

Specific, Effective, Clear, and Maximum 15 Words Article Title (Font Segoe UI 14pt, Bold, Capitalize Each Word, Centered, Single Spacing; Avoid Including Research Location, Regulation Names, and Abbreviations)

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Article Info

Keywords:

Consists of 3 to 5 keywords;
Written in alphabetical order;
Keywords are separated by semicolons (;);
Not the name of regulations, institutions, or abbreviations (Segoe UI 9)

Abstract

[Abstract must not exceed 250 words, font Segoe UI 10pt, and one paragraph]
This research is motivated by [brief and relevant **background**]. The phenomenon of [mention the phenomenon or problem being studied] indicates [**the implication** or significance of the problem]. The main objective of this study is to [specific and measurable research **objective**]. The method used in this research is [type of research method used, e.g., quantitative with survey design, qualitative with a case study approach, experimental, etc.] with data collection techniques such as [mention main data collection techniques, e.g., questionnaire, interview, observation, document analysis, etc.] and data analysis using [mention main data analysis techniques, e.g., descriptive and inferential statistical analysis, thematic analysis, etc.]. The research results show that [briefly and clearly state the main research findings]. Based on these results, it can be concluded that [main research conclusion that addresses the research objective and briefly provides implications].

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INTRODUCTION

Background of the Problem

The introduction should include the background of the problem, gap analysis (comparing the current state with the desired state to identify the gap between *das sollen* and *das sein*), problem identification, problem formulation, novelty of the research (state of the art) containing a review of the research compared to previous studies (literature review), and should conclude with the objectives and benefits of the research.

If using subheadings, they must be written in Segoe UI font 11pt, Bold, with Capitalize Each Word format, without using numbers or alphabetical order.

The submitted article must be original from the author; a maximum of 15% plagiarism is allowed by this journal, and it must not have been published elsewhere.

Accepted articles that have gone through the editing and review process will be published gradually through the Open Journal System (OJS) according to the journal's provisions.

The writing format must use a single-column layout with Segoe UI 11pt font, single spacing, justified alignment, after 6pt spacing, A4 paper size (210 x 297 mm), and margins of 3 cm on the left, top, right, and bottom. Manuscripts must be written between 4000 to 6000 words.

Citation style must follow the American Psychological Association (APA) 7th Edition. Use a Reference Manager application (such as Mendeley or Zotero), and the citation font should be Segoe UI 11pt, justified alignment, single spacing, After 6pt (Alshodiq 2020).

Identification of Problems

Identification of problem is the initial step in research, aiming to clearly identify, define, and understand the problem to be studied. This process involves identifying gaps between theory and reality, then formulating the problem so that it is measurable, relevant, important, and solvable through scientific research.

Formulation of the Problem

A research problem statement is a series of specific and clear questions that form the core of a study and serve as a guide for finding answers through research. This statement serves to focus the research, determine objectives, methods, and conclusions, and direct the research to stay focused on the topic at hand.

THEORETICAL AND CONCEPTUAL FRAMEWORK

The theoretical and conceptual frameworks are two essential and interconnected concepts in research.

Theoretical Framework

The theoretical framework serves as the theoretical foundation of the study, encompassing relevant theories, concepts, and definitions. It provides a clear and systematic basis for understanding the phenomena being studied and explains the relationships among the variables involved.

Conceptual Framework

The **conceptual framework** is a model that illustrates how the theories are interconnected and how they explain the phenomenon under investigation. The conceptual framework functions to map out the relationships among the research variables, clarify how the utilized theories explain the studied phenomenon, and guide researchers in formulating their research hypotheses (Sugiyono 2013).

Thus, the theoretical and conceptual frameworks are two interrelated and crucial components of research. The theoretical framework establishes the theoretical foundation, while the conceptual framework explains the interconnection among theories and their role in elucidating the phenomenon being studied. By employing both frameworks, researchers can ensure that their study is built on a strong and relevant foundation.

METHODOLOGY

Research methodology or methods refer to the systematic procedures used by researchers to collect, analyze, and interpret data in order to answer research questions or test hypotheses. The type of research refers to the classification of approaches used, such as: quantitative (using numerical data and statistical analysis), qualitative (using narrative data and thematic analysis), or mixed methods (a combination of quantitative and qualitative approaches).

Aspects related to research include data collection techniques (e.g., questionnaires, interviews, observations), data analysis techniques (such as statistical analysis, content analysis, thematic analysis), research instruments (tools such as surveys, interview guides), and the concepts of validity and reliability to ensure the credibility of research findings (Bogdan dan Biklen 2016).

