

# Efektivitas **Pelatihan Sleep Hygiene dalam Mengurangi Insomnia pada Mahasiswa**

The title should be a) a brief formulation of the content, and be compact and clear; it can be creative in order to attract readers; b) a maximum 17 words; c) be written in English; d) be in bold, with the first word capitalized [Time New Roman Font, 14 pt., bold, alignment: central]

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## **Abstract:**

*Wa SQThe abstract should be written in English and Indonesian, each in one single-spaced paragraph not exceeding 170 words. It should be brief and clear, and consist of five elements: the background (optional), research aims, methodology, findings, and contributions/implications. Do not use abbreviations or citations. [Time New Roman, 10 pt, alignment: justify]*

**Keywords:** *The keywords can be drawn from the research variables, the characteristics of the subjects, and the referenced theories. They should be arranged in alphabetical order and separated by semicolons, with a minimum of three words or combinations of words. [Time New Roman, 10 pt, alignment: justify]*

## **1. Introduction**

[Time New Roman 12 pt., bold, alignment: left]

The introduction should briefly provide information about the background, literature review, the originality of the work, the hypothesis or hypotheses (if using a quantitative method), and the objective. The background should indicate a knowledge gap which requires answers or explanations. The literature review should provide an exposition of the relevant theories to the research, and should both guide and support understanding and answers to the research question/s. In addition, explain the originality of the work. The formulation of the hypotheses should be based on the theoretical review and as far as possible be expressed in terms of one-tailed direction. The objectives should be presented in a narrative with the use of effective sentences. The introduction should be approximately 20% of the total text. [Justified, Time New Roman, 12 pt, spacing 1.15]

## 2. Method

[Time New Roman 12 pt., bold, alignment: left]

This section describes the overall research methods used in the research process. It should identify the study variables, the research subjects, the research instruments (their names, item numbers and reliability coefficients are needed), and the statistical analysis techniques employed. Please ensure that sufficient information is given to guide further research. The section should be approximately 20% of the total text). [Justified, Time New Roman 12 pt, spacing 1.15]

## 3. Result

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This section contains the data (in their simplest form), the results of the assumption tests, and the results of the hypothetical tests, presented sequentially or integrated and analyzed critically. The results should answer the research question and/or hypotheses. Tables, charts or pictures should help to explain the analyses in a way that is meaningful and easy to understand. This section should also be approximately 20% of the total text, as shown in Table 1 and Table 2 below:

**Table 1.**  
Levene's Test for Equality of Variances

	F	Sig.
Between Groups	2.387	0.072

**Table 2.**  
t-Test for Equality of Means (Equal Variances Assumed)

	Mean Std. Error	t	Sig. (2-tailed)	Mean Std. Error
Group A	8.25	0.608	-1.598	0.127
Group B	9.50	0.935		

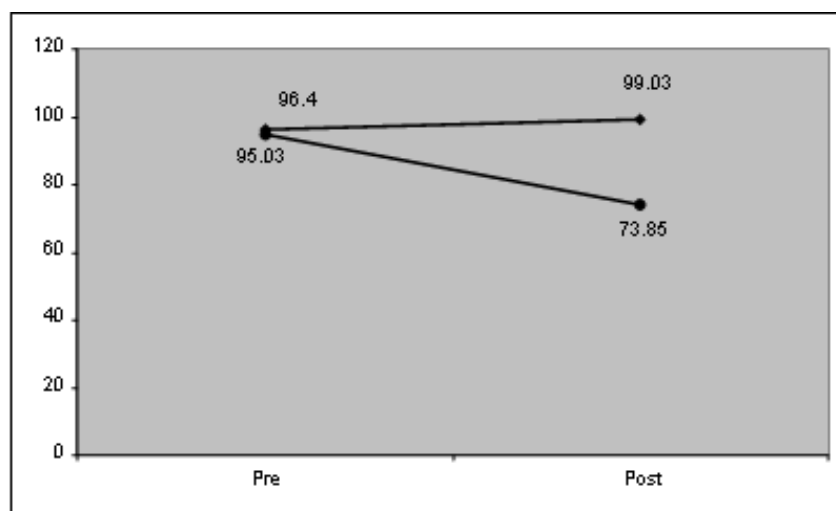
### Figure and Table

The relationship between the tables or figures and the text should be clear. As the tables and figures supplement the text, they should all be referenced in the text. Authors must also explain what the readers should look for when using the tables or figures. All tables and figures must be referenced using APA 7th edition standard.

Note: Tables and figure must be placed at the top or bottom the page, not in the middle. The following are examples of how to display data in the form of tables or figures.

### Figure 1

*Graph of Mean Aggressiveness of Experimental and Control Groups in the Initial and Final Tests* [Cambria Font, 10 pt., italic, alignment: left]



## 4. Discussion

[Time New Roman 12 pt., bold, alignment: left]

This section should contain an explanation of the research results in relation to those of previous studies, and be critically analyzed and linked to the relevant current literature. The section should give substantial meaning to the results of the analysis and provide a comparison with the findings of previopus studies. Authors should also address the strengths and limitations of their study. This section should not be a repetition of the results section, and be approximately 20% of the total text. [Justified, Cambria Font 10.5 pt, spacing 1.5]

## 5. Conclusion

[Time New Roman 12 pt., bold, alignment: left]

This section presents the main conclusions of the study. They should be presented in concise, clear, and compact sentences based on the results and discussions, in the form of paragraphs (not with bullet points or numbering); clarify the findings of the study as a synthesis of the results of the data analysis and discussion; and highlight original findings that contribute to the development of psychology, together with suggestions for further research. This section should also highlight the implications of the findings. It should be a maximum of 1 page. [Justified, Time New Roman 12 pt, spacing 1.15]

## References (APA 7 [Justified, Time New Roman 11 pt, spacing 1.15])

The reference list contains full details of all the references cited in the text of the article. It is recommended that they should be **from the last 10 years and listed** in alphabetical order following the American Psychological Association Referencing Style (7th Edition); refer to <https://apastyle.apa.org/products/publication-manual-7th-edition>.

All the listed references must be cited in the text and all text citations listed in the reference list. A DOI for each reference must be provided if available. Although authors are not obliged to, it is suggested that they use reference manager programs such as Mendeley or Zotero. [Cambria 10.5 pt, spacing 1]

Examples:

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understand that not all methods or stimuli will significantly enhance memory performance. Therefore, students can become more selective in choosing learning strategies that align with their preferences and cognitive characteristics.

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