



The title of the article contains the formal object, material object, and context, written in a maximum of 15 words (font Calibri (Body) 16pt)

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ABSTRACT

Written in a minimum of 150 words and a maximum of 200 words, using English. Contains rational reasons or arguments in explaining why the issue or phenomenon being written about is very important to be raised or studied. Explain the gap from previous studies that have discussed the issue or phenomenon being studied as an evaluation. Explain the problem formulation of the issue or phenomenon chosen as the focus of the study. Explain the type, type, and locus to answer the proposed problem formulation. Describe the process, method or method used to obtain data to answer the problem formulation. Explain the stages or process of data analysis. Show novelty or important findings relevant to the study's focus. Provide recommendations in the form of policies, concepts, methods, or study weaknesses, which can be responded to by future studies. (font Calibri (Body) 11pt, spacing 1).

KEYWORDS

Minimum 3 keywords and maximum 6 keywords (font Calibri (Body) 11pt, spacing 1)

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Author



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Introduction (Calibri (Body), Bold, 14pt with title page)

An introduction is written using Calibri (Body) font, 12pt, Spacing 1.15. The introduction consists of a minimum of four paragraphs. Each paragraph is written at least 10 lines and a maximum of 15 lines. The first paragraph explains social facts that explain why the topic or phenomenon chosen is very important to discuss or study. The second paragraph contains an explanation of literature facts that explain the gaps or shortcomings of studies that have discussed the issues or phenomena being discussed or studied. The third paragraph contains an explanation of the evaluation of previous studies that serve as the basis for positioning the focus of the study. The fourth paragraph explains the questions and arguments/hypotheses to answer or achieve the study objectives.

Literature Review (Calibri (Body), Bold, 14pt with title page)

A literature review is written using Calibri (Body) font, 12pt, Spacing 1.15. A literature review consists of two concepts. Each concept is written in two paragraphs of a minimum of 10 lines and a maximum of 15 lines. The first paragraph is descriptive, explaining the definition, terms, understanding, and explanation of the concept or theory used. The second paragraph is evaluative, explaining the categorisation, aspects, methods, and examples of the concept or theory used.

Method (Calibri (Body), Bold, 14pt with title page)

A method is written using Calibri (Body) font, 12pt, Spacing 1.15. The method consists of three paragraphs. Each paragraph is at least 10 lines and a maximum of 15 lines. The method must also contain five points or elements: First, explain why the authors chose the issue or phenomenon to be the focus of the study. Second, explain the type of study and the data used. Third, explain the data sources and how they were selected. Fourth, explain what techniques or methods have been used in collecting data. Fifth, explain the process and stages of data analysis that have been carried out

Results (Calibri (Body), Bold, 14pt with title page)

Results are written using Calibri (Body) font, 12pt, Spacing 1.15. The result must be relevant to the focus or research question posed, written in a minimum of 10 lines and a maximum of 15 lines. The result must contain three characters explaining the issue or phenomenon being raised or studied. First, the result must describe the forms of the issue or phenomenon being raised or studied in detail. Second, the result must explain the factors that influence the emergence of issues or phenomena being raised or studied critically. Third, the result must show the implications of the issues or phenomena being raised or studied in a transformative way.

Subtheme

This section serves to break down the main findings into more specific and detailed categories. This helps readers understand the nuances of your data and how different aspects of the findings are interconnected.

Authors must adapt to the journal format when writing the results using tables, figures, and direct interview quotations. Direct quotations from interview narratives should be done in the following way:

"The community favours the Backward and Forward Indonesia Party because it is pro-poor. The party often gets the highest votes in every general election, so there are many leaders born from this party (Informant's initial name, age)".
(font Calibri (Body), 12pt, space 1)

Tabel 1. Categorization of learning methods. Font Calibri (Body) 10pt, Italic, Spacing 1,15

Categories/Coding/ Indicators	Status/Identity/ Group	Narration/Statement/ Quotation
Method 1	Teacher 1	The learning method is the problem based learning. (Source, 2025)
Method 2	Teacher 2	The learning method is the project based learning. (Source, 2025)
Method 3	Teacher 3	The learning method is the discovery learning. (Source, 2025).

Source: Interview/Online News/Online Sources. Font Calibri (Body) 10pt, Italic, Spacing 1

Tabel 2. Categorization of learning methods. Font Calibri (Body) 10pt, Italic, Space 1,15

Categories/Coding/ Indicators	Figure explanation/ description	Figure/ photo
Learning Media 1	learning media used in the form of board games	
Learning Media 2	learning media used in the form of board games	
Learning Media 3	learning media used in the form of board games	

Source: Field Observation/Online. Font Calibri (Body) 10pt, Italic, Spacing 1

Discussions (Calibri (Body), Bold, 14pt with title page)

Discussion is written using Calibri (Body) font, 12pt, Spacing 1.15. The discussion consists of five paragraphs. Each paragraph is written in a minimum of 10 lines and a maximum of 15 lines. The first paragraph is a summary of all the data written in the results section. The second is a reflection paragraph that explains the causes that arise or apply to the data concluded in the summary section. The third paragraph is an interpretation paragraph that explains the consequences that arise or apply to the data that has been reflected. The fourth paragraph is a paragraph that compares and contrasts the findings with those of previous studies. The fifth paragraph is an action paragraph or study recommendation in the context of conceptual, method, or policy as a solution.

