

**ENGLISH TITLE, WRITTEN IN CAMBRIA-16 BOLD (14
WORDS MAXIMUM), CENTRAL**

Author

Afiliation

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Abstract: Abstracts in Indonesian were written using Book Antiqua-10. Spacing between lines 1 space. The abstract contains a maximum of 250 words and only consists of 1 paragraph, which contains the objectives, methods and results of the research.

Keywords: 3-5 words or phrases that are important, specific, or representative for this article.

Abstrak: Abstrak berbahasa Indonesia ditulis menggunakan Book Antiqua-10. Jarak antarbaris 1 spasi. Abstrak berisi maksimal 250 kata dan hanya terdiri dari 1 paragraf, yang memuat tujuan, metode, dan hasil penelitian.

Kata Kunci: 3-5 kata atau frase yang penting, spesifik, atau representatif bagi artikel ini.

INTRODUCTION

Contains background, rationale, and or research urgency. References (relevant literature or research), need to be included in this section, in relation to the justification of research urgency, the emergence of research problems, alternative solutions, and the solutions chosen. The way of writing sources in the text needs to clearly indicate the name of the author and the citation of the source, in the form of the year of publication and the page where the manuscript is located. An example is: research results show that more than 70% of students are unable to recognize authentic problems..... (Assingkily, 2021).

The problems and objectives, as well as the usefulness of the research are written narratively in paragraphs, no need to be given special subtitles. Likewise operational definitions, if deemed necessary, are also written narratively. The introduction is written in Book Antiqua-12 upright, with 1.5 spacing. Each paragraph begins with a word indented about 1 cm from the left edge of each column.

METHOD

Contains the type of research, time and place of research, targets/objectives, research subjects, procedures, instruments and data analysis techniques as well as other matters related to the method of research. targets/objectives, research subjects, procedures, data and instruments, and data collection techniques, as well as data analysis techniques and other matters related to the method of research can be written in sub-chapters, with sub-headings. Sub-subheadings do not need to be notated, but are written in lower case with a capital letter, Book Antiqua-12 unbold, left-right alignment.

RESULTS AND DISCUSSION

Research results are presented in the form of graphs, tables, or descriptive. Analysis and interpretation of these results is necessary before they are discussed.

The table is written in the middle or at the end of each research result/gain description text. If the width of the Table is not enough to be written in half a page, it can be written in a full page. Table titles are written from left to center, all words begin with a capital letter, except conjunctions. If more than one line is written in single space (at least 12). As an example, can be seen in Table 1. following

Table 1. Students' ability scores to do on learning

No.	Assessment Aspects	Score
Mea		
n		

The results are in the form of images, or data that is made of images/schemes/graphics/diagrams/their equivalent, the presentation also follows the existing rules; title or image name is placed below the image, from the left, and spaced 1 space (at least 12) from the image. If there are more than 1 line, the lines are single spaced, or at least 12. As an example, it can be seen in Figure 1. below.



Figure 1. Level of Student Participation in Discussion Activities.....

The discussion is focused on relating the data and the results of the analysis to the problem or research objectives and the broader theoretical context. Can also the discussion is the answer to the question why found such facts in the data?

The discussion is written attached to the data discussed. The discussion is endeavored not to be separated from the data discussed.

CONCLUSION

Conclusions can be generalized findings according to research problems, can also be in the form of recommendations for the next step.

REFERENCES

Written on the back of the Conclusion, following the style of the E-Journal environment, as stated in the Guidelines for this journal (which ratified APA).

Written in single space (or at least 12pt), each bibliography is spaced 1 space. Some examples of how to write references in the bibliography are given below.

a. Example if coming from a textbook:

Gronlund, N.E. & Linn, R.L. (1990). *Measurement and evaluation in teaching*. (6thed.). New York: Macmillan.

b. From the textbook summarized by the editor.

Effendi, Sofian. (1982). Unsur-unsur penelitian ilmiah. Dalam Masri Singarimbun (Ed.). *Metode penelitian survei*. Jakarta: LP3ES.

c. From the translation book

Daniel, W.W. (1980). *Statistika nonparametrik terapan*. (Terjemahan Tri Kuntjoro). Jakarta : Gramedia.

d. From the thesis / thesis / dissertation

Yusro, A. C. (2015). *Pengembangan Modul Pembelajaran Fisika Berbasis Kontekstual Yang Terintegrasi Dengan Website Pada Siswa Kelas XI IA SMA Negeri 5 Madiun Tahun Ajaran 2012/2013* (Tesis, Universitas Sebelas Maret).

e. From Journal:

Mesiono. (2019). The Influence of Job Satisfaction on the Performance of Madrasah Aliyah (Islamic Senior High School) Teachers. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 4(1), 107-116.
<http://103.88.229.8/index.php/tadris/article/view/4388>.

Syafaruddin, et.al. (2020). Pelatihan Da'i Muda Sumatera Utara. *Jurnal Abdi Mas Adzkia*, 1(1), 1-8.
<http://jurnal.uinsu.ac.id/index.php/adzkia/article/view/8491>.

f. From a collection of research abstracts or proceedings:

Paidi. (2008). Urgensi pengembangan kemampuan pemecahan masalah dan metakognitif siswa SMA melalui pembelajaran biologi. *Prosiding, Seminar dan Musyawarah Nasional MIPA yang diselenggarakan oleh FMIPA UNY, tanggal 30 Mei 2008*. Yogyakarta: Universitas Negeri Yogyakarta.

Examples:

Abago, P. Y. (2009). *Persepsi Pedagang Pribumi Terhadap Pedagang Pendatang di*

Pasar Kajase Kabupaten Sorong Selatan, Papua Barat. Manado: Universitas Sam Ratulangi.

Alfiansyah, M., et.al. (2020). Kebijakan Internal Madrasah dalam Meningkatkan Mutu Pendidikan di MI Nurul Ummah Kotagede Yogyakarta. *MAGISTRA*, 11(1).
<https://publikasiilmiah.unwahas.ac.id/index.php/MAGISTRA/article/view/3460>.

Arikunto, S. (2001). *Manajemen Penelitian*. Jakarta: Rineka Cipta.

Azra, A. (1999). *Pendidikan Islam*. Jakarta: Logos Wacana Ilmu.

Bugin, B. (2007). *Metodologi Penelitian Kulaitatif*. Jakarta: Raja Grafindo Persada.

Harahap, Rusdi Anshori, et.al. (2019). “Ibnu Miskawaih Perspective of Character Education” *International Conference on Islamic Educational Management (ICIEM)*, 1(1).
<http://jurnal.uinsu.ac.id/index.php/iciem/article/view/7384>.

Hasim, F. (2009). *Hukum Dagang*. Jakarta: Sinar Grafika.

Lutfiyyah, N. S. (2019). *Pendidikan Agama Anak Keluarga Pedagang di Pasar Genuk Semarang* [Tesis UIN Wali Songo Semarang].
<http://eprints.walisongo.ac.id/11178/>

Yanuri, D. (2016). Minat Masyarakat Menyekolahkan Anaknya Ke Sekolah Menengah Pertama (SMP) dan Madrasah Tsanawiyah (MTs) di Kecamatan Semidang Gumay Kabupaten Kaur. *Al-Bahtsu*, 1(2): 151–163.
<https://ejournal.iainbengkulu.ac.id/index.php/albahtsu/article/viewFile/434/424>.