Journal of Social Research and Innovation
Vol. x, Issue x, month, Year
e-ISSN : 3124-9728
https://ejournal.natacendekia.org/index.php/JoSRI/index

(A Title should be accurately describe the content of the paper Written in English, Times New Roman Font Size 14, Bold, Center, single spacing)

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Article Info

Article history:

Received: Month XX, 20XX
Revised: Month XX, 20XX
Accepted: Month XX, 20XX
(Times New Roman 10)

Keywords:

First keyword
Second keyword
Third keyword
Fourth keyword
Fifth keyword
(Times New Roman 10, min. 3 keywords, max. 5 keywords, alphabetic)

Abstract

All information about the formatting requirements is contained in this document. Please review it carefully. You may use the document as a template and copy/paste your paper content here – this is probably the easiest option. Several styles have been included in this template to facilitate formatting – you may find it easier to use them instead of formatting each segment differently. Note that it is important to adhere to the requirements exactly, as this will form the camera-ready version that will be used to produce the Proceedings. The limitations on the length of the document are as follows. The abstract should not exceed 150 words; further, the title, authors, abstract, keywords, and references are excluded from (but all text, figures, tables, and appendices are included in) the overall page counts given next. The number of page of each paper is one's (1) pages. (Times nw Roman, 9)

To cite this article: Author. (20XX). Title. *Journal of Social Research and Innovation, X*(X), XX-XX

INTRODUCTION

Your final goal is to write an article that complies with the standard rules journal of **Journal of Social Research and Innovation**. The article should be in the softcopy format of A4 paper size format. Margin: Top = 2,5 cm, bottom = 2 cm, left = 2,5 cm, right = 2 cm.

Type and Size of font: follow the sizes listed in Table 1. Pay close attention to the font size, 1 point is around 0.35 mm. The lowercase letter of "j" is the reference of measurement. The recommended font to be used is Times New Roman. Each column is in *Justify* alignment. The tables and figures should be adjusted to the width of the column. On the last page of your paper, set the width and the length to be equal. Use automatic hyphens and spell checkers (if available).

The Introduction should provide a clear background, a clear statement of the problem, the relevant literature on the subject, the proposed approach or solution, and the new value of research which it is innovation. It should be understandable to colleagues from a broad range of scientific disciplines. Organization and citation of the bibliography are made in American Psychological Association 7th Edition (Diani, 2015). The terms in foreign languages are written italic (*italic*). Authors are suggested to present their articles in the section structure: **Introduction - Method - Results and Discussion – Conclusion - References**. (Justify, Times New Roman 11).

METHOD

Explaining research chronological, including research method, research design, research procedure (in the form of algorithms, flow chart, storyboard or other), how to test and data acquisition. The description of the course of research should be supported by **references**, so the explanation can be accepted scientifically (Merdeka, 2019).

Figures and Tables (Sub Section is written in Bold)

The position of figures and tables is at the center. The title of the figure is positioned below the image the “center” alignment; the title of the table is above the table in “center” alignment. Avoid placing figures and tables before they are mentioned in the text. All figures and Tables are referenced in the text (there are descriptions in the text of the article). For example, Table 1 is an example of a table format and Figure 1 is an example of an image spectrum. Avoid displaying tables and figures without explanation in the text.

Figures and Tables (Sub- Sub Section is written in Bold)

The label of the coordinate axes in an image can often be confusing. Use words rather than symbols. For example, write "Magnetism," or "Magnetism (M)" rather than just using "M." Place the unit in parentheses. Don't label the coordinate axis only with units. For example, write "Magnetism (A / m)" or "Magnetism (A·m1)." Do not label the axis of the coordinate with the ratio or quantity and unit. For example, write "Temperature (K)," not "Temperature / K."

Multiplier symbols can also be confusing. Write "Magnetism (kA/m)" or "Magnetization (103 A / m)." The image label must be readable, about 10-point in size.

Table 1. The sample of table format (Center, Times new Roman, 11)

No	Description	Explanation
1	Description 1	Explanation
2	Description 2	Explanation
3	Description 3	Explanation
4	Description 4	Explanation
5	Description 5	Explanation

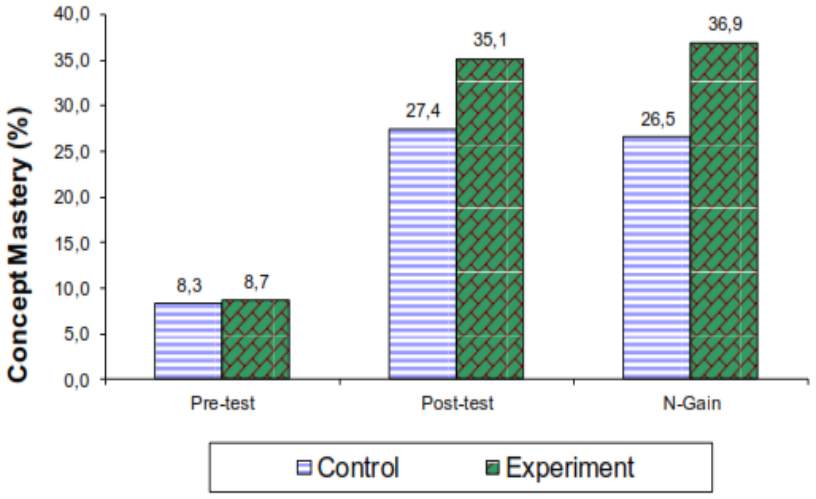


Figure 1. The example of an image of the spectrum absorption coefficients of organic semiconductor materials

