

**ARTICLE TITLE: THE TITLE SHOULD BE CLEAR AND REPRESENTATIVE
(Centre, Bold, Times New Arabic 12, Maximum of 13 words)**

First Author¹, Second Author², Third Author³ ← 11pt

^{1,2,3}Institution (Affiliation) ← 10pt

^{1,2,3}Address of institution ← 10pt

Email: xxx@xxx¹, xxx@xxx², xxx@xxx³ ← 10pt

WA Number of the corresponding Author: 08xx xxxx xxxx ← 10pt

Abstract: ←11pt, bold

Reflecting the substance of the whole contents of the article and enabling to help readers to determine relevance with their interest and decide whether or not to read the full document. The abstract consists of a statement about the background, objective of the study or focus of discussion, method or important research steps, results and discussion, and conclusion. Title and abstract are written in Indonesian and English, each in one paragraph, single spacing, and in total about 150-200 words.

Keywords: Consist of 3 until 6 important, specific, or representative words or phrases for the article (Font Times New Arabic 11 pt., Italic, Space 1, Separated by Commas).

**JUDUL ARTIKEL: JUDUL HARUS JELAS DAN REPRESENTATIF
(Centre, Bold, Times New Arabic 12, Maksimum 13 kata)**

Abstrak: ←11pt, bold

Abstrak harus mencerminkan keseluruhan substansi isi artikel dan mampu membantu pembaca untuk menentukan relevansinya dengan minat serta memutuskan apakah akan membaca dokumen secara keseluruhan. Abstrak berisi pernyataan tentang latar belakang masalah, tujuan penelitian atau fokus masalah, metode atau tahapan penting penelitian, serta temuan dan simpulan utama. Judul dan abstrak ditulis dalam 2 bahasa (Inggris dan Indonesia), masing-masing abstrak dalam 1 paragraf, jarak 1 spasi, dan dengan jumlah antara 150–200 kata.

Kata Kunci: Terdiri atas 3 hingga 6 frasa atau kata yang penting, spesifik, atau representatif bagi artikel ini (Jenis huruf Times New Arabic 11 pt, Spasi 1, dipisahkan dengan tanda koma).

How to Cite: First Author, Second Author, & Third Author. (Year). Article title. *INSTRUCTION: International Journal for Islamic Education*, 1(1), 1-4.

INTRODUCTION←12pt, bold

The article is written in Indonesian or English using an essay format with a title for each section. The title of each section uses the same font (all section titles are written bold and sub-section labels are in bold and italic), and it may not use numerals

in section titles or sub-section titles. The use of numbers is allowed for description purposes.

The introduction contains backgrounds of the problem, depiction and further scrutiny of the problem or the gap between what is idealized and what is the reality, supported by relevant theories and recent research, and objective of the study. The problem should offer a new research value or benefit as an innovative endeavour. It is written more or less 20% of the whole body article including the title and abstract.

Referencing in the body of the article uses braces: (...); an example with one author: (Retnowati, 2018); two authors: (Nurgiyantoro & Efendi, 2017), and three to five authors: (Retnowati, Fathoni, & Chen, 2018) for the first mention and (Retnowati et al., 2018) for the subsequent mentions. Names of authors can also be mentioned outside the braces; e.g.: Nurgiyantoro & Efendi (2017) in accordance with the writing style. For direct quotation or particular facts, the page number (numbers) is needed; e.g.: (Nurgiyantoro & Efendi, 2017: 144), (Nurgiyantoro & Efendi, 2017: 144-146).

It is advised not to use too many direct quotations. Should one be used, however, it is written in the (“...” format in the paragraph for quotation of fewer than 40 words. For a direct quotation of more than 40 words, it is written in a separate block (outside the paragraph), half an inch indented from the left margin, with no quotation marks, and followed by (name of the author, year: page number).

For a core statement taken from a number of references, all the sources should be acknowledged in an alphabetical order using a semicolon (;); e.g., (Sahlberg, 2012; Schunk, 2012; Retnowati, Fathoni, & Chen, 2018). For translated sources, author of the source book, year of the translation, and title of the source book are mentioned. In the case of referencing two sources with the same author and year, the lower-case letters are used after the year; e.g., (Schunk, 2012a) and Schunk (2012b).

