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The title should be simple, concise and informative in sentence case format (Font Time New Roman 16, spasi 1)

Author one [1], Author two [2], Author three[3] (Time New Roman 14)
[1]Institution,
[2]Institution, **(Time New Roman 11, spasi 1)**

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ABSTRACT

The abstract must be written in English in a single paragraph with a maximum length of 250 words. It should provide a concise yet comprehensive overview of the entire article, enabling readers to understand the substance of the study without reading the full manuscript. The abstract should at least include the following elements: (1) the research issue or problem, explaining the background and urgency of the study; (2) the research objective or main focus to be achieved; (3) the research method, including the approach, design, data sources, subjects or participants, as well as data collection and analysis techniques, adjusted to the type of research; (4) the main results or findings, presenting the most significant findings and addressing the research objective; (5) the conclusion, summarizing the main meaning of the research findings; and (6) the recommendation or contribution of the study, whether for theoretical development, practice, or policy. The abstract must be written concisely, clearly, and objectively, and should not contain citations, quotations, tables, figures, unexplained abbreviations, or overly detailed discussion. (**Time New Roman 10, spasi 1**).

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INTRODUCTION (Time New Roman 12, Bold, Spasi 1)

Authors need to pay attention when making the introduction. In this section, EDUCARE: Journal of Primary Education requires authors to organize the introduction into four paragraphs as follows:

First paragraph: Explain the problem or the reasons why the research is important, a maximum of 160 words.

Second paragraph: Explain the trend map and categorization of previous research (for example, 3-4 maps/large groups), as well as explain aspects or dimensions that have not been studied in the research. Maximum 160 words.

Third paragraph: Explain the purpose of the research, namely filling the gap or empty space (research gap) that has not been filled by previous researchers. It should be a maximum of 160 words.

Fourth paragraph: explains the argument to be proven (for qualitative research) or the hypothesis to be tested (for quantitative research), maximum of 160 words.

RESEARCH METHODS (Time New Roman 12, Bold, Spasi 1)

The methodology section in a journal article must be written systematically and operationally to make it easier for readers to understand how the research was conducted. The author can start by explaining the type and approach of the research used, for example, qualitative, quantitative, or mixed methods, and the reasons for its selection according to the research objectives. Next, explain in detail who the research subjects are. For qualitative research, write the criteria for selecting informants or sources, while for quantitative research, describe the population and sampling methods used, such as simple random, stratification, or purposive sampling. Data collection techniques must also be clearly explained, for example, through in-depth interviews, observations, questionnaires, or documentation, including data collection tools and procedures. After that, describe the data analysis techniques, such as thematic analysis for qualitative or statistical methods such as regression or correlation tests for quantitative. The author can add tables, diagrams, or illustrations to support complex explanations. Avoid excessive quotations, and ensure the description focuses on the research procedures carried out. (**Times New Roman 12, Space 1**)

RESULTS AND DISCUSSION (Time New Roman 12, Bold, Spasi 1)

Results

The research findings section should be presented based on the main dimensions or themes of the findings. Each finding should be written under a separate subheading according to the number of findings generated. The presentation of each subheading is recommended to follow the structure below:

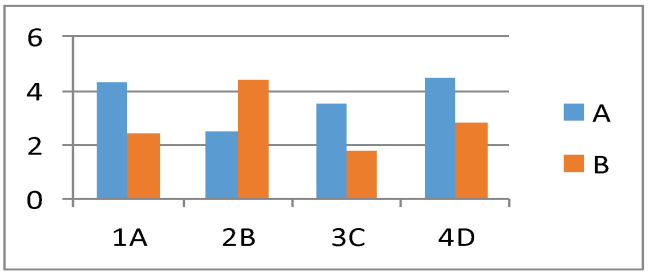
Paragraph 1 – Presentation of Data/Evidence. This paragraph presents data or empirical evidence that supports the research findings, such as quotations, observation results, tables, figures, or statistical data, depending on the approach.

Paragraph 2 – Restatement. This paragraph restates the core finding based on the data presented, enabling readers to obtain a clear understanding of the research result.

Paragraph 3 – Description. This paragraph describes the meaning of the finding by relating the data obtained to the research focus or objectives, without providing an in-depth discussion.

This structure should be applied consistently to each subheading of the findings so that the presentation of research results becomes systematic, easy to understand, and demonstrates a clear connection between empirical data and the research findings. . (**Time New Roman 12, Space 1**)

Figure 1
The example *of Figure (Time New Roman 11, Space 1)*



Note: …..

After the table, the author needs to compose a paragraph review that explains the contents and findings in the table. This review should provide an interpretation and analysis of the data presented, connecting the findings to the broader research context.

Table 1
Experimental Group **((Time New Roman 11, Space 1))**

Interval	Tingkat -----	Experimental Group			
		Pretest		Postest	
		Frekuensi	Persentase	Frekuensi	Persentase
120 – 150	Very high	4	13,33	0	0
90 – 119	Tall	26	86,67	7	23,33
60 – 89	Low	0	0	23	76,67
30 – 59	Very Low	0	0	0	0

Note:…..

