

Title Written in Indonesian (Capital, Middle, Bold, 18pt, Avoid Abbreviations that are not common)

Writer¹, Writer²,^NAuthorN (10 pt)

^{1,2,3}Study Program Name, Faculty Name, Higher Education Name, Country Name (if written together)(10 pt)

*e-mail: penulis-korespondensi@gmail.com

Titles in Indonesian are formulated briefly and clearly, no more than 40 characters, written in Arial Narrow letters, capital letters size 18 pt,**bold**, 1 space, center margin. Topics raised or the results of research related to the science of financial management.

All authors' names without titles, written in Arial Narrow font, size 10 pt,**bold**, center margins. Affiliates on the second line are in order of the author's institution, written in Arial Narrow, size 10 pt, center margin. Correspondence email address on the third line. If there is a second author and so on, writing the identity is the same as the first author.

Article Info

Article history:

Received mm dd, yyyy

Revised mm dd, yyyy

Accepted mm dd, yyyy

Keywords:

First keyword

Second keyword

Third keyword

Fourth keyword

Abstract

Abstract manuscripts are written in English and Indonesian with Arial font, size 11 pt, 1 space. **The maximum abstract length is from 100 words.** Abstract contains background, research objectives, research methods and results. For the abstract in English, it is written in italics. A well-written abstract enables readers to quickly and accurately identify the basic content of a document, to determine its relevance to their interests, and thereby decide whether to read the document in its entirety. The abstract should be informative and really clear, provide a clear statement of the problem, proposed solution or solution, and show the main findings and conclusions. Article keywords written in Time New Roman font made of 4 to 7 keywords, size 11 pt.

Abstract (11 PT)

The text format consists of left-right aligned columns with Letter paper size. Text margins from left 3 and up 2.5 cm, right and bottom 2.5 cm. Manuscript written in Microsoft Word, single spaced, Arial Narrow 11 pt. The Introduction section should provide: i) a clear background, ii) a clear statement of the problem, iii) relevant literature on the subject, iv) the proposed approach or solution, and v) the value of the new research that is an innovation (in 3-6 paragraphs). This should be understood by authors from various disciplines. Bibliographical organization and citations are made in Institute of Electrical and Electronics Engineers (IEEE) style marked with [1], [2] and so on. Terms in foreign languages are written in italics. The text should be divided into several sections, each with a separate title and numbered sequentially [3]. The title of the section or subsection must be typed on a separate line, for example 1. INTRODUCTION. Full articles usually follow a standard structure: 1. Introduction, 2. Literature Review, 3. Methods, 4. Results and Discussion, and 5. Conclusion. This structure is known as IMRaD .

1. INTRODUCTION (11 PT)

Background problem

The background is written clearly, which describes the problems underlying the emergence of the research idea. Written in one column format. The background of the problem is supported by the concepts, theories, and results of previous research.

Problem Formulation

The formulation of the problem contains several questions related to the problem or issues to be discussed. The formulation of this problem questions several things related to a research. Later, the answers to these questions will become the focus of research.

Research purposes

Goals must be written in the form of a statement. When writing a research objectives section, it is best to start with a general research objective. Furthermore, the author can explain the specific goals or specific objectives of the research.

2. LITERATURE REVIEW (11 PTs)

The literature review contains literature that is relevant to research, and uses the latest literature sources. References or citations are made by writing the name of the author and the year of publication of each library source. Table writing can be seen in Table 1.

3. RESEARCH METHOD (11 PT)

The research method is written clearly, using references from previous research results. If the article has a formula, it is desirable to write the equation with the Microsoft Equation Editor, or Math Type.

Table 1. Example of writing a table

No.	Cost	Price
1.		
2.		
3.		

Source: or information under the table, written in Arial Narrow 8 pt.

4. RESULTS AND DISCUSSION (11 PT)

Results and discussion are presented in the form of theoretical descriptions, both quantitatively and qualitatively. Research results can be equipped with pictures, graphs or tables. Exact quotations from other works should be made to avoid plagiarism. When referring to a reference item, please use the reference number for multiple references. The graph writing format can be seen in Figure 1.

