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# SHORT AND CLEAR ARTICLE TITLE, STARTING WITH A CAPITAL LETTER, EXCEPT FOR CONJUNCTIONS, MAXIMUM 16 WORDS

## (Georgia 14pt, Bold, Center, 1 Space)

**Author Name [1*], Author Name [2], Author Name [3]**

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***Abstract:*** *Abstract in English version, Abstract contains 200-250 words. Abstract contains background/problem of the research, purpose, method, result, and conclusion of the research. Abstract should be written in 1 paragraph only.*

***Keywords:*** *consists of 3-5 words, important phrases.*

## INTRODUCTION

This section contains the research background and a brief description of the literature review and references. The total length of the article is between 5000 and 7000 words or around 12 and 16 pages. Accepted articles are written in Indonesian or English. The introduction contains the background, rationale, and/or urgency of the research. References (relevant literature or research from a journal) need to be included in this section about the justification for the urgency of the research, the emergence of research problems, alternative solutions, and the chosen solution. The way the source is written in the text needs to indicate the name of the author and the year the article was published. Up-to-date articles are referred to by looking at publications from the last 10 years. The problems, objectives, and benefits of the research are written narratively in coherent and relevant paragraphs. In this section, it is also necessary to write down the uniqueness of the research so that it is different from existing research and can even be considered an innovation or novelty.

## RESEARCH METHODOLOGY

This section discusses research methods, research design or type, participants or subjects (population and sample), data collection techniques, and data analysis techniques. This section also contains the time and place of research, subjects, participants, respondents, procedures, research instruments, and other matters related to how to carry out research. For qualitative and quantitative research, the time and place of research need to be clearly stated. Subjects, participants, and respondents (for qualitative research) or population and sample (for quantitative research) need to be clearly described in this section. It is also necessary to write down the techniques for obtaining subjects (qualitative research) and/or sampling techniques (quantitative research). Procedures need to be described according to the type of research. How the research is carried out and the data will be obtained also needs to be described in this section.

## RESULTS AND DISCUSSION

This section contains research results and discussion. Research results are presented in the form of tables, pictures, figures, graphs, or descriptive descriptions. Analysis and interpretation of these results are required before they are discussed.

### Results

Results are the main part of a scientific article, which contains: the final results without the data analysis

process, and hypothesis testing results. Results can be presented with tables or graphs, to clarify the results verbally.

**Discussion**

Discussion is the most important part of the entire content of a scientific article. The objectives of the discussion are: to answer the research problem, interpret the findings, integrate the findings from the research into the existing set of knowledge, and construct a new theory or modify an existing theory.

Tables are written in the middle or at the end of each text describing research results or findings. If the width of the table is not enough to write on half a page, it can be written on a full page. Table titles are written from left to center, all words begin with an uppercase letter, except conjunctions. If more than one line is written in a single space. For example, you can see the example below.

**Table 1.** Table of Product Results in Cycle 1

| No | Name | Mark | Predicate |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |

The image is entered into a text box and the image caption is placed below the image. Image titles are numbered and the image must be referenced in the text. Captions start with a capital letter. Image captions with more than one line are written using 1 space. Images are drawn with a line width of 1 pt and must have good contrast quality.

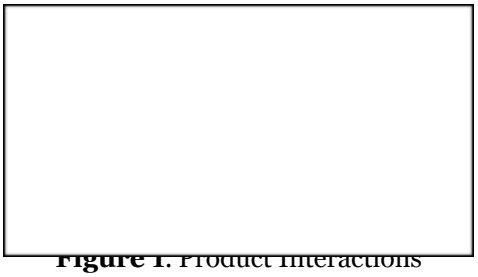


**Figure 1.** Product Interactions

After presenting the research results in the form of tables, pictures, diagrams, or graphs, several paragraphs need to be presented as aspects of the discussion in this section. In writing the discussion, this section focuses on linking research data or comparing the results of research analysis with relevant theories used in research more broadly and comprehensively. The discussion can also take the form of an interpretation of the advantages and disadvantages of the research. Discussing research shortcomings, can become the basis for the author to make or put forward suggestions in the conclusion section later. That way, the suggestions presented will be more targeted and well-founded. Finally, the discussion should not be separated from the data being discussed.