Reference to the verses of Qur'an, it is written as follows:

أَفْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) أَفْرَأَ وَرَبُّكَ الْأَكْرَمُ (3)
الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

(1) Recite in the name of your Lord who created, (2) Created man from a clinging substance, (3) Recite, and your Lord is the Most Generous, (4) Who taught by the pen, (5) Taught man that which he knew not. [Times New Arabic, 12pt].

RESEARCH METHOD←12pt, bold

Written out briefly, concisely, clearly, but adequately so that it can be replicated. This section contains explanation of the research approach, subjects of the study, conducts of the research procedure, use of materials and instruments, data collection and analysis techniques. These are not theories. Any specific criteria used by the researcher

in collecting and analyzing the research data should be completely described, including the quality of the instruments, material of the research, and procedure of data collection. The method is presented in the form of paragraphs, not in numbering. [Times New Arabic, 12pt].

RESULTS AND DISCUSSION←12pt, bold

For ease of reading and comprehension, findings are presented first followed by discussion. The Results sub-title and Discussion sub-title are presented separately. This section should occupy the most part, minimum of 60%, of the whole body of the article.

Results←12pt, bold, italic

The results of the research are the core part of scientific articles. The result which is presented in this part is “net” result. The data analysis processes such as statistical calculation and hypothesis testing do not have to be presented. Only analysis and hypothesis testing result that should be report.

The result of the research can also be presented in figure or table. Tables and figures can be utilized to clarify the result presentation of research verbally. Tables and figures should be commented or discussed.

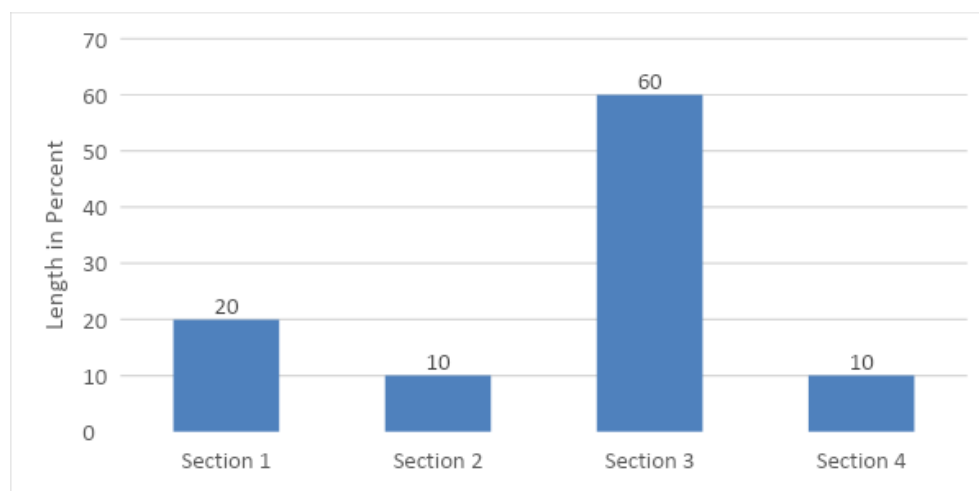


Figure 1. Figure Title

Use Arabic numerals to number all of the figures (e.g., Figure 1, Figure 2) according to their sequence in the text. The figure title and number are below. It is placed in the middle with all words start using a capital letter, except conjunctions. If it is more than one line, the title is written in a single space.

Table 1. Length Weight of Sections

No.	Gender	Length in Percent
1.	Introduction	20
2.	Research Method	10
3.	Results and Discussion	60
4.	Conclusion	10

Each table must be numbered by using Arabic numerals (e.g., Table 1, Table 2) and include a title. Tables are sequentially numbered with their titles and put them above the table. Place footnotes of the tables under the table body and indicate them with superscript lowercase letters (a, b, c, etc.), not symbols. Tables do not use column (vertical) lines and row (horizontal) lines are used only for the head and tail of the table. The font of the table entry may be reduced. Each column in a table must have a heading and abbreviations, when necessary, it should be defined in the footnotes. The table title is placed in the middle with all the words start using a capital letter, except for conjunctions. If the title is more than one line, it is written in a single space.