RESULTS AND DISCUSSION

Research Data Results

1. Present the collected data, either in the form of an essay, table, graph, diagram, or narrative description.
2. Essay-format data must be accompanied by its original source, such as interview results (including the informant's identity and interview date). Direct interview results must be written with the following format: left indent, Segoe UI 10pt font, justified alignment, single spacing.

Example:

An interview was conducted with the Head of the Integrated Service Center (PTSP) at UIN Ar-Raniry Banda Aceh on March 12, 2025. Based on the interview results, the informant stated that in service implementation, PTSP still faces several obstacles, particularly related to the limited number of staff and the use of information technology. The informant explained:

"Currently, we are still lacking service personnel, so queues sometimes become long, especially during peak hours. In addition, the online system we use is not yet fully integrated, so some services still require manual processes." (Mukhtar Alshodiq)

Moreover, according to the informant, efforts to improve service quality have been made through regular training and the preparation of minimum service standards. However, the success of these programs still depends on improvements in facilities and management support. The informant added:

"We strive to improve services through regular staff training, but limited facilities sometimes hinder its effectiveness." (Mukhtar Alshodiq)

3. For data presented in table format: the Table Title and Number should be bold and followed by a period (.). The table title (regular font) should use Segoe UI 10pt font, before 6pt and after 0pt, single spacing, left-aligned, and Capitalize Each Word. The table title is placed **above** the table data. Table lines must be **horizontal**, and the table source must be placed **below** the table in italic, Segoe UI 9pt font, after 6pt, Capitalize Each Word.

Example:

Table 1. The Sample of Table Format (Left-aligned, Segoe UI 10pt)

No	Description	Explanation
1	Description 1	Explanation
2	Description 2	Explanation
3	Description 3	Explanation
4	Description 4	Explanation
5	Description 5	Explanation

Source: Data Processed. (Left-aligned, Segoe UI 9pt)

4. For data presented in the form of graphs or diagrams: the title and number of the graph/diagram should be bold, followed by a period (.). Then, the title of the graph/diagram (regular font) should use Segoe UI 10pt font, with before 0pt and after 6pt spacing, single spacing, Capitalize Each Word. The title of the graph/diagram is placed **below** the graph/diagram, and the source of the graph/diagram should be placed **below** the title of the graph/diagram, in italic, Capitalize Each Word, and Segoe UI 9pt font.

Example:

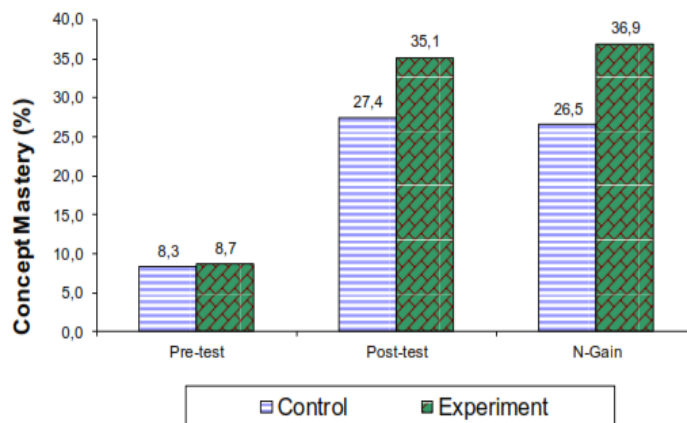


Figure 1. Example of Absorption Coefficient Spectrum from Organic Semiconductor Material (Left-aligned, Segoe UI 10pt)

Source: Data Processed. (Left-aligned, Segoe UI 9pt)

5. Abbreviations and Acronyms. Abbreviations can be used after being fully written out or mentioned in the previous paragraph, with the abbreviation placed in parentheses. For example: "PP" must be written out in full before being abbreviated, as it could cause varying interpretations, such as "Peraturan Pemerintah" (Government Regulation) or "Policy Paper." Similarly, "PMA" could refer to "Peraturan Menteri Agama" (Minister of Religious Affairs Regulation) or "Putusan Mahkamah Agung" (Supreme Court Decision), and so on. Acronyms are abbreviations that are commonly or popularly used, so they do not need to be written out in full in the previous paragraph, such as: "ponsel" (mobile phone), "sembako" (basic necessities),

"sms" (short message service), "Kanwil" (Regional Office), "Kemenag" (Ministry of Religious Affairs), "Renstra" (strategic plan), "dsb" (and so on).

6. Data must be presented clearly, concisely, and focused on the research objectives.

Analysis of Research Results

1. Explaining the meaning of the presented data.
2. Providing interpretation of the results, not just reporting raw numbers or findings.

Discussion

1. Comparing the research results with theories, concepts, or findings from previous research.
2. Explaining why the results occurred, their implications, and how they relate to the research problem.
3. The results and discussion must address the objectives and research questions stated in the introduction.

