



Journal of Psychological Perspectives in STEM (JPPS)

Vol. 1, No. 1, 2026
ISSN: XXXX-XXXX | e-ISSN: XXXX-XXXX
DOI: 10.1234/mi.2026.001



Title of Manuscript

First Author¹ | Second Author² | Third Author^{1,3,*}

¹Department of Primary Education, Universitas Pendidikan, Yogyakarta, Indonesia

²Faculty of Islamic Studies, Universitas Islam, Yogyakarta, Indonesia

³Yayasan HUMANIS, Yogyakarta, Indonesia

* Corresponding author: third.author@example.com

ORCID: 0000-0001-2345-6789 (Third Author)

Email: third.author@example.com

Submitted:
01 March 2026

Revised:
15 April 2026

Accepted:
10 May 2026

Published:
30 June 2026

©2026 The Authors. Published by Center for Human-Centered STEM Education Indonesia.

Abstract

This template is designed to meet the standards of high-impact Q1 journals. It provides a complete LaTeX framework with IMRAD structure, APA 7th edition citations (colored in green/blue), and detailed guidelines for each section. The abstract should be between **150–250 words**, summarizing the **background, objective, methods, key results, and contribution** (Smith & Lee, 2020).

Keywords

LaTeX template; Q1 journal; IMRAD; APA7; scholarly publishing.

1 INTRODUCTION

Minimal Requirements for Introduction (IMRAD)

- **Background:** Clearly state the research problem, its importance, and the existing gap.
- **Literature review:** Cite at least 15–20 recent (last 5 years) Scopus/WoS indexed references, with 80% from Q1–Q2 journals.
- **Research gap & novelty:** Explicitly articulate what is new compared to prior studies.
- **Objectives:** State specific research questions or hypotheses.

Example content: Research on STEM education in Islamic primary schools (madrasah ibtidaiyah) remains limited (Hasan & Fatimah, 2023; Nurhayati & Rahmawati, 2022). Several studies have explored the integration of Islamic values into science education (Fatimah & Wulandari, 2020; Rahman & Kurniawan, 2021), but few have empirically examined its impact on numeracy literacy in lower grades. Therefore, this study aims to analyze the effect of an Islamic-STEM approach on numeracy skills of madrasah students. We hypothesize that there is a significant difference between the experimental and control groups.

2 METHODS

Minimal Requirements for Methods (IMRAD)

- **Research design:** Specify type (experimental, qualitative, survey, case study, etc.).
- **Participants / sample:** Population, sampling technique, sample size, characteristics.
- **Instruments:** Validity, reliability, sample items (if applicable).
- **Procedure:** Chronological steps of the study.
- **Data analysis:** Descriptive/inferential statistics, assumptions tests, software.

Example content: This study employed a quasi-experimental nonequivalent control group design. The population comprised 120 third-grade students from MI Al-Hidayah. A purposive sample of 60 students was selected (30 experimental, 30 control). A numeracy test was validated by experts (CVI=0.89) with reliability (Cronbach's α =0.87). The experimental group received an Islamic-STEM intervention for eight sessions, while the control group used conventional lectures. Data were analyzed using ANCOVA with SPSS v.26.

3 RESULTS

Minimal Requirements for Results (IMRAD)

Quantitative Research:

- **Descriptive statistics:** Means, SDs, data distribution.
- **Hypothesis testing:** Statistical values, degrees of freedom, p-value, effect size.
- **Visualization:** Clear tables and figures (avoid redundancy).
- **No interpretation or discussion** in this section.

Example content: The post-test mean score of the experimental group ($M=85.6$, $SD=7.2$) was higher than that of the control group ($M=74.3$, $SD=8.1$). Normality (Shapiro-Wilk, $p>0.05$) and homogeneity of variances (Levene's test, $p=0.12$) were satisfied. ANCOVA with pre-test as covariate revealed a significant main effect of treatment ($F(1,57)=12.45$, $p=0.001$, $\eta^2=0.18$). Table 1 summarizes the descriptive statistics.

Table 1.