## CONCLUSION

This section contains conclusions from the research results. Suggestions may also be written. Conclusions do not simply repeat data but consist of meaningful substance. It can be a statement about what is expected, as stated in the "Introduction" chapter which can eventually lead to a "Results and Discussion" chapter so that there is compatibility. Apart from that, you can also add prospects for the development of research results and prospects for further research applications in the future (based on the results and discussion).

## REFERENCES

The bibliography is arranged alphabetically (minimum 15 references), and only those from the last 10 years are preferred. The bibliography is prepared using the American Psychological Association (APA) style format and is

required to use the Mendeley application. How to refer to the author in the body of the article must state the author's last name and year. Example: (Delima, 2012), or Delima (2012). References to the second author are avoided whenever possible. For example: Noto (Hartono, 2012). Writing the bibliography uses the Palatino Linotype 12 pt font with 1 space, written in alphabetical order and the second line indented 1 cm from the first line, with the rules for writing bibliographic sources such as books and scientific periodicals according to the example below.

**Single Author Book**
Baxter, C. (1997). *Race Equality in Health Care and Education*. Philadelphia: Balliere Tindal.

**Author's Books two or three**
Dunkin, M.J. dan Biddle, B.J. (1974). *The Study of Teaching*. New York: Holt Rinehart and Winston.

**Author's book in the form of a team or institution**
American Psychiatric Association. (1994). *Diagnostic and Statistical manual of mental disorders 4th ed*. Washington DC: Author.

**Book Not first edition**
Mitchell, T.R., & Larson, J.R. (1987). *People in Organizations: An Introduction to Organizational Behavior 3rd ed*. New York: McGraw-Hill.

**Series/multi-volume books (editor as author)**
Koch, S. (Ed,). (1959-1963). *Psychology: A Study of Science* (Vol. 1-6). New York: McGraw-Hill.

**Translated Books**
Kotler, P. (1997). *Manajemen Pemasaran: Analisis, Perencanaa, Implementasi (Hendra Teguh & Ronny Antonius Rusli, Penerjemah)*. Jakarta: Prehanlindo.

**Articles (chapters) in edited books**
Eiser, S., Redpath, A., & Roges, N. (1987). *Outcomes of Early Parenting: Knowns and Unknowns*. In A. P. Kern & L. S. Maze (Ed.). logical thingking in children (pp.58-57). New York: Springer.

**Seminar papers, conferences and the like**
Crespo, C,J. (1998). *Update on National Data on Asthma*. Paper presented at the meeting of the National Asthma Education and Preventation Program, March. New York: Springer.

**Journal Article**
Clark, L.A., Konchanska, G., & Ready, R. (2000). Mothers Personality and Its Interaction with Child Temperament as Predictors of Parenting Behavour. *Journal of Personality and Social Psycology* Vol. 1 (2), 274-285.

**Magazine article**
Greenberg, G. (2001, August 13). *As Good as Dead: Is There Really Such a Thing as Brain Death?*. New York Bulletin, 36-41.

**Book reviews in journals**
Grabill, C. M., & Kaslow, N. J. (1999). Anounce of prevention: improving children's mental health for the 21st century [Review of the book Handbook of prevention with children and adolescents]. *Journal of Clinica Child Psychology*, 1 (28), 115-116.

**Document**
NAACP (1999). *Calls for Presidential Order to Halt Police Brutality Crisis*. Amerika: NCTM.

**Theses, Dissertations, Research Reports**
Zulkardi. (2002). *Developing A Learning Environment on Realistic Mathematics Education for Indonesian Student Teachers*. Disertasi tidak dipublikasikan, Enschede, University of Twente.

**Internet**
OECD. (2010). *PISA Results: What Makes a School Successful?* (online), (http://www.oecd.org/dataoecd/11/16/48852721.pdf.), diakses 26 Maret 2012.

**BIODATA PENULIS KORESPONDEN**

| | |
|---|---|
| FOTO | Biodata penulis koresponden berisi tentang nama, institusi asal, pengalaman, dan nomor HP/WA |