

ARTICLE WRITING GUIDE TEMPLATE JURNAL PENDIDIKAN VOKASI OTOMOTIF (JPVO)

A. GENERAL

Overall, the body of the article is a maximum of **8000** words including the bibliography. The contents of the article are written in Indonesian according to the applicable spelling. Abstracts are written in two languages, English and Indonesian. Article typing uses Microsoft Word software with 1.5 line spacing, Times New Roman font size 12, and in one column to make reviewing easier. The body of the article consists of a number of parts; length weighting per section is shown in Figure 1.

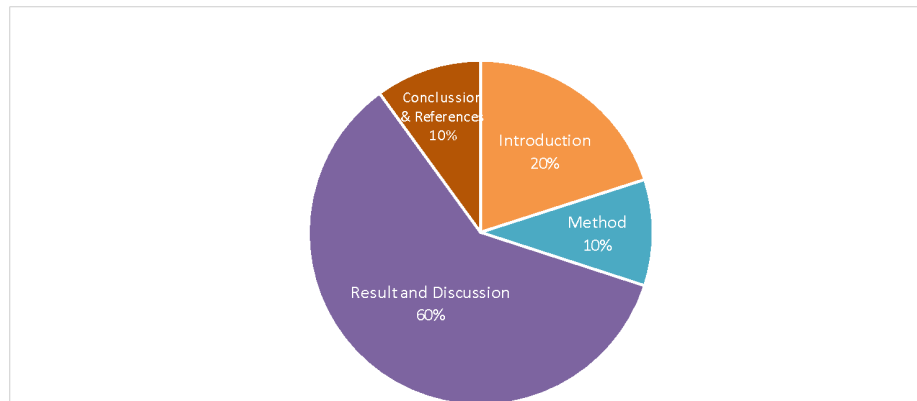


Figure 1 Article Section Length Weight

B. WRITING THE BODY OF THE ARTICLE

Article titles are written briefly and concisely according to the substance of

the content
(Center, Bold, Time News Roman 14, maximum 20 words)

Author¹; Author^{2*}

¹ Department, University/Institutions, country

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Abstract

Abstract must reflect the overall substance of the article content and be able to help readers determine its relevance to their interests and decide whether to read the document in its entirety. Abstract contains statements about the background of the problem, the focus of the problem, important steps or stages of research, as well as main findings and conclusions. Abstracts are written in 2 languages (English and Indonesian), times new roman 11, in 1 paragraph, 1 space spacing, and in a total of 150–200 words.

Keywords: 2-5 words

Abstrak

Abstrak harus mencerminkan keseluruhan substansi isi artikel dan mampu membantu pembaca untuk menentukan relevansinya dengan minat serta memutuskan apakah akan membaca dokumen secara keseluruhan. Abstrak berisi pernyataan tentang latar belakang masalah, fokus masalah, langkah atau tahapan penting penelitian, serta temuan dan simpulan utama. Abstrak ditulis dalam 2 bahasa (Inggris dan Indonesia), times new roman 11, dalam 1 paragraf, jarak 1 spasi, dan dengan jumlah antara 150–200 kata.

Kata Kunci: 2–5 Istilah

Kata kunci berisi istilah penting dan substansi artikel, dapat mempermudah pembaca untuk menemukan artikel, dan ditulis di bawah abstrak dicetak tebal dan miring

INTRODUCTION

The introduction, among other things, contains the background of the problem, the gap between the ideal and the real, supported by relevant theories and recent research on the problem, and the new value of research which is innovation. This section is written as a maximum of 20% of the body of the article.

METHOD

The method section should be written short, concise, clear, but sufficient. He explained that the use of research methods, implementation procedures, tools, materials or instruments must be explained well, but not in the form of theory. If deemed necessary, there is an attachment regarding the instrument grid or pieces of material used. If there are statistical formulas used as part of the method, the commonly used formulas do not need to be written. This section is written as a maximum of 10% (for qualitative research) or a maximum of 15% (for quantitative research) of the body of the article.

RESULTS AND DISCUSSION

To facilitate understanding and reading, the research results are described first, followed by a discussion section. Results subtitles and discussion subtitles are presented separately. This section must be the largest part, minimum 60% of the entire body of the article.

Results

Results can be presented in the form of tables of numbers, graphs, verbal descriptions, or a combination of the three. Tables, graphs, or figures should not be too long, too large, or too many. Writers should use variations in the presentation of tables, graphs or verbal descriptions. The tables and graphs presented must be referenced in the text. How to write a table is shown in Table 1. The table does not contain vertical (upright) lines and horizontal (flat) lines are only at the head and tail of the table. The font size of table and image contents may be reduced.

Article Body Length Weight

The following is a table of research results

No.	Sections	Length (%)	Information
1.	Introduction	20	Maximum (including title and abstract)
2.	Method	10	For quantitative research it can be up to 15%.
3.	Results and Discussion	60	More or less
5.	Conclusion and References	10	More or less

The numbers in the table should not be repeated in the verbal narrative either before or after.