Discussion ←12pt, bold, italic

The discussion of research is aimed to: (1) answer the problem formulation and questions of research; (2) indicate how the research results are obtained; (3) interpret research results; (4) relate the research finding result to established knowledge structure; and (5) present new theories or modification of research, the result of research should be concluded explicitly. The interpretation towards research results should be done by using existing logics or theories. [Times New Arabic, 12pt].

CONCLUSION←12pt, bold

Conclusion contains substantialization of meaning. It can present a statement of what is being expected as proposed in the “Introduction” and what has happened as reported in the “Results and Discussion” so that there is compatibility. An addition can be made concerning the prospects of enriching the research results and developing the potentials for future research. [Times New Arabic, 12pt].

REFERENCES←12pt, bold

Reference entry is arranged in the alphabetical order by following the APA (American Psychological Association) model. All that are referred to in the text must be listed in the reference list and all that are written in the reference list must be referred to in the text. The writer is obliged to list all the references in the valid way according to the original sources and URL (https of the DOI (digital object identifier) when available), particularly for entries from journals. Preferred references are primary sources such as research reports (including papers, theses, and dissertations) or research articles in journals and/or scientific papers. It is advisable to use current journal articles from accredited national journals and International journals such as Web of Science/Scopus indexed journals as reference sources. Written article and citation referred to this manuscript is recommended to use a reference manager such as Mendeley and Zotero.

Examples of reference entries:

(Type: book, one author)

Schunk, D. H. (2012). *Learning theories an educational perspective*. Boston, MA: Pearson Education.

(Type: book, two authors)

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

(Type: book, three authors)

Nurdiyantoro, B., Gunawan, G., & Marzuki, M. (2019). *Statistik terapan untuk penelitian ilmu sosial*. Yogyakarta: Gadjah Mada University Press.

(Type: e-book)

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2005). *How people learn: Brain, mind, experience and school*.
<https://www.nap.edu/catalog/9853/how-people-learn-brainmind-experience-and-school-expanded-edition>.

(Type: edited book, two editors or more)

Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist instruction: Success or failure?* New York, NY: Routledge.

(Type: book section)

Sahlberg, P. (2012). The most wanted: Teachers and teacher education in Finland. In L. Darling-Hammond & A. Lieberman (Eds.). *Teacher education around the world: changing policies and practices*. London: Routledge, pp. 22-44.

(Type: journal article, online)

Nurdiyantoro, B. & Efendi, A. (2017). Re-Actualization of puppet characters in modern Indonesian fictions of the 21st century. *3L: The Southeast Asian Journal of English Language Studies*, 23 (2), 141-153.
<https://doi.org/10.17576/3L-2017-2302-11>.

(Type: journal article, three authors)

Retnowati, E., Fathoni, Y., & Chen, O. (2018). Mathematics problem solving skill acquisition: learning by problem posing or by problem solving? *Cakrawala Pendidikan*, 37(1), 1-10. <https://doi.org/10.21831/cp.v37i1.18787>.

(Type: journal article, 3-7 authors, all author names are written)

Booth, J. L., McGinn, K. M., Young, L. K., & Barbieri, C. (2015). Simple practice doesn't always make perfect: Evidence from the worked example effect. *Policy Insights from the Behavioral and Brain Sciences*, 2(1), 24–32. <http://doi.org/10.1177/2372732215601691>.

(Types: proceedings)

Retnowati, E. (2012, 24-27 November). *Learning mathematics collaboratively or individually*. Paper presented at the The 2nd International Conference of STEM in Education, Beijing Normal University, China. http://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf.

(Type: document, report: institution, government, organization)

NCTM (National Council of Teachers of Mathematics). (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

(Type: document, legal texts, original terms)

Permendiknas RI 2009 No. 22. *Kompetensi dasar pendidikan pancasila dan kewarganegaraan Sekolah Dasar Kelas I-VI*.