Conclusion (Calibri (Body), Bold, 14pt with title page)

The conclusion is written using Calibri (Body) font, 12pt, Spacing 1.15. The conclusion consists of three paragraphs, each paragraph written in a minimum of 10 lines and a maximum of 15 lines. The first paragraph contains important findings that are relevant to the focus or questions raised in the study. The second paragraph contains the significance or contribution of the study conceptually, methods, or theories relevant to the study's subject. The third paragraph contains the weaknesses of the study that will become recommendations to be responded to by future studies.

Author

Author Contribution Statement (Calibri (Body), Bold, 12pt with title page)

Contributions of the authors in this article: Agu Mutohar contributed as the concept developer and drafters of the article; Mahmud Yunus Mustofa contributed as the data analyst and interpreter; Evita Nurapriliana contributed to collecting data and critically revising the article. All authors agree to take responsibility for all aspects of this work. (font Calibri (Body), 12pt, Spacing 1)

Disclosure Interest (Calibri (Body), Bold, 12pt with title page)

We have no conflict of interest to declare. (font Calibri (Body), 12pt, Spacing 1)

Funding (Calibri (Body), Bold, 12pt with title page)

No funding received. (font Calibri (Body), 12pt, Spacing 1)

References

References are written using the **Mendeley** or **Zotero** application with **APA 7th Edition** (American Psychological Association) citation style, Calibri (Body) font, 12 pt, and spacing 1. The citations of journal articles, books, and web pages can be seen in the example below.

Journal article (single author)

Wahyuningsih, S. (2016). Inclusive education for persons with disabilities: The Islamic perspective. *QIJS (Qudus International Journal of Islamic Studies)*, 4(1), 1-18. <http://dx.doi.org/10.21043/qijis.v4i1.1547>

Journal article (2 authors)

Nasir, M., & Rijal, M. K. (2021). Keeping the middle path: mainstreaming religious moderation through Islamic higher education institutions in Indonesia. *Indonesian Journal of Islam and Muslim Societies*, 11(2), 213-241. <https://doi.org/10.18326/ijims.v11i2.213-241>

Journal article (3 or more authors)

Mustofa, M. Y., Mas' ud, A., & Elizabeth, M. Z. (2022). The Future Direction of Pesantren's Research: A Bibliometric Analysis. *Khizanah Al-Hikmah: Jurnal Ilmu Perpustakaan, Informasi, Dan Kearsipan*, 10(1), 46-60. <https://doi.org/10.24252/kah.v10i1a5>

Book

Tayeb, Azmil. *Islamic education in Indonesia and Malaysia: Shaping minds, saving souls*. Routledge, 2018. <https://doi.org/10.4324/9781351116862>

Book Chapter

Scerri, M., & Presbury, M. (2022). The power of words: A case study of service language in an Australian five-star hotel. In S. M. Perry (Ed.), *Case based research in tourism, travel, hospitality and events* (pp. 117-133). Springer. https://doi.org/10.1007/978-981-16-4671-3_7

Newspaper

Hymas, Charles. (2025). ' Teach children to identify primarily as Muslim instead of British, says frontrunner for Islamic body. *The Telegraph*. <https://www.telegraph.co.uk/news/2025/01/06/muslims-identify-religion-over-nationality-mcb-act-defiance/>

Webpage

Sayyed, Ahmed. (2023, 07 June). *UNICEF and the Ministry of Religious Affairs Launch Book on Islam and Child Rights*. UNICEF. <https://www.unicef.org/indonesia/press-releases/unicef-and-ministry-religious-affairs-launch-book-islam-and-child-rights>

ARABIC transliteration GUIDELINE

A. Transliteration of Alphabetic Character

b = ب	dh = ذ	ṭ = ط	l = ل
t = ت	r = ر	ẓ = ظ	m = م
th = ث	z = ز	‘ = ع	n = ن
j = ج	s = س	gh = غ	w = و
ḥ = ح	sh = ش	f = ف	h = هـ
kh = خ	ṣ = ص	q = ق	‘ = ئ
d = د	ḍ = ض	k = ك	y = ي
arabic short vowel : a = اَ			
arabic long vowel : ā = آ			
arabic double vowel : ay = آي			
i = إ			
ū = أُ			
aw = أَوْ			

B. Note

- 1) A word that ends with a *tā’ marbūṭah* (ة) is transliterated with or without “h”; if the word is the first part of a construct phrase, the *tā’ marbūṭah* is transliterated as “t”.
- 2) An article *alīf-lām* (ال) is transliterated as *al-* ; if it takes place after a preposition, the article *alīf-lām* is transliterated as ‘l- .
- 3) A Qur’anic verse is transliterated according to its pronunciation.

Example:

Arabic word in general:

أهلية	= <i>ahliyyah</i> or <i>ahliyya</i>
البقرة سورة	= <i>sūrat al-Baqarah</i> , not <i>sūrah al-Baqarah</i>
والجماعة السنة اهل	= <i>ahl al-sunnah wa’l-jamā’ah</i>

Quranic verses:

الناس يأبها = *yā ayyuha'n-nās*, instead of *yā ayyuhā al-nās*
فيه ريب لا الكتاب ذلك = *dhālika'l-kitābu lā rayba fīh*, instead of
dhālik al-kitāb lā rayb fīh.

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