DISCUSSION (Time New Roman 12, Bold, Spasi 1)

The discussion section aims to explain the meaning of the research findings, relate them to relevant theories and previous studies, and demonstrate their scientific and practical contributions. The discussion of the findings should be presented using the following structure:

Paragraph 1 – Summary. This paragraph summarizes the main findings objectively based on the research results without adding new interpretations.

Paragraph 2 – Contextualization (Social Relevance). This paragraph explains the relevance of the findings to current social phenomena, needs, or problems.

Paragraph 3 – Interpretation (Theoretical Relevance). This paragraph interprets the findings using the theory or conceptual framework employed in the study and critically explains their scholarly significance.

Paragraph 4 – Understanding (Research Insight). This paragraph elaborates on understanding, values, or important lessons derived from the research findings for the development of knowledge and practice.

Paragraph 5 – Comparison with Previous Studies. This paragraph compares the research findings with those of previous studies to demonstrate similarities, differences, and the novelty of the study.

Paragraph 6 – Implications and Recommendations. This paragraph explains the theoretical and practical implications and provides recommendations that can be applied by researchers, practitioners, and policymakers.

The discussion should be analytical, argumentative, and supported by relevant scholarly references. Avoid excessive repetition of the research results and focus the discussion on explaining the meaning of the findings, the contribution of the study, and its implications for the development of knowledge and practice. (**Time New Roman 12, Space 1**)

CONCLUSION (Time New Roman 12, Bold, Spasi 1)

The conclusion section should be written concisely and reflect the answers to the research objectives and research questions. The conclusion is recommended to consist of three paragraphs with the following structure:

1) Paragraph 1 – Synthesis of Main Findings. This paragraph briefly summarizes the most important findings and emphasizes how these findings address the research objectives or research questions.
2) Paragraph 2 – Theoretical and Practical Contributions. This paragraph explains the contribution of the study to theoretical development, practice, policy, or the relevant field of knowledge.
3) Paragraph 3 – Limitations and Directions for Future Research. This paragraph objectively describes the limitations of the study and provides recommendations for future research to expand or deepen the findings obtained.

The conclusion should not repeat the discussion in detail, including new data or citations, or introduce additional arguments. It should be written in a concise, systematic manner and oriented toward the scientific contribution of the study. (**Time New Roman 12, Space 1**)

ACKNOWLEDGEMENT

Acknowledgement is an important part where the author gives appreciation and thanks to individuals, groups or institutions that have made important contributions to the research or publication in question.

WRITING REFERENCE SOURCES USING INNOTE

Reference citations use Innotes, which refers to the APA (American Psychological Association Style) format. References in articles use the Innote model by prioritizing the novelty of the reference source and paying attention to the specifics of the reference in question, such as books (Muhaimin, 2008), journal articles (Nursalim & Verdianto, 2020), articles on websites/internet) (Mu'ti, 2021), articles in mass media, magazines, or newspapers (Margianto, 2021),

REFERENCE

Bibliography is a list of books or other reference sources that form the basis or are considered in compiling scientific articles in EDUCARE: Journal of Primary Education. The bibliography is based on APA (American Psychological Association Style) 7th Edition. Strengthens the latest

references such as Articles of at least 25 articles or more new references, and 80% are journals. Most of the references are the latest research in the last five years. Examples are as follows:

Muhaimin. (2008). *Paradigma pendidikan Islam: Upaya mengefektifkan pendidikan Agama Islam di sekolah*. Bandung: Remaja Rosdakarya.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.

Nasikhin, N., Raaharjo, R., & Nasikhin, N. (2022). Moderasi beragama Nahdlatul Ulama dan Muhammadiyah dalam konsep Islam Nusantara dan Islam Berkemajuan. *Islamic Review: Jurnal Riset dan Kajian Keislaman, 11*(1), 19–34. https://journal.ipmafa.ac.id/index.php/islamicreview/article/view/371

Nursalim, A., & Verdianto, N. (2020). Dinamika pengembangan kurikulum Pendidikan Agama Islam di madrasah: Studi perbandingan penerapan subject centered curriculum di Kabupaten Bekasi. *Attaqwa: Jurnal Ilmu Pendidikan Islam, 16*(2), 173–187. https://doi.org/10.54069/attaqwa.v16i2.56

Mu'ti, A. (2021, December 12). Peran penting Muhammadiyah dalam pendidikan di Tanah Air. Universitas Negeri Yogyakarta. https://www.uny.ac.id/id/berita/peran-penting-muhammadiyah-dalam-pendidikan-di-tanah-air

Margianto, H. (2021, September 20). Waspada, radikalisme sasar generasi muda Indonesia. *Kompas.com*. https://www.kompas.com/tren/read/2021/09/20/124608765/waspada-radikalisme-sasar-generasi-muda-indonesia?page=all