image is titled. The title is placed under the image, as shown in Figure 1. If there is more than one picture, the image is numbered, for example, Figure 1, Figure 2, etc.

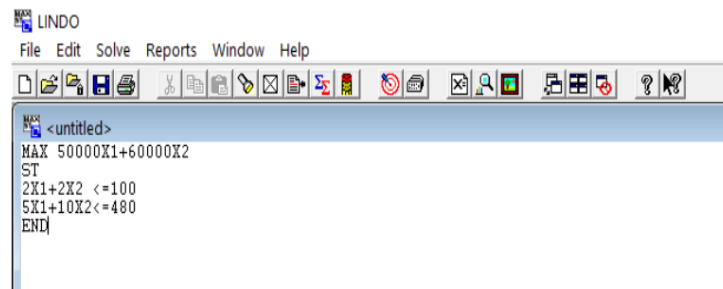


Figure 1. Input Case LINDO program

## 2. Equation (11pt, Bold, After 12 pt.)

Equations should be typed in 12 pt. Size, 1.25pt swept and numbered consecutively starting with (1) set right. To put the equation on the right, press the Tab key once. Moreover, to type the equation number, press the Tab key again from the equation's right side.

$$x^2 + y^2 = z^2 \quad (1)$$

For numbering, use numbers (1), (2), (3), etc. Do not refer to Chapters i.e. (1.1), (1,2), (1,3). To refer to an Equation in body text, please use "Eq. (1)." If there is a nomenclature, write the alphabetical order. List Roman letters followed by Greek symbols followed by subscript and superscript

$A$	=	Amplitude
$f_e$	=	Linearization coefficient
$K_i$	=	Modification factor
$\psi$	=	Complex wave number

Reference libraries follow the referral rules. If the author is only one person, it is written like this (Fulan, 2016). If the author is two people, it is written like this (Fulan & Ahmad, 2012). If the author is more than 3, it is sufficient to write the first author plus *et al.* Like Fulan, *et al.* (2015). Each library referred to in this article must be listed in the bibliography.

## CONCLUSIONS AND SUGGESTIONS (12pt, Bold, Capitalize Each Word, After 12 pt.)

The conclusion provides a summary of the description of the research results and discussion. Conclusions should be conveyed in sentences that are easy for the reader to catch (in

everyday sentences). It is recommended that the research conclusions do not contain sentences containing statistical terminology and statistical numbers. Unless the research findings are numerous, it is advisable not to use the study's enumeration format. Suggestions should be developed based on the research findings. Suggestions can take the form of practical action, developing new theories, and further research. Conclusion and Suggestion words are written from the left edge using capital letters and bold. The Conclusion and Suggestion section is written in 11 NTR size with one and a half spaces (1,5).

### **ACKNOWLEDGMENTS (12pt, Bold, Capitalize Each Word, After 12 pt.)**

All parties who contributed to the research carried out are listed in this section. Suggestions are written in 11 NTR with one and a half spaces (1.5).

### **REFERENCES (12pt, Bold, Capitalize Each Word, After 12 pt.)**

**The reference section** contains all references used in writing articles alphabetically and typed in 1 space. The written reference must be in the body of the article and vice versa. The source referred to in the body of the article must be in the reference section. References used are at least 15 libraries consisting of at least 80% of journal articles and the rest from other libraries. Authors must also input all references used in OJS. Reference and citation writing follow *APA Style* rules, such as the following example:

#### **Book (one author)**

McKibben, B. (1992). *The age of missing information*. New York: Random House.

#### **Books (multiple authors)**

Larson, G. W., Ellis, D. C., & Rivers, P. C. (1984). *Essentials of chemical dependency counseling*. New York: Columbia University Press.

#### **Book collection of articles**

Cobb, P. & Gravemeijer, K. (2006). Design research from a learning design perspective. In Akker, Gravemeijer, K., McKenney, S., & Nieveen, N. (Eds.), *Educational design research* (h. 17-51). New York: Routledge.

#### **Article in Print Journal**

Gabbet, T., Jenkins, D., & Abernethy, B. (2010). Physical collisions and injury during professional rugby league skills training. *Journal of Science and Medicine in Sport*, 13(6), 578-583.

**Article in Online Journal (has DOI)**

Aziz, A., Ahyan, S., & Fauzi, L. M. (2016). Implementasi model Problem Based Learning (PBL) dalam meningkatkan kemampuan berpikir kritis mahasiswa melalui Lesson Study. *Jurnal Elemen*, 2(1), 83-91. <https://doi.org/10.29408/jel.v2i1.179>.

**Article in Online Journal The author is 8 people or more (do not have DOI)**

Crooks, C., Ameratunga, R., & Brewerton, M., Torok, M., Buetow, S., Brothers, S., ... Jorgensen, P. (2010). Adverse reactions to food in New Zealand children aged 0-5 years. *New Zealand Medical Journal*, 123(1327). Retrieved from <http://www.nzma.org.nz/journal/123-1327/4469>.

**Articles in Online Journals (accessed from databases, for example, EBSCO, etc.)**

Marshall, M., Carter, B., Rose, K., & Brotherton, A. (2009). Living with type 1 diabetes: Perception of children and their parents. *Journal of Clinical Nursing*, 18(12), 1703-1710. Retrieved from <http://www.wiley.com/bw/journal.asp?ref=0962-1062>.

**Proceedings**

Williams, J., & Seary, K. (2010). Bridging the dividend: Scaffolding the learning experiences of the mature age student. In J. Terrel (Ed), *Making the links: learning, teaching and high-quality student outcomes*. Proceedings the 9<sup>th</sup> Conference of the New Zealand Association of Bridging Educators (p. 104-116). Wellington, New Zealand.

**Online Proceedings**

Cannan, J. (2008). Using practice-based learning at a dual-sector tertiary institution: A discussion of current practice. In R. K. Coll, & K. Hoskyn (Eds), *Working together: Putting the cooperative into cooperative Education*. Conference Proceeding of the New Zealand Association for Cooperative Education, New Plymouth, New Zealand. Retrieved from [http://www.nzace.ac.nz/conferences/papers/Proceedings\\_2008.pdf](http://www.nzace.ac.nz/conferences/papers/Proceedings_2008.pdf).

**Official document**

Undang-Undang Republik Indonesia Nomor 12 tentang Pendidikan Tinggi. (2012). Jakarta: Kemdikbud.

**Thesis, Thesis, Dissertation**

Zulkardi. (2002). *Developing a learning environment on realistic mathematics education for Indonesian student teachers*. Unpublished dissertation, Enschede, University of Twente.

**Internet**

OECD. (2010). *PISA results: What makes a school successful?* Retrieved from <http://www.oecd.org/dataoecd/11/16/48852721.pdf>.