Mean and Standard Deviation of Numeracy Scores

Group	Pre-test ($M \pm SD$)	Post-test ($M \pm SD$)
Experimental ($n=30$)	68.4 ± 6.5	85.6 ± 7.2
Control ($n=30$)	67.9 ± 7.0	74.3 ± 8.1

Qualitative Research:

- **Themes / Categories:** Present findings organized by main themes or categories.
- **Supporting Data:** Include participant quotes, case examples, or field notes.
- **Tables / Diagrams:** Optional for summarizing relationships between themes.

Figure 1.

Logo of JPPS



- **Neutral Reporting:** Avoid interpretation or discussion; just report patterns and facts.

Example Substructure:

- Theme 1: [Description + supporting quotes]
- Theme 2: [Description + supporting quotes]

- Connections between themes (optional diagram)

Literature Review / Meta-Synthesis:

- **Thematic Organization:** Present findings by topic, theory, or study category.
- **Study Summaries:** Use tables summarizing methodology, sample, and key findings for each study.
- **Identify Gaps:** Highlight research gaps evident in the literature, without interpretation beyond what is reported.

Example Substructure:

- Topic/Subtheme 1: summary of literature findings
- Topic/Subtheme 2: summary of literature findings
- Summary of patterns or gaps

4 DISCUSSIONS

Minimal Requirements for Discussion (IMRAD)

- **Interpretation:** Explain findings, whether they support or reject hypotheses.
- **Comparison:** Relate to previous studies (Kurniawan & Santoso, 2021; Utami & Prasetyo, 2022).
- **Limitations:** Sample, instruments, time, etc.
- **Implications:** Theoretical and practical.
- **Future directions.**

Example content: Our findings align with (Utami & Prasetyo, 2022), who reported improved science learning outcomes with an Islamic-STEM approach. However, they differ from (Kurniawan & Santoso, 2021), who found no significant effect at the secondary level. This discrepancy may be due to the younger age of MI students being more receptive to project-based learning. Limitations include the short intervention period (eight sessions) and the use of a non-standardized test. The implications suggest that integrating Islamic values into STEM activities should begin in early grades. Future studies should employ longitudinal designs with larger samples from multiple madrasahs.

5 CONCLUSIONS

Minimal Requirements for Conclusion

- **Summary of main findings** (without repeating results in detail).
- **Answer to research objectives.**
- **Limitations and recommendations.**
- **Contribution to the field.**

Example content: This study concludes that the Islamic-STEM approach significantly improves numeracy skills among madrasah ibtidaiyah students. Nevertheless, generalization should be cautious due to sample limitations. We recommend MI teachers integrate Islamic values into STEM activities and future researchers test this approach across different subjects and grade levels.

Acknowledgments

The authors thank Yayasan HUMANIS for their support. No external funding was received.

References

- Fatimah, N., & Wulandari, R. (2020). Science and Islam Approach in Madrasah Ibtidaiyah. *Al-Ibtida*, 7(2), 156–172.
- Hasan, M., & Fatimah, S. (2023). Integrating Islamic Values in Primary Science Education. *Journal of Islamic Primary Education*, 15(2), 210–228.
- Kurniawan, A., & Santoso, H. (2021). Effect of STEM Approach on Secondary Students' Achievement. *Journal of Science Learning*, 4(3), 201–215.
- Nurhayati, S., & Rahmawati, D. (2022). STEM Education in Indonesian Madrasah: Challenges and Opportunities. *International Journal of Islamic Education*, 10(1), 88–105.
- Rahman, A., & Kurniawan, D. (2021). Islamic STEM Framework for Elementary School. *Journal of Islamic Studies*, 5(1), 45–62.
- Smith, J., & Lee, A. (2020). Computational Thinking in Primary Education: A Systematic Review. *Journal of Educational Computing Research*, 58(2), 345–378. <https://doi.org/10.1177/0735633120901234>
- Utami, D., & Prasetyo, B. (2022). Islamic-STEM Project-Based Learning for Numeracy Skills. *International Journal of STEM Education*, 9, 22.

6 Appendix: Research Instrument

Sample numeracy test items are provided.