



**THE TITLE SHOULD BE WRITTEN BRIEFLY, CLEAR, AND INFORMATIVE,
BUT DOES NOT EXCEED 20 WORDS IN CAPITAL LETTERS WITH
CAMBRIA FONT STYLE**

First name Last name,^{1*} First name Last name,² First name Last name³

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ABSTRACT (font: 10)

A single paragraph of about 250 words maximum. For research articles, abstracts should give a pertinent overview of the work. We strongly encourage authors to use the following style of structured abstracts, but without headings: (1) Background: Place the question addressed in a broad context and highlight the purpose of the study; (2) Purpose of the Study: Identify the purpose and objective of the study; (3) Methods: Describe briefly the main methods or theoretical framework applied; (4) Results: Summarize the article's main findings; and (5) Conclusions: Indicate the main conclusions or interpretations.

Keywords: *keyword 1; keyword 2; keyword 3 (List three to five pertinent keywords specific to the article; yet reasonably common within the subject discipline; use lower case except for names)*

Article History

Received:

Revised:

Accepted:

Published:

How to cite (in APA style):

INTRODUCTION (Use this style for main parts of paper)

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the objective of the paper and its significance. The current state of the research field should be reviewed carefully, and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. References should be cited as (Martin, 2018) or (Marchlewska et al., 2019) or (Cichocka, 2016; Hidayat & Khalika, 2019; Ikhwan, 2019; Madjid, 2002) or (Miller & Josephs, 2009, p. 12) or Rakhmat (1989). See the end of the document for further details on references. Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables and figures should be cited in numerical order.



LITERATURE REVIEW (Use this style for main parts of paper)

This includes a critical and inclusive review of previous theory related to the relevant topic; a critical and inclusive review of previous empirical research related to the relevant topic; and, critical analysis of the distinction between authors' interpretation of their data and the actual empirical evidence presented. Use APA citation style 7th edition. The use of Mendeley is recommended to help you cite more consistently.

METHOD (Use this style for main parts of paper)

The method contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, the use of materials and instruments, data collection, and analysis techniques. The research method is presented briefly to inform the selection of study paradigm, research methods and techniques.

FINDINGS AND DISCUSSIONS (Use this style for main parts of paper)

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

Discussion is excessively longer than in introduction. It should have reference citation and contain information whether the results answer the proposed hypotheses/objectives of the study, not a repetition of the results, interpretation of the findings in the result, and next study/research/steps/recommendation related to the topic (if necessary). It also includes information whether the findings agree with other research/studies conducted. Gap in findings, theories, practices, and literature with other studies should be explained. If a disagreement is found, discussion should suggest alternative explanations or weakness in the design of the experiment (including the weakness of the experiment in this article or the experiments of others). Clarification may be needed in order to explain the differentiation.

Subsection

Subsection (Use this style for heading level one)

Subsection (Use this style for heading level two)

Bulleted lists look like this:

- First bullet
- Second bullet
- Third bullet

Numbered lists can be added as follows:

1. First item
2. Second item
3. Third item

The text continues here.

Figures, Tables, and Scheme

All figures and tables should be cited in the main text as Figure 1, Table 1, etc.

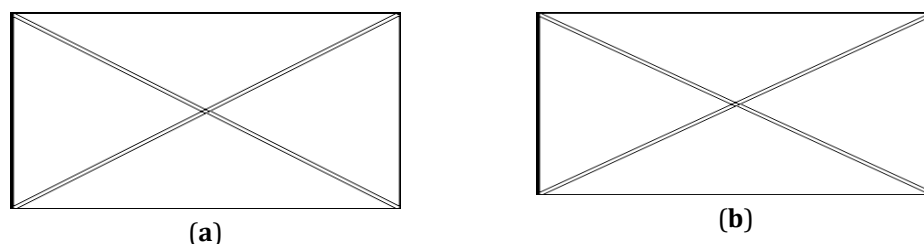


Figure 1. This is a figure, Schemes follow the same formatting. If there are multiple panels, they should be listed as: **(a)** Description of what is contained in the first panel; **(b)** Description of what is contained in the second panel. Figures should be placed in the main text near to the first time they are cited. A caption on a single line should be centered.

Table 1. Tables should be placed in the main text near to the first time they are cited.

Title 1	Title 2	Title 3
entry 1	data	data
entry 2	data	data

Formatting of Mathematical Components (if any)

This is an example of an equation:

$$a = 1, \quad (1)$$

The text following an equation need not be a new paragraph. Please punctuate equations as regular text.

