

Title: the title should be short, clear, and informative, but does not exceed 20 words

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ARTICLE INFO	ABSTRACT
<p>Keywords:</p> <p>keyword 1 keyword 2 keyword 3</p>	<p><i>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</i></p>
<p>Article history:</p> <p>Received 2023-03-15 Revised 2023-04-19 Accepted 2022-05-29</p>	
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INTRODUCTION

The article should be between 7-20 pages, 1 spaced, 12 point Times New Roman font, including references. Use indent for the first paragraphs and do not leave a space between paragraphs. The following paragraphs is indented first line 1.00cm. The introduction contains the background of the problem, other research studies, theories or approaches that will be used to analyze, as well as the objectives and benefits of the research.

METHODS

The research method explains information related to research design, research time, procedures for collecting data, procedures for compiling instruments, procedures for validity and reliability of instruments or procedures for data validity, and data analysis procedures.

FINDINGS AND DISCUSSION

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.

1. Subsection

Heading 1: use this style for level one headings

Heading 2: use this style for level two headings

Heading 3: use this style for level three headings

Heading 4: create the heading in italics.

Bulleted lists look like this:

- First bullet
- Second bullet
- Third bullet

Numbered lists can be added as follows:

- a. First item
- a. Second item
- b. Third item

The text continues here.

2. Figures, Tables and Schemes

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

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?

CONCLUSION

Conclusions should be in the form of concepts or postulates of research results. Don't forget to include suggestions. Conclusions should be presented in one paragraph, not numbered, and contain no citations.

Acknowledgments: Indicate sources of funding or help received in carrying out your study and/or preparing the manuscript if any before the references.

REFERENCES

The literature listed in the References contains only the sources referenced or included in the article. 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. Referral sources should provide 80% of journal articles, proceedings, or research results from the last five years. Writing techniques bibliography, using the system cites APA (American Psychological Association) Style and the 6th edition.

Example:

Journal Article

- Chiablaem, P. (2021). Enhancing english communication skills of Thai University Students through Google Apps for Education (GAPE) in a digital era during Covid-19 Pandemic. *Shanlax International Journal of Education*, 9(3), 91–98.
- Gaith, G. (2003). Effect of Learning Together Model of Cooperative Learning on english as a foreign language reading achievement, academic self esteem, and feeling of school alienation. *Bilingual Research Journal*, 27(3), 451–474.

Book

- Tan, O. S. (2004). *Enhancing thinking through Problem-based Learning Approache*. Singapore: International Perspective.

Book Section

- Othman, H., Salleh, B. M., & Sulaiman, A. (2013). 5 ladders of active learning: An innovative learning steps in PBL process. In & F. A. P. K. M. Yusof, M. Arsat, M. T. Borhan, E. D. Graaff, A. Kolmos (Ed.), *PBL across cultures* (pp. 245–253). Aalborg, Denmark: Aalborg University Press.
- Plomp, T., & Nienke. (2013). Educational design research: An introduction. In T. P. & N. Nieveen (Ed.), *Educational design research - Part A: An Introduction* (pp. 10–51). Enschede, the Netherlands: SLO.

Griffin, P., McGaw, B., & Care, E. (2012). The changing role of education and schools. In & E. C. Griffin, B. McGaw (Ed.), *Assessment and Teaching of 21st Century Skills* (pp. 1–16). Dordrecht, Germany: Springer Science+Business Media B.V.

Proceeding

Phuumeechanya, N., & Wannapiroon, P. (2004). Design of Problem-Based with scaffolding learning activities in ubiquitous learning environment to develop Problem-Solving skills. *Procedia - Soc. Behav. Sci. World Conf. Educ. Sci. - WCES*, 116, 4803–4808.