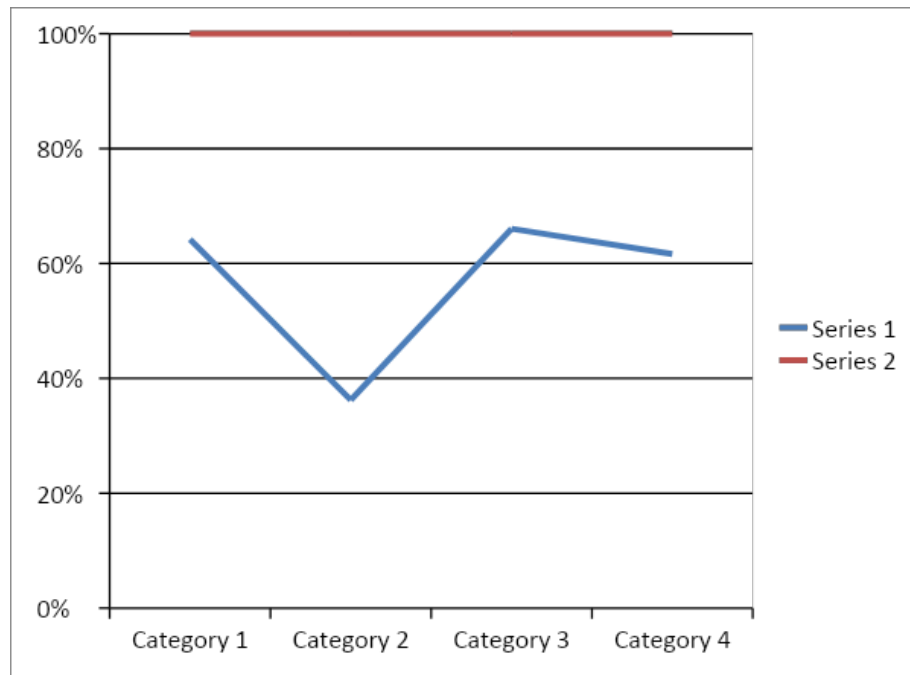


Figure 1. Graphics Placed in the Center

Source: or the information below, written in Arial Narrow 8 pt.

5. CONCLUSION (11 PT)

Conclusions must answer the research objectives. Conclusions can be written in one whole paragraph, can also be described one by one. Conclusion Giving a statement that what is expected as stated in the "INTRODUCTION" section can ultimately produce the "RESULTS AND DISCUSSION" section, so that there is conformity.

6. SUGGESTION (11 PT)

Suggestions are written in one paragraph or numbered in Arial Narrow font (11 pt).

REFERENCES (11 PT)

References must be from the most relevant, up-to-date sources. References are written in IEEE style. A more complete guide can be accessed at (<http://ipmuonline.com/guide/refstyle.pdf>). Use a tool like EndNote, Mendeley, or Zotero for reference management and formatting, and choose an IEEE style. The bibliography can consist of journal sources, books, theses/thesis/dissertations, online media, and others). Please use consistent reference formatting - see example (11 pt):

BIBLIOGRAPHY

- [1] AL Dent and AC Koenka, "The relationship between self-directed learning and academic performance in childhood and adolescence: a meta-analysis, "*Educ. Psikol. Pdt.*, vol. 28, no. 3, p. 425–474, 2015, doi:

- 10.1007/s10648-015-9320-8.
- [2] AM Flanagan, DC Cormier, and O. Bulut, "Achievement may be rooted in teacher expectations: examining differences in the influence of ethnicity, year of teaching, and classroom behavior," *Soc. Psycho. Education*, vol. 23, hlm. 1429–1448, 2020, doi: 10.1007/s11218-020-09590-y.
- [3] BJ Zimmerman and AR Moylan, "Self-regulation: where metacognition and motivation intersection," in DJ Hacker, J. Dunlosky, and AC Graesser, Eds., *Handbook of Metacognition in Education*, 2009, hlm. 299–315.
- [4] Esy, E. M, The Effect Of Invesment Decisions On