Theorem-type environments (including propositions, lemmas, corollaries etc.) can be formatted as follows:

Example text of a Quote. Quote quote quote quote quote quote quote quote
quote quote quote quote quote quote quote quote quote quote quote
quote quote quote quote quote quote quote quote quote quote. quote The text
continues here. Proofs must be formatted as follows: quote quote quote quote
quote quote quote quote quote quote quote quote quote quote,

The text continues here.

Authors should discuss the results and how they can be interpreted from the perspective of previous studies and of the working hypotheses. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted. The following

components should be covered in the discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what/how)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

CONCLUSIONS

The conclusion should answer the objectives of the research and research discoveries. The concluding remark should not contain only the repetition of the results and discussions or abstract. You should also suggest future research and point out those that are underway.

REFERENCES

References should be written according to the American Psychological Association **(APA) Style of the 7th edition**. The number of reference items is **15 in minimum**. **The article should include journal articles 80% in total published less than 10 years ago**. In the article only six authors are included. When the number of authors for a reference item is more than six authors, the six first names should be written down and “*et al.*” should be added for the other authors. We recommend preparing the references with a bibliography software package, such as Mendeley, EndNote, Reference Manager or Zotero to avoid typing mistakes and duplicated references.

Example:

Journal Article

Gabbett, T., Jenkins, D., & Abernethy, B. (2010). Physical collisions and injury during professional rugby league skills training. *Journal of Science and Medicine in Sport*, 13(6), 578-583

Journal Article with 7 Authors

Mikosch, P., Hadrawa, T., Laubreiter, K., Brandl, J., Pilz, J., Stettner, H., & Grimm, G. (2010). Effectiveness of respiratory-sinus-arrhythmia biofeedback on state-anxiety in patients undergoing coronary angiography. *Journal of Advanced Nursing*, 66(5), 1101-1110.

Journal Article with or more than 8 Authors

Vissing, K., Brink, M., Lonbro, S., Sorensen, H., Overgaard, K., Danborg, K., ... Aagaard, P. (2008). Muscle adaptations to plyometric vs. resistance training in untrained young men. *Journal of Strength and Conditioning Research*, 22(6), 1799-1810.

Journal article on the Internet

- Marshall, M., Carter, B., Rose, K., & Brotherton, A. (2009). Living with type 1 diabetes: Perceptions of children and their parents. *Journal of Clinical Nursing*, 18(12), 1703-1710. Retrieved from <http://www.wiley.com/bw/journal.asp?ref=0962-1067>
- Gabbett, T., Jenkins, D., & Abernethy, B. (2010). Physical collisions and injury during professional rugby league skills training. *Journal of Science and Medicine in Sport*, 13(6), 578-583. doi:10.1016/j.jsams.2010.03.007

Book

- Collier, A. (2008). *The world of tourism and travel*. Rosedale, New Zealand: Pearson Education New Zealand.

Book with Editor

- Aspinall, V. (Ed.). (2014). *Clinical procedures in veterinary nursing* (3rd ed.). Edinburgh, Scotland: Elsevier.

Chapter in an Edited Book

- Palmer, F. (2007). Treaty principles and Maori sport: Contemporary issues. In C. Collins & S. Jackson (Eds.), *Sport in Aotearoa/New Zealand society* (2nd ed., pp. 307-334). South Melbourne, Australia: Thomson.
- Munro M, Brill A, Parker W. Gynecologic endoscopy. In: Berek J, editor. *Berek & Novak's gynecology*. 14th ed. Philadelphia: Lippincott Williams & Wilkins; 2007. p. 749-804.

Conference proceeding

- Nicolai T. Homeopathy. *Proceedings of the Workshop Alternative Medicines*; 2011 November 30; Brussels. Belgium. Belgium: ENVI; 2011.

Conference Paper

- Williams, J., & Seary, K. (2010). Bridging the divide: Scaffolding the learning experiences of the mature age student. In J. Terrell (Ed.), *Making the links: Learning, teaching and high-quality student outcomes*. *Proceedings of the 9th Conference of the New Zealand Association of Bridging Educators* (pp. 104-116). Wellington, New Zealand.

Conference Paper Online

- Cannan, J. (2008). Using practice-based learning at a dual-sector tertiary institution: A discussion of current practice. In R. K. Coll, & K. Hoskyn (Eds.), *Working together: Putting the cooperative into cooperative education*. *Conference proceedings of the New Zealand Association for Cooperative Education*, New Plymouth, New Zealand. Retrieved from http://www.nzace.ac.nz/conferences/papers/Proceedings_2008.pdf