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First Author <sup>a</sup>, Second Author <sup>b</sup>, Third Author <sup>c</sup>

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Insert the name of the correspondence, e-mail, and mobile number.

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**Abstract** (Insert an abstract of 150-250 words, Font Style: Times New Roman, 12, 1 space)

**Background:** Contains a brief background on the research that is used as a journal article

**Objective:** Contains the research objectives contained in this article

**Method:** Contains the research method used

**Results:** Contains research results that have been obtained

**Conclusion:** Contains conclusions from the results of research that has been done

*Keywords:* first keywords; second keywords; third keywords; fourth keywords; fifth keywords (**3 to 5 keywords are written alphabetically under the abstract**).

## 1. Introduction

Here introduce the paper. State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. The paragraphs continue from here and are only separated by headings, subheadings, and images. **The section headings are arranged by numbers, bold and 12 pt.**

## 2. Literature Review

The literature review should explain any theories or frameworks used in the study and describe the difference between the manuscript and other papers, which is innovative.

### 2.1. Subdivision - numbered sections

Divide your article into clearly defined and numbered sections. Subsections should be numbered 2.1 (then 2.1.1, 2.1.2, ...), 2.2, etc. (the abstract is not included in section numbering). Use this numbering also for internal cross-referencing: do not just refer to 'the text.' Any subsection may be given a brief heading. Each heading should appear on its separate line.

### **3. Method**

You should provide sufficient detail to allow the work to be replicated. Methods already published should be indicated by a reference. Only relevant modifications should be described here.

#### *3.1. Sample / Participants*

Describe the sample or participants who participated in your study and the setting when relevant. In most studies, your participants are likely to be people, but a sample can comprise a group of cases or items. You should present information related to the sample, such as how the sample was selected, the size of the sample, and relevant demographic characteristics of the sample. You, as the researcher-author, have to decide which demographic characteristics are relevant to your study. For example, the study's participants' GPA, age, or IQ scores may be considered important demographic characteristics in one study but not in another. Understandably, the exact information about the sample in your study (e.g., the mean age or the number of males and females in each group) should provide a general description of the study's participants.

#### *3.2. Instrument(s)*

Describe the instrumentation when relevant. You should describe the instruments you used in the study and explain their purposes. If you used existing instruments developed by others, you should report their reliability and validity. Additional information about the instruments may also be reported when available. For example, you may describe the number and type of items used, the time required to complete the instrument, and how test norms are reported. Check for copyright information and permission to use the instrument or to include it in your study.

If you developed a data collection instrument (e.g., a questionnaire or an achievement test), explain how you constructed it and the type of items you used. When appropriate, you should also discuss how you assessed the instrument's reliability and validity and whether you piloted it first before using it.

The TIJAB Editorial Board and/or the Reviewers have the rights and privileges to ask you to send the data or instruments to them.

#### *3.3. Data collection procedures*

This section describes how the study was conducted. It explains what happened and how you carried out the investigation in as much detail as possible. This section is especially important in experimental studies that require a detailed intervention description. Examples of information to present in this section include a description of the training required to implement a new experimental teaching method and the types of instructions to be provided to respondents who were asked to complete a survey. This section should also contain a realistic timetable for the different phases of the study.

#### *3.4. Data analysis*

Data collection procedures and data analysis can be combined under "Data collection and analysis."

## 4. Results

The Results section presents the study's findings. Results should be clear and concise.

It includes numbers, tables, and figures (e.g., charts and graphs). The information presented and conveyed to the reader in this section should be written objectively, factually, and without expressing personal opinion. For example, you should not make statements such as, "We were disappointed to see that more female participants opted to use computers than male participants as we are often accustomed to seeing male students play computer games."

A good way to organize and discuss your research findings is to restate the hypotheses – research questions, one by one, and present the data collected to test each of them. It is your decision as to what data to present in a narrative form and what to present in tables or figures. Very often, the tables and figures are accompanied by a narrative explanation. You do not need to describe in words everything presented in a numerical or visual form. Instead, take the reader through the numerical and visual information. As the author, you should highlight the main findings, point to trends and patterns, and guide the reader through the information you present. For example, in a table displaying results from four independent-samples *t* tests, you can state that the second *t* value, which was used to test the second research hypothesis, was statistically significant at  $p < .01$ , and that the mean of the experimental group was eight points higher than the mean of the control group. You do not need to repeat in the narrative all the numerical information reported in the tables. Or, suppose your Results chapter includes a double-bar graph that is used to show trends and differences in the percentages of male and female teachers in preschool, elementary school, and high school. You may explain that the trend is for the percentage of male teachers to increase with grade level, whereas the percentage of female teachers decreases from preschool to high school.

Number tables consecutively in accordance with their appearance in the text. Place footnotes to tables below the table body and indicate them with superscript lowercase letters. Avoid vertical rules. Be sparing in the use of tables and ensure that the data presented in tables do not duplicate results described elsewhere in the article.

**Table 1.** An example of a table

An example of a column heading	Column A (t)	Column B (T)
And an entry	1	2
And another entry	3	4
And another entry	5	6

Figures are presented center, as shown in Figure 1, and cited in the manuscript before appeared.



**Figure 1.** An example of figure 1

## **5. Discussion**

Results from the study are discussed, explained, and interpreted in the Discussion part. This part should explore the significance of the results of the study, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature. The results are examined to determine whether the study's hypotheses were confirmed. This section allows you to offer your interpretation and explain the meaning of your results. If the findings are different from those that were predicted by the hypotheses, you have to provide tentative explanations for those discrepancies. For example, some common explanations for unexpected results in a study are that the sample size was too small, the study was too short, directions given to participants were not followed properly, the instruments were not valid or reliable, or the survey response rate was too low. Or, in some studies, one may speculate that the responses given by the participants were contrary to what was expected because people were dishonest in their responses or were reluctant to share certain sensitive information with others.

## **6. Conclusions**

The main conclusions of the study should be presented in a short Conclusions section, which should not simply repeat earlier sections.

### **Acknowledgments (Optional)**

The authors would like to thank the anonymous referees for their helpful comments, which increased the value of this article.

### **Financial Disclosure (Optional)**

If necessary, reveal the financial disclosure (i.e. research funding or research grant) – this is required by law and good practices in publishing.

e.g.: The article came into being within the project no. .... entitled '.....' financed by ..... conducted by ..... in the years .....

e.g.: None

## References

### *Citation in text*

Please ensure that every reference cited in the text is also present in the reference list (and vice versa). Unpublished results and personal communications are not recommended in the reference list, but may be mentioned in the text. Citation of a reference as 'in press' implies that the item has been accepted for publication.

### *Reference style*

Refer to the Publication Manual of the American Psychological Association, Sixth Edition. The list of references should be arranged first alphabetically and then further sorted chronologically if necessary. More than one reference from the same author(s) in the same year must be identified by the letters 'a', 'b', 'c', etc., placed after the year of publication.

### ***Examples:***

- Adnyani, D.P.D.P. (2015). Professional development for pre-service teacher: A Case Study of Professional Development Program for Pre-service Teacher in State University in Central Indonesia. Master Thesis. Stockholms Universitet.
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## **Appendix A. An example appendix**

Authors including an appendix section should do so after References section. Multiple appendices should all have headings in the style used above. They will automatically be ordered A, B, C etc.

### *A.1. Example of a sub-heading within an appendix*

There is also the option to include a subheading within the Appendix if you wish.