Discussion

The discussion is intended to interpret the research results in accordance with the theory used and not just explain the findings. The discussion must be enriched by referring to previous research results that have been published in scientific journals..

Writing references in the body of the article uses the bracketed pattern (). If there is only one author: example (Retnowati, 2018); if there are two authors: example (Nurgiyantoro & Efendi, 2017). If there are two to five authors, for the first mention all are written: examples (Retnowati, Fathoni, & Chen, 2018) and the next mention is written (Retnowati et al., 2018).

Authors of more than three people are only written as the first author followed by et al., for example (Janssen et al.' 2010); Reference writing can also be written with the name outside the brackets, for example Nurgiyantoro (2017) according to the writing style. If the statement referred to is a direct quote or a particular fact, the page must be included: example (Nurgiyantoro & Efendi, 2017:144) or if the substance is taken from several pages: example (Nurgiyantoro & Efendi, 2017:144-146).

It is recommended that references are not direct quotations or do not contain too many direct quotations. However, if there is a direct quotation of less than 40 words, it must be written in a paragraph (not separated) and enclosed in quotation marks ("..."). If a direct quote contains 40 words or more, it is written in a block (separate from the paragraph), indented half an inch from the margin, without quotation marks and followed by name, year, page in brackets (name, year:page).

If a statement is extracted from several references, all sources are written by stating all references in alphabetical order and a semicolon (;) to separate sources, for example (Sahlberg, 2012; Schunk, 2012; Retnowati, Fathoni, & Chen, 2018). For translation reference sources, what is referred to is the name of the original author, the year of the translated book and the original book: for example, see the bibliography of books from (Schunk, 2012a) original and Schunk (2012b) translation.

CONCLUSION

Conclusions do not simply repeat data, but consist of meaningful substance. It can be a statement of what is expected, as stated in the "Introduction" chapter which can eventually lead to a "Results and Discussion" chapter so that there is compatibility. Apart from that, you can also add prospects for the development of research results and prospects for further research applications in the future (based on the results and discussion).

ACKNOWLEDGE

This section contains thanks to sponsors, fund donors, resource persons, or parties who played an important role in carrying out the research.

REFERENCES

The references are sorted alphabetically. Everything referred to in the article must be written in the bibliography and everything written in the bibliography must be referenced in the article. The bibliography must contain a minimum of 15 references originating from

journals, books or other appropriate sources. An example of writing a bibliography is as follows.

(Type: book, same author and publisher)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6 ed.). Washington, DC: Author.

(Type: ebook)

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2005). *How people learn: Brain, mind, experience and school*. from <https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition>.

(Type: edited book with two or more editors)

Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist instruction: Success or failure?* New York, NY: Routledge.

(Type: book section)

Sahlberg, P. (2012). The most wanted: Teachers and teacher education in Finland. In L. Darling-Hammond & A. Lieberman (Eds.), *Teacher education around the world: changing policies and practices*. London: Routledge.

(Type: single author book)

Schunk, D. H. (2012a). *Learning theories from an educational perspective*. Boston, MA: Pearson Education, Inc.

(Type: translated book)

Schunk, D. H. (2012b). *Learning theories an educational perspective* (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar. (Original work published 2012).

(Type: two-author book)

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

(Type: online journal article)

Nurgiyantoro, B. & Efendi, A. (2017). _Re-Actualization of Puppet Characters in Modern Indonesian Fictions of The 21st Century. *3L: The Southeast Asian Journal of English Language Studies*. 23 (2), 141-153, from <http://doi.org/10.17576/3L-2017-2302-11>.

(Type: three-author journal article)

Retnowati, E., Fathoni, Y., & Chen, O. (2018). Mathematics Problem Solving Skill Acquisition: Learning by Problem Posing or by Problem Solving? *Cakrawala Pendidikan*, 37(1), 1-10, from doi: <http://dx.doi.org/10.21831/cp.v37i1.18787>.

Jurnal Pendidikan Vokasi Otomotif, Vol ..., Number ..., Month and Years of published

(Type: journal article with more than 3 authors)

Dewi, A. S., Siswanto, I., Tafakur, T., & Haryana, K. H. K. (2023). Persepsi instruktur industri terhadap pelatihan jarak jauh menggunakan learning management system. *Jurnal Pendidikan Vokasi Otomotif*, 6(1), 49-60.

(Type: proceedings)

Retnowati, E. (2012, 24-27 November). *Learning mathematics collaboratively or individually*. Paper presented at The 2nd International Conference of STEM in Education, Beijing Normal University, China. Retrieved from http://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf.

(Type: guidebook document/government institution/organization report)

NCTM. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

(Type: statutory legal document)

Permendiknas 2009 No. 22, Kompetensi Dasar Pendidikan Pancasila dan Kewarganegaraan Sekolah Dasar Kelas I-VI.

Appendix