

The Title is Written in Calibri 14, Capitalize Each Word, The Title Should Contain Method, Significance, and Object (MSO)

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ABSTRACT

Text for abstract. Type your abstract here (10pt). An abstract (maximum 200 words) is typed single space. The abstract should be written briefly and factually in English, and be written separately from the article. The abstract contains a clear elaboration of (1) **background** of the research, (2) **purpose**, (3) **methods**, (4) **prinsipal results**, (5) **conclusion**, and (6) **contribution** to the field.

Keywords: *Example: Android, Disruption Era, Instructional Media (3-5 keywords)*



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INTRODUCTION

The introduction contains 1) **what is known** (our understanding of the world), 2) **what is unknown** (what is the gap we want to fill?), 3) **how and why** (research urgency, research novelty, and research objectives). The research urgency, supporting facts, and data must be included. A preliminary research result should be explained as the basis of the research. Before mentioning the objective/s, a gap analysis must be elucidated. The gap analysis states the difference/s between the research and other previous studies. At this point, the novelty will be apparent. The research stance must be included, whether it corrects, debates, or support the previous research

METHODS

The method used should be accompanied by references, the relevant modification should be explained. Methods contain 1) **Research Design**, 2) **Population and sample**, 3) **Instrument/ Procedure**, and 4) **Data Analysis**.

Sub Section 1

The procedure and data analysis technique should be emphasized in a literature review article. The stages and analysis of the research must be explained in detail.

Sub Section 2

Explaining research chronological, including research design, research procedure, how to test and data acquisition, ect. The description of the course of research should be supported references, so the explanation can be accepted scientifically.

RESULTS AND DISCUSSION

Results

The results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of the research result, not the repeat result part. The results and discussion part can be written in the same part to avoid the extensive quotation. Tables or graphs must present different results.

Discussion

The results of data analysis must be reliable in answering research problems. References to the discussion should not repeat the references in the introduction. Comparisons to the findings of previous studies must be included.

Table 3. For Example

No.	Criteria	Target (%)
1	Criteria 1	≥85
2	Criteria 2	≥85
3	Criteria 3	≥85

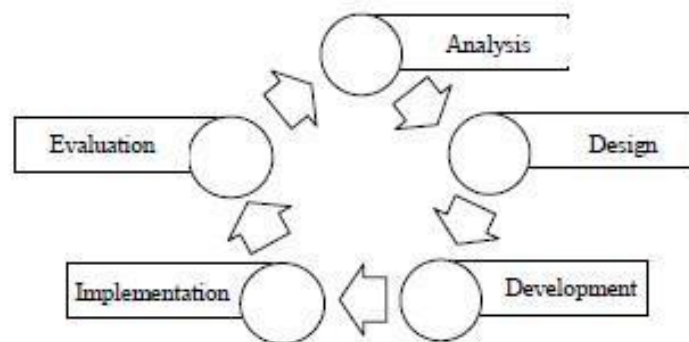


Figure 1. For Example

CONCLUSION

The **conclusion** of the research is presented briefly, narrative, non-bulleted, and conceptual. The research impact must be stated. Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility.

Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (**recommendations**).

CONFLICT OF INTEREST

A conflict of interest statement must also be included in the manuscript before the "Acknowledgements" sections and should summarize all aspects of any conflicts of interest.

ACKNOWLEDGEMENTS (OPTIONAL)

Substantive contributions of individuals should be noted in an Acknowledgements section and entered after the “Conflict of Interest”.

REFERENCES

Citation should be written in reference part using reference manager (Mendeley or Zotero). Every cited reference should be written completely in the reference part. An unpublished reference is not suggested to be cited in the article. References should be written according to the **APA 7 Edition**. This journal requires >80% of the reference cited from the national and international journals (not more than 5 years). The number of references used is at least 30.

For Example:

- Cheng, Y., Cheng, J., & Chen, D. (2012). *The Effect of Multimedia Computer Assisted Instruction and Learning Style on Learning Achievement*. WSEAS journal Issue 1, Volume 9.
- Leow, F. (2014). *Interactive Multimedia Learning: Innovating Classroom Education in A Malaysian University*. TOJET: The Turkish Online Journal of Educational Technology, volume 13 issue 2.
- Sasikala, M., & Devi, N. (2014). Effectiveness of Interactive Multimedia Based Learning for Teaching Zoology at Higher Secondary Level. *Indian Journal of Applied Research*. Vol 4: 10
- Silverman, R., & Hines, S. (2009). *The Effects of Multimedia-Enhanced Instruction on the Vocabulary of English-Language Learners and Non-English-Language Learners in Pre-Kindergarten Through Second Grade*. Journal of Educational Psychology, Vol. 101, No. 2, 305–314
- Yeh, Y. & Wang, C. (2003). *Effects of Multimedia Vocabulary Annotations and Learning Styles on Vocabulary Learning*. CALICO Journal, 21 (1), p-p 131-144.