Limitations

Research limitations are the boundaries or constraints in a study that can affect the results, interpretation, or generalization of the findings. These limitations can arise from various factors, such as: methodological limitations, time, resources, sample size, scope of variables, or even conditions outside the researcher's control. The purpose of including limitations is to:

1. Provide an honest overview of the strengths and weaknesses of the research.
2. Help readers understand the context of the research findings.
3. Provide direction for future research.

Contribution

The novelty/contribution of the research refers to the new element or originality resulting from the study, which has not been found, discussed, or developed in previous research. This novelty can take the form of new theories, approaches, or methods, new models, development of old concepts, or empirical findings that differ from previous studies.

Novelty is important because it shows the scientific contribution of the research to the development of knowledge, practice, or policy. In other words, the novelty answers the question: "What distinguishes this research from existing studies?"

CONCLUSION AND SUGGESTIONS

Conclusion

The conclusion in research contains a summary of the main findings that have been obtained, structured based on the research objectives and research questions presented earlier. The conclusion should be concise, clear, and to the point, without repeating the discussion in detail. In conclusion, the researcher provides answers to the research

questions and links them with the analysis results, while emphasizing the contribution of the findings to theory or practice.

Suggestions

Suggestions provide recommendations based on the research findings and conclusions. Suggestions can be directed at practitioners, academics, policymakers, or future research. They consist of concrete steps that can be taken to address the issues identified, further development of the research results, or improvements in aspects that still have limitations. Suggestions should be relevant, practical, and written rationally based on research evidence.

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The acknowledgments section is a form of appreciation for the contributions of an institution or individual who is not considered an author, such as institutions or individuals who provided research funding for this publication.

AUTHOR CONTRIBUTIONS STATEMENT

In the author contributions statement of a research article, the specific roles of each author in the entire research and writing process must be explained. This includes, but is not limited to, the generation of the research idea or problem formulation, method design, data collection and analysis, interpretation of results, drafting of the initial manuscript, manuscript revisions, and final approval for publication. This statement aims to ensure transparency of contributions, prevent unauthorized authorship claims, and acknowledge the real involvement of each individual listed as an author.

REFERENCES

The reference list must be written in the American Psychological Association (APA) 7th edition citation style, using Segoe UI 11pt font, single spacing, and after 6pt spacing. Please use a Reference Manager application (Mendeley or Zotero).

Journal Article (80%):

Diani, R., Yuberti, & Syarlisjswan, M. R. 2018. Web-enhanced course based on problem-based learning (PBL): Development of interactive learning media for basic physics II. *Jurnal Ilmiah Pendidikan Fisika Al-BiRuNi*, 7(1), 105–116. <https://doi.org/10.24042/jipfalbiruni.v7i1.2849>

Book:

Alshodiq, Mukhtar. 2020. *Himpunan Peraturan Sistem Perbukuan dan Hak Cipta di Indonesia: Dilengkapi Peraturan Tentang Pemberian ISBN dan Akreditasi Penerbitan Ilmiah*. Jakarta: Branda Media Nusantara.

Bogdan, Robert, dan Sari Biklen. 2016. *Prosedur Penelitian Kualitatif (Qualitative Research for Education: An Introduction to Theory and Methods)*. Bandung: Pustaka Setia.

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Prasad, A. S. 1982. *Clinical and biochemical spectrum of zinc deficiency in human subjects*, In: A. S. Prasad, Ed., *Clinical, biochemical and nutritional aspects of trace elements*, Alan R. Liss, Inc., New York, pp. 5-15.

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Saregar, A. 2016. Efektifitas pembelajaran fisika dengan model learning cycle dan model contextual teaching learning (CTL) terhadap hasil belajar siswa kelas XI di SMA Negeri 1 Karya Pinggawa Krui Pesisir Barat. *Mathematic, Science, and Education National Conference (MSENC)* (pp. 49-54). FTK UIN Raden Intan Lampung.

Published Undergraduate Thesis/Dissertation/Thesis

Wahyuni, S. Y. 2009. *Pengembangan Uji Kompetensi Mandiri Berbasis Computer: Meningkatkan Efikasi Diri Siswa* (Doctoral Dissertatation). Jakarta: University Name

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Kuntoro, T. H. 2007. *Pengembangan Kurikulum pelatihan Magang di SMK: Suatu Studi Berdasarkan Dunia Usaha* (Unpublished Doctoral dissert/Unpublished master's thesisation/). Program Pasca Sarjana UNNES, Semarang.

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Honeycutt, L. (2011, Maret). *Communication and Design Course*. Retrieved from <http://dcr.rpi.edu/commdesign/class1.html>.

Regulation

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