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Title of The Article (Concise and Informative, Max 15 Words)

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ABSTRACT

Article history

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Keyword1

Keyword2

Keyword3

Keyword4

Keyword5

(A maximum of five keywords is allowed.)

The abstract must reflect the substance of the whole contents of the article and enable readers to determine relevance to their interest and decide whether or not to read the full document. The abstract consists of a statement of the **background, objective of the study or focus of discussion, method, findings, Novelty/Originality of this study, and recommendation**. The title and abstract are written in English, each in one paragraph, single spacing, Cambria font 12, and in total about 150-250 words.

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1. Introduction (900 - 1200 words)

The introduction should place the study within a broader academic context and explain its relevance in the field of Islamic Educational Psychology. It must clearly present the research background by describing existing conditions supported by empirical data, relevant theories, and recent studies.

This section should define the purpose of the study and highlight its theoretical and practical significance. A concise review of key literature is required to show the current state of research and to identify the research gap by contrasting ideal theoretical conditions with actual empirical findings.

Authors must clearly emphasize the novelty of the study, whether in terms of framework, variables, methodology, context, or contribution.

The numbering of sections and subsections must follow the journal template. Use A4 paper size with 3 cm margins, 1.15 line spacing, and space after each paragraph. Tables and figures should follow the formatting examples provided in the template. The manuscript should be between 6,000–8,000 words, including references, tables, and figures. Manuscripts that do not comply with this requirement may be returned to the authors for revision prior to the review process.

Table 1. Page Setup and Fonts

Chapters	Font Size	Font Style	Font Type
Article title	16 pt		Cambria
Author names	12 pt		Cambria
Author affiliations and email	10 pt	Italic	Cambria
Abstract title	10 pt	Bold	Cambria
Abstract	10 pt		Cambria
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Keywords content	10 pt		Cambria
Heading 1 (section)	14 pt	Bold	Cambria
Heading 2 (subsection headings)	12 pt	Bold	Cambria
Heading 3 (sub-subsection headings)	11 pt		Cambria
Body text	11 pt		Cambria
Table caption	11 pt		Cambria
Table content	10 pt		Cambria
Figure caption	11 pt		Cambria

Source: Author (2026)



TIJAROTUNA
JOURNAL OF ISLAMIC ECONOMICS

Figure 1. Example of Figure: Tijarotuna Logo
Source: Author (2026)

2. Literature Review (1200 - 1500 words)

This section presents the theoretical foundations that support the research, derived from original research articles and authoritative international textbooks. The theories discussed must be relevant to the focus of the study and serve as a conceptual basis for explaining the variables or phenomena under investigation.

The discussion should not be merely descriptive but must demonstrate the relationships among key concepts and their relevance to the research problem. Sources should primarily come from reputable scholarly publications and credible academic references.

Through this theoretical review, the author is expected to develop a systematic conceptual framework that forms the basis for formulating research questions or hypotheses (if applicable).

3. Research Methods (700 – 1000 words)

3.1 Research Design

This study employs a research design that is aligned with the objectives and research questions formulated in the previous sections. The design may be quantitative, qualitative, or mixed methods, depending on the nature of the problem under investigation. The chosen approach should be clearly justified, including the research strategy, time horizon (cross-sectional or longitudinal), and overall procedure used to collect and analyze the data.

3.2 Population and Sample

This section describes the target population of the study and explains the sampling technique used to select respondents or research participants. The criteria for inclusion and exclusion should be clearly stated. Authors must also justify the sample size and explain how it meets methodological requirements, particularly when using advanced statistical analysis. The sampling method (e.g., random sampling, purposive sampling, stratified sampling) should be specified and supported by methodological references where necessary.

3.3 Variable Measurement

This section explains how each variable in the study is operationally defined and measured. It should describe the indicators used, the measurement scale (e.g., Likert scale), and the source of the measurement instruments, whether adapted from prior studies or developed by the authors. Information regarding validity and reliability testing should also be included to ensure the accuracy and consistency of the measurement instruments.

3.4 Data Collection Procedure

Data were collected systematically in accordance with the research objectives and methodological design after obtaining the necessary permissions from relevant institutions. Appropriate data collection techniques, including questionnaires, interviews, observations, or documentation, were employed depending on the research approach. All collected data were carefully recorded, verified, and prepared for subsequent analysis.

3.5 Data Analysis Technique (e.g., SEM-PLS, AMOS, STATA)

This section outlines the statistical or analytical techniques used to analyse the collected data. The selected method, such as SEM-PLS, AMOS, STATA, or other relevant analytical tools, must be clearly justified in relation to the research objectives and data characteristics. The analysis procedure should be described systematically, including model evaluation criteria, hypothesis testing procedures, and any assumptions required for the analysis.

4. Results and Discussion (2500 - 3000 Words)

4.1. Results

This section presents the empirical findings of the study in a clear, systematic, and concise manner. The results should directly address the research questions or hypotheses formulated earlier. Data presentation must be objective and focused on reporting findings without interpretation or extensive discussion.

Statistical outputs, hypothesis testing results, and model evaluations should be reported accurately, including relevant coefficients, significance levels, and goodness-of-fit indicators where applicable. Tables and figures should be used to enhance clarity and must follow the journal's formatting guidelines.

The presentation of results should follow a logical sequence, beginning with descriptive statistics (if applicable) and continuing with inferential analysis or hypothesis testing, ensuring that all findings are clearly linked to the objectives of the study.

