

Manuscript Title (Concise and informative, titles are often used in information-retrieval systems, avoid abbreviations and formulae where possible)

Book Antiqua 18pt Bold, Space 1, Center

First Author^{1*}, Second Author², Third Author³, Fourth Author⁴

Book Antiqua 11pt Bold, Space 1, Justify

¹Affiliation (Department Name), Name of Organization, City, Country.

²Affiliation (Department Name), Name of Organization, City, Country.

³Affiliation (Department Name), Name of Organization, City, Country.

⁴Affiliation (Department Name), Name of Organization, City, Country.

Book Antiqua 8pt Bold, Space 1, Center

*Email:

Book Antiqua 8pt Bold, Space 1, Center

Abstract. A concise and factual abstract is required (maximum length **200** words). The abstract should state briefly the purpose of the research, the principal results, and major conclusions. An abstract is often presented separate from the article, so it must be able to stand alone. References should, therefore, be avoided, but if essential, they must be cited in full, without reference to the reference list. Non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.

Book Antiqua 9pt, Space 1, indentations right and left 2.5 cm, Justify.

Keywords: Immediately after the abstract, provide a maximum of five keywords, 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.

Book Antiqua 9pt, Space 1, indentations right and left 2.5 cm, Justify

Introduction

Book Antiqua 11pt Bold, Space 1, Justify

The introductory section will likely contain the latest issues related to the SDGs. In this section, it is also necessary to present the state of the art of the research. In addition, it is necessary to cite several articles related to the research topic to bring out the novelty of your research (Andi, 2022; Budi & Rohim, 2021). Furthermore, at the end of the introductory section, it is necessary to convey the objectives of the research that has been conducted (Bishop et al., 2018).

Book Antiqua 10pt, Space 1, Justify

Methods

Book Antiqua 11pt Bold, Space 1, Justify

This section includes general background, sample/participants/group, instrument and procedure, and data analysis. Research design and method should be clearly defined.

Book Antiqua 10pt, Space 1, Justify

Result and Discussion

Book Antiqua 11pt Bold, Space 1, Justify

Results should be clear and concise. The discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

Book Antiqua 10pt, Space 1, Justify

Conclusion

Book Antiqua 11pt Bold, Space 1, Justify

The main conclusions of the study may be presented in a short conclusions section, which may stand alone or form a subsection of a discussion or results and discussion section

Book Antiqua 10 pt, Space 1, Justify

Acknowledgments (Optional)

Book Antiqua 11pt Bold, Space 1, Justify

Place acknowledgments, including information on grants received, before the references, in a separate section, and not as a footnote on the title page

Book Antiqua 10pt, Space 1, Justify

References (APA style, 7th Ed.)

Book Antiqua 11 pt Bold, Space 1, Justify

- Byman, R. (2005). Curiosity and sensation seeking: A conceptual and empirical examination. *Personality and Individual Differences*, 38(6), 1365-1379. <https://doi.org/10.1016/j.paid.2004.09.004>
- Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52(4), 281-302. <https://psycnet.apa.org/doi/10.1037/h0040957>
- Geddis, A. N. (1993). Transforming subject-matter knowledge: The role of pedagogical content knowledge in learning to reflect on teaching. *International Journal of Science Education*, 15(6), 673-683. <https://doi.org/10.1080/0950069930150605>
- Herráez, A. (2006). Biomolecules in the computer: Jmol to the rescue. *Biochemistry & Molecular Biology Education*, 34 (4), 255-261. <https://doi.org/10.1002/bmb.2006.494034042644>
- Johnson, J. A. (1997). Units of analysis for the description and explanation of personality. In R. Hogan, J. Johnson, & S. Briggs (Eds.), *Handbook of personality psychology* (pp. 73-93). Academic Press.
- Kennedy, M. (2018, October 15). To prevent wildfires, PG&E pre-emptively cuts power to thousands in California. NPR. <https://www.npr.org/2018/10/15/657468903/to-prevent-wildfires-pg-e-preemptively-cuts-power-to-thousands-in-california>
- Lamanauskas, V. (2019). 3rd international Baltic symposium on science and technology education "Science and technology education: Current challenges and possible solutions (BalticSTE2019)": Symposium review. *Švietimas: politika, vadyba, kokybė / Education Policy, Management and Quality*, 11(1), 42-48. <http://oaji.net/articles/2019/513-1567660630.pdf>
- Nasledov, A. (2005). SPSS: komp'juternyj analiz dannyh v psihologii i social'nyh naukah [SPSS: Computer analysis of data in psychology and social sciences]. Piter.
- Novák, M., & Langerová, P. (2006). Raising efficiency in teaching mathematics in non-English speaking countries: An electronic bilingual dictionary of mathematical terminology. In: *Proceedings of 3rd international conference on the teaching of mathematics at the undergraduate level*. Istanbul: TMD (Turkish Mathematical Society), 2006. [CD-ROM].
- Posner, M. (2004). Neural systems and individual differences. *TC Record*. <http://www.tcrecord.org/PrintContent.asp?ContentID=11663>
- Sidorenko, E. V. (2002). *Metody matematicheskoy obrabotki v psihologii* [Methods of mathematical processing in psychology]. Rech'.
- Šlekienė, V., & Lamanauskas, V. (2019). Sisteminis „judėjimo“ sąvokos turinio integravimas, kaip viena iš visuminio gamtamokslinio ugdymo priedų [Systematic integration of the content of "Movement" concept as one of the approaches to comprehensive natural science education]. *Gamtamokslinis ugdymas / Natural Science Education*, 16(1), 43-53. <http://oaji.net/articles/2019/514-1563213127.pdf>
- Thurstone, L. L. (1959). *The measurement of attitude: A psycho-social method and some experiments*. University of Chicago.
- Vaitkevičius, J. (1995). *Socialinės pedagogikos pagrindai* [Basics of social pedagogy]. Egald.
- Walker, J., Halliday, D., & Resnick, R. (2008). *Fundamentals of physics*. Wiley.

NOTE

Tabel:

The tables must be written in *space 1 and 9pt*. The table format used in this journal article is as below:

Tabel 1: Format of Table (10 pts TNR; space 1.0)

Fraksi	Fase Gerak	Rf Spot-1
1	n-heksan : etil asetat (7 : 3)	0.62
2	n-heksan : etil asetat (6 : 4)	0.51
3	n-heksan : etil asetat (6 : 4)	0.40
4	n-heksan : etil asetat (6 : 4)	0.40

Equations

The equations must use *equation feature* in **Microsoft Word**, not an image. The equation should be numbered as follows

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right) \quad (1)$$

Graphs

The graphs must be like the following format

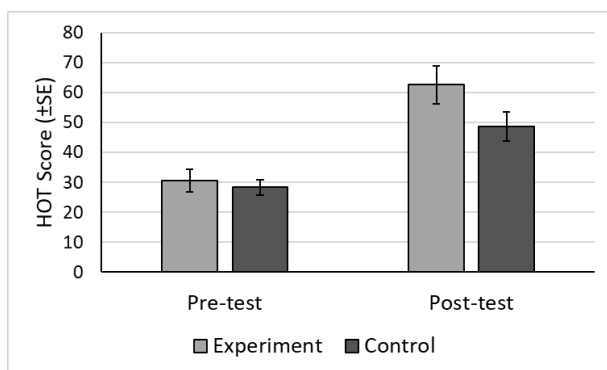


Figure 1. Attached figure in article

Figure

The figures must be arranged as example below:



Figure 2. Attached figure in article