Abbreviations and Acronyms

Define abbreviations and acronyms for the first time they are used in text, even if they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, ac, dc, and rms need not be defined. Do not use abbreviations in the title unless they are absolutely unavoidable

Equation

Equation numbering is done sequentially with the number of equations written in parentheses and right alignment, for example (1). The quantity and variables are written in italic Roman symbol. Use a dash (-) to indicate a minus sign. Use parentheses () for the denominators or dividers to avoid mistakes. Give the comma in the equation if the equation is in a sentence. For example,equation (1):

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \quad (1)$$

If the equation is mentioned in a sentence then simply write "(1)," or "equation (1)," except at the beginning of the sentence, it is not written using a comma after parentheses. For example "Equation (1) is ..."

Miscellaneous

The use of Roman numeric symbols for numbering the chapters or sub-chapters is optional. If you use Roman numeric symbols, then the references section, the acknowledgement section, and the sub-headings or sub-chapters are not in letters format. Use two spaces to split between sub-chapters. Use hyphens on modified words: "zero-field-cooled magnetization", avoid irregular sentences such as, "Using (1), potential differences have been calculated", the proper writing should be "potential differences are calculated using equation (1), "or" using equation (1), we calculated the potential differences ".

Decimal numbers are not written ".25". Use a zero before the period to write a decimal number: "0.25". Use "cm3," not "cc." Do not mix full words and abbreviations in physics units, for example: "weber / m2" instead of "Wb / m2". Use the full word when writing a physics unit in a sentence: "some Henry ...".

RESULTS AND DISCUSSION

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-sections.

CONCLUSION

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 (based on result and discussion).

AKNOWLEDGMENT (IF ANY)

The acknowledgement is a form of appreciation for the contribution of an institution or an individual who is not considered as the writer for example an institution or an individual who provides the research fundingof this publication.

REFERENCES

The followings are the references writing guidelines of Journal of Social Research and Innovation. The references should be written in justify alignment and alphabetically. We suggest you use Mendeley management reference with **APA style** for your references. The guideline for example below:

Journal Article:

Diani, R., Yuberti, & Syarlisjiswan, M. R. (2018). Web-enhanced course based on problem-based learning (PBL): Development of interactive learning media for basic physics II. *Jurnal Ilmiah Pendidikan Fisika Al-BiRuNi, 7*(1), 105–116.https://doi.org/10.24042/jipfalbiruni.v7i1.2849

Book:
Sugiyono. (2011). *Metodologi penelitian pendidikan.* Alfabeta.

Articles Compilation book (edited book):
Prasad, A. S. *Clinical and biochemical spectrum of zinc deficiency in human subjects*, In: A. S. Prasad, Ed., *Clinical, biochemical and nutritional aspects of trace elements*, Alan R. Liss, Inc., New York, 1982, pp. 5-15.

Seminar Proceeding:
Saregar, A. (2016). Efektifitas pembelajaran fisika dengan model learning cycle dan model contextual teaching learning (CTL) terhadap hasil belajar siswa kelas XI di SMA Negeri 1 Karya Pinggawa Krui Pesisir Barat. *Mathematic, Science, and Education National Conference (MSENCo)* (pp. 49-54). FTK UIN Raden Intan Lampung.

Published Undergraduate Thesis / Dissertation / Thesis
Wahyuni, S. Y. 2009. *Pengembangan uji kompetensi mandiri berbasis computer: Meningkatkan efikasi diri siswa* (Doctoral dissertatation). University Name

Unpublished Undergraduate Thesis / Dissertation / Thesis
Kuntoro, T. H. 2007. *Pengembangan kurikulumpelatihan magang di SMK: Suatu studi berdasarkan dunia usaha* (Unpublished Doctoral dissert/ Unpublished master's thesisation/). Program Pasca Sarjana UNNES, Semarang.

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Honeycutt, L. (2011, Maret). *Communication and design course*. Retrieved from http://dcr.rpi.edu/commdesign/class1.html.

Regulation
Depdikbud. 2013. *Permendikbud nomor 66 tahun 2013 tentang standar penilaian*. Jakarta: Departemen Pendidikan dan Kebudayaan.