4.2. Discussion

This section interprets the research findings and explains their meaning in relation to the research questions and theoretical framework. The discussion should not merely restate the results but provide analytical insights into how and why the findings occurred.

Authors are expected to relate the results to previous studies, highlighting whether the findings support, extend, or contradict earlier research. Similarities and differences with

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prior empirical evidence should be critically examined to demonstrate the study's contribution to the existing body of knowledge.

The significance of the findings—both theoretical and practical—must be clearly articulated. This section should also address possible explanations, implications for Islamic educational psychology, and any contextual factors that may influence the results.

5. Conclusion (300 – 400 words)

The conclusion must be written in one single paragraph. It should concisely summarize the main findings of the study in line with the research objectives, highlight the key theoretical and practical contributions, acknowledge the primary limitations of the research, and briefly suggest directions for future studies. The paragraph should be clear, focused, and reflective, without introducing new data or extended discussion.

Acknowledgment (50 – 100 words)

This section includes a statement confirming the credibility and validity of the research, as well as expressions of appreciation to individuals or institutions that contributed to the completion of the study. It should also clearly mention any sources of financial support or research funding received.

References

Authors must follow the **APA Referencing Style (7th Edition)** for all citations and references. The author–date citation system should be applied consistently throughout the manuscript. The reference list must be arranged alphabetically and formatted according to the American Psychological Association (APA) guidelines. The manuscript should include a minimum of 25–30 references, with at least 80% derived from peer-reviewed journal articles. Authors are strongly encouraged to prioritize recent sources published within the last five years to ensure the relevance and currency of the study. The use of reference management software such as Mendeley or other standard citation tools is strongly recommended.

When referring to ideas from another source without directly quoting the text, authors only need to include the author's name and year of publication in the in-text citation. Page numbers are not required in such cases. Every source cited in the text must be included in the reference list at the end of the manuscript.

For short direct quotations, the author's last name, year of publication, and page number (preceded by "p.") must be included. The quotation should be introduced with a signal phrase containing the author's name and publication year.

For long quotations (40 words or more), the text must be presented in a separate indented block without quotation marks. The block quotation should begin on a new line, indented

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0.5 inches from the left margin, and maintain double spacing throughout. The parenthetical citation should appear after the closing punctuation.

When summarizing or paraphrasing another author's idea, the citation should include the author and year of publication. Although page numbers are not mandatory for paraphrased content, APA guidelines recommend including them when possible.

The reference list must include all works cited in the manuscript, such as books, journal articles, book chapters, conference papers, research reports, newspapers, and online materials. Each entry should strictly follow APA 7th edition formatting standards.

(a) Books

Al-Attas, S. M. N. (1991). *The concept of education in Islam: A framework for an Islamic philosophy of education*. Kuala Lumpur, Malaysia: International Institute of Islamic Thought and Civilization (ISTAC).

Halstead, J. M. (2004). An Islamic concept of education. In J. M. Halstead (Ed.), *Education, justice and cultural diversity* (pp. 83–103). London, UK: Falmer Press.

Nasr, S. H. (2012). *Islamic life and thought*. Albany, NY: SUNY Press.

(b) Journal Articles

Abu-Raiya, H., Pargament, K. I., Krause, N., & Ironson, G. (2015). Religious coping among Muslims: Development and initial validation of the Islamic Religious Coping Scale (IRCS). *Journal of Muslim Mental Health*, 9(1), 3–26. <https://doi.org/10.3998/jmmh.10381607.0009.101>

Sahin, A. (2013). New directions in Islamic education: Pedagogy and identity formation. *British Journal of Religious Education*, 35(2), 129–143. <https://doi.org/10.1080/01416200.2012.740441>

Rothman, A., & Coyle, A. (2018). Toward a framework for Islamic psychology and psychotherapy: An Islamic model of the soul. *Journal of Religion and Health*, 57(5), 1731–1744. <https://doi.org/10.1007/s10943-018-0651-x>

(c) Chapter in an Edited Book

Cook, D. A. (2014). Islamic perspectives on child development. In S. Hala (Ed.), *The Cambridge handbook of environment in human development* (pp. 433–450). Cambridge, UK: Cambridge University Press. <https://doi.org/10.1017/CBO9781139016827.025>

(d) Conference Paper/Proceeding

Hassan, R. (2019, July). Integrating Islamic values in modern educational psychology. In *Proceedings of the International Conference on Islamic Education and Psychology* (pp. 55–63). Yogyakarta, Indonesia. <https://doi.org/10.2991/iciiep-19.2019.8>

(e) Research Report / Thesis

UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. Paris, France: UNESCO. <https://doi.org/10.54675/ASRB4722>

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Haque, A. (2004). *Psychology from Islamic perspective: Contributions of early Muslim scholars and challenges to contemporary Muslim psychologists* (Doctoral dissertation, International Islamic University Malaysia). <https://doi.org/10.13140/RG.2.2.36433.86886>

(f) Newspaper Article

Harrison, E. (2020, April 15). Faith and mental health during the pandemic. *The Guardian*. <https://www.theguardian.com/society/2020/apr/15/faith-and-mental-health-during-pandemic>

(g) Website Material

Islamic Educational, Scientific and Cultural Organization. (2022). *Islamic education and sustainable development goals*. <https://www.icesco.org/en/islamic-education-sdgs>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://apastyle.apa.org>