

Write the Title in Bold Book Antiqua (14 pt), Shord and Concise, Maximum 20 Words

Author^{1*}, author² (use 1, 2 if different Department or University names)

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Article history

Received :

Revised :

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Abstrak

Abstrak ditulis menggunakan font Book Antiqua ukuran 11 pt dan sebaiknya tidak lebih dari 200 kata. Abstrak harus ditulis secara jelas, ringkas, dan deskriptif. Abstrak ini harus memuat pengantar singkat mengenai permasalahan, tujuan penulisan makalah, pernyataan tentang metodologi yang digunakan, serta ringkasan singkat dari hasil penelitian.

Kata kunci: tuliskan 3–5 kata kunci, dipisahkan dengan tanda titik koma (;) di antara setiap kata kunci.

Abstract

Abstracts are written with Book Antiqua (11 pt) and preferably not more than 200 words. The abstract should be clear, concise, and descriptive. This abstract should provide a brief introduction to the problem, the objective of the paper, a statement regarding the methodology, and a brief summary of results.

Keywords: type 3–5 keywords, separating them with a semicolon (;) between them

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INTRODUCTION

The introduction must clearly present the research problem and its scientific context. An effective introduction should outline the **background, identify gaps in prior studies**, and **explain** how the present work advances current knowledge (Cargill & O'Connor, 2021). A concise literature review is needed to show **existing evidence, limitations of previous research**, and **the urgency of studying factors** such as digital access, online training, and technological self-efficacy within educational settings (Tondeur, 2017; Trust, 2016).

Scientific research should also demonstrate **novelty** through clear assumptions, conceptual formulation, and analytical or experimental validation (Creswell & Poth, 2018). In line with standard publication requirements, the introduction—**limited to 1,000 words**—must include: **(A)** background and problem formulation, **(B)** the problem-solving approach, **(C)** state of the art and novelty. Prior evidence shows that access to digital tools and professional development significantly influences teachers' technological self-efficacy and motivation to innovate in teaching (Darling-Hammond et al., 2017; Kim, 2022), reinforcing the importance of defining a clear research direction.

The introduction must be presented entirely in the form of narrative paragraphs.

METHOD

This method should be written descriptively and include a clear explanation of the research methodology, including the type of research, research approach, data sources, data collection techniques, and analytic procedures—elements considered essential for research transparency and rigor (Levitt, 2018). The author must describe the method of analysis in sufficient detail to allow replication and ensure methodological credibility (Miles et al., 2019). Providing comprehensive information about the procedures used is crucial and should be included particularly in original empirical studies to strengthen methodological accountability and scientific clarity ((AERA), 2006).

RESULTS AND DISCUSSION (MAIN HEADING)

This section constitutes the most essential part of the manuscript. The presentation of results must be clear, concise, and focused on scientific findings rather than raw data ((AERA), 2006). Authors should explain key patterns, relationships, and theoretical implications, and highlight how these findings compare or contrast with results reported in previous studies. To ensure depth and scholarly rigor, this section must comprise **at least 60% of the total manuscript length** and integrate **a minimum of 10 relevant references** from reputable national or international journals.

Analysis And Discussion 1 (Subheading)

This section presents the first set of research findings and their interpretation in direct alignment with the study objectives. Authors should relate these findings to existing theories and empirical evidence while demonstrating how the results strengthen, refine, or challenge previous scholarship (Creswell & Poth, 2018).

Analysis And Discussion 1.1 (Sub-Subheading)

This subsection elaborates on specific elements of the first research findings. A detailed explanation of observed patterns, contributing factors, and theoretical significance should be provided, supported by relevant literature to ensure analytical depth and scientific coherence (Kim, 2022; Tondeur, 2017).

Table 1. *Table's Tittle*

No.	Detail 1	Description
1		
2		
3		
4		
5		
6		

Authors are required to provide a detailed description and interpretation for every table, figure, and diagram included in the manuscript.

Figure 1. Journal Cover

CONCLUSION

Conclusion contains a description that should answer the problem(s) raised and answer the objectives of research. Provide a clear and concise conclusion. Do not repeat the Abstract or simply describe the results of the research. Give a clear explanation regarding the possible application and/or suggestions related to the research findings.

ACKNOWLEDGEMENT (OPTIONAL)

This is intended to acknowledge the assistance and funding of associates who are not recognised as co-authors for your research/publication.

REFERENCES

References must consist of a **minimum of 25 sources**, with **at least 80% derived from journal articles published within the last six years**, ensuring that the cited literature is current and scientifically relevant. All references must come from **credible, reputable national or international journals**, and must directly relate to the topic discussed in the manuscript. Authors may also include books, legal documents, and other authoritative sources, but only materials actually read and cited in the text should be listed.

The reference list must follow the **American Psychological Association (APA) 7th Edition** style. Authors are required to use a reference manager—such as **Mendeley (preferred)**, EndNote, or Zotero—to maintain accuracy and consistency. Additionally, the reference list must include **at least one article from the *TechNova* journal** as part of the required citation standard. All cited works must appear in the reference list and be arranged alphabetically by the authors' last names.

For example:

Aprianti, S. N. (2024). Computational Thinking-Based Calculus E-Module to Improve Students' Mathematical Literacy Skills. *Strata Social and Humanities Studies*, 2(2 SE-Articles), 135–148.
<https://doi.org/10.59631/sshs.v2i2.255>

(AERA), A. E. R. A. (2006). Standards for reporting on empirical social science research. *Educational Researcher*, 35(6), 33–40.

- Cargill, M., & O'Connor, P. (2021). *Writing Scientific Research Articles*. Wiley.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- Kim, C. (2022). Teacher motivation and technology integration. *Computers & Education*, 182.
- Levitt, H. M. (2018). Standards for qualitative research reporting. *American Psychologist*, 73(1), 26–46.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Tondeur, J. (2017). ICT integration in education. *Computers & Education*, 122.
- Trust, T. (2016). Online professional learning and technological self-efficacy. *Teaching and Teacher Education*, 59.

.....and continuing until exceeding 25 references (auto-generated bibliography)