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Title of article, brief and concise, articulating contents (center, bold, Times New Roman 14, maximum of 13 words)

First Writer[1]*, Second Writer[1], Third Writer[2] (Full names without titles, Bold, TNR 11)
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ABSTRACT (Bold, TNR 10)

Reflecting the substance of the whole contents of the article and enabling readers to determine relevance with their interest and decide whether or not to read the full document. The abstract consists of a statement about the background, objective of the study or focus of discussion, method or necessary research steps, findings and discussion, and conclusion. The title and abstract are in English, in a single paragraph, single spacing, Times New Roman 10, and about 200 words maximum.

Keywords: listing important terms, enabling readers to find articles, 3-5 terms, TNR 10, written below abstract

Article history

Received:	*Revised:*	*Accepted:*	*Published:*
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INTRODUCTION (BOLD, TNR 12)

It contains backgrounds of the problem, depiction, and further scrutiny of the problem or the gap between what is idealized and reality, supported by relevant theories, recent research, and the study's objective. The problem should offer a new research value or benefit as an innovative endeavor, written 20% of the whole body, including the title and abstract. Use Times New Roman 11. Cakrawala Pendidikan use Mendeley with APA style 7 ed. to write down the citation.

METHOD (BOLD, TNR 12)

Write out briefly, concisely, clearly, and adequately so it can be replicated. This section explains the research approach, study subjects, conduct of the research procedure, use of materials and instruments, data collection, and analysis techniques. These are not theories. Generally known formulas should not be written down for statistical use. Any specific criteria used by the researcher in collecting and analyzing the research data should be **thoroughly** described, including the quality of the instruments, the research material, and the data collection procedure. This section should be written about 10% (for qualitative research) or 15% (for quantitative research) of the body.

FINDINGS AND DISCUSSION (BOLD, TNR 12)

For ease of reading and comprehension, findings are presented first, followed by discussion. It should provide a concise and precise description of the experimental results, the interpretation, and the conclusions that can be drawn. The Findings subtitle and Discussion subtitle are presented separately. This section should occupy a minimum of 60% of the whole body of the article.

Findings (Bold, TNR 11)

The results of data analyses can be presented in tables, graphs, figures, or any combination of the three. Tables, graphs, or figures should not be too long, too large, or too many. The writer is advised to use decent variation in presenting tables, graphs, or verbal descriptions. All displayed tables and graphs should be referred to in the text. The format of the tables is shown in Table 1. Tables do not use column (vertical) lines, and row (horizontal) lines are used only for the head and tail of the table. The font of the table entry may be reduced. Figures in the table should not be over-repeated in the narration before or after the table. All figures and tables should be cited in the main text, such as Figure 1, Table 1, etc.

Table 1. Length-weight of sections

Name	Length in percent	Notes
Introduction	20	Maximum (include title and abstract)
Method	10	Up to 15% for quantitative research
Findings and discussion	60	Minimum
Conclusion and references	10	Approx.[1]

Note: Tables may have a footer if needed in TNR 9

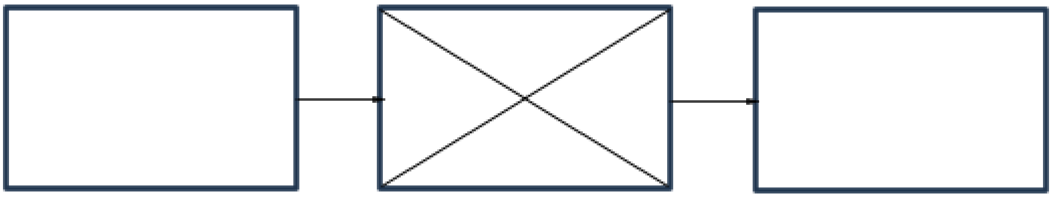


Figure 1. This is a Figure. Schemes Follow the Same Formatting

Formatting of mathematical components (Italic, bold, TNR 11)

This is example 1 of an equation:

$$a = 1 \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (1)$$

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

This is example 2 of an equation:

$$a = b + c + d + e + f \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (2)$$

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

The thousands are marked using commas; e.g., 1200300 is written as 1,200,300. Decimal points are marked with a period followed by two number digits, e.g., 12.34. For figures lower than 1, the zero is unnecessary, e.g., .12.

The alphabet is italicized for mathematical symbols or notations, but Greek letters are written upright using the correct symbols. The equal sign is given a punch space before and after, e.g. (English format): $r = .456$; $p = .008$. For statistical values with degrees of freedom

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such as t, F, atau Z, the degree of freedom is written in braces such as $t(52) = 1.234$; $F(1, 34) = 4.567$. Statistical calculation for hypothesis testing should be completed with effect sizes; for example, the t-test using Cohen's d, the F-test using partial eta squared, or other posthoc tests in line with the references under consideration.

For qualitative research, findings should substantially be presented in a condensed report based on results from rigorous qualitative data analysis. Tables, diagrams, charts, or other data visualizations may be presented to facilitate ease of reading. Authentic evidence from empirical data (e.g., excerpts from interview transcripts, field notes, documents) should be presented in a reasonable amount of texts that do not surpass the authors' statements on their findings.

Discussion

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

Referencing in the body of the article uses braces: (...); an example with one author: (Shin et al., 2022); two authors: (Wardhaugh & Fuller, 2023), and three to five authors: (Couper & Watkins, 2016; Lindahl & Watkins, 2015; Michaleva & Regnier, 2014; Tajeddin, 2012).

Authors' names can also be mentioned outside the braces, e.g., Yang & Li (2021), following the writing style. For direct quotations or particular facts, the page number (numbers) is needed, e.g. (Couper & Watkins, 2016, p. 45) or (Benahnia & Brown, 2022, pp. 44-46).

It is advised not to use too many direct quotations. One should be used, however, and it should be written in the "..." format in the paragraph for a quotation of fewer than 40 words. For a direct quotation of more than 40 words, it is written in a separate block (outside the paragraph), half an inch indented from the left margin, with no quotation marks, and followed by (name of the author, year, page number)

CONCLUSION

Intended not only to repeat findings. The conclusion contains substantialization of meaning. It can present a statement of what is expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that compatibility exists. An addition can be made concerning the prospects of enriching the research findings and developing the potential for future research.

ACKNOWLEDGMENT

Intended to pay gratitude to sponsors, fund bearers, resource persons, and other parties with essential roles in the study. The writer needs permission from persons or institutions to mention them in the acknowledgments. Editors need **not** be acknowledged in writing.

REFERENCES

The reference entry is arranged in alphabetical order. All that is referred to in the text must be listed in the reference list, and all written in the reference list must be referred to in the text. Using current articles from Web of Science/Scopus-indexed journals as reference sources is

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advisable, rather than books or proceedings. The writer is obliged to list all the references validly according to the sources and URL (https of the DOI (*digital object identifier*) when available), particularly for entries from journals. In the case of cities of publication, differences should be made between writing cities in the USA and cities outside the USA, for example.

Abidasari, E., Sabgini, K. N. W., & Inayati, N. (2021). Bright English textbook development for primary school grade 6 in Batu city. *PIONEER: Journal of Language and Literature*, *13*(1), 26. https://doi.org/10.36841/pioneer.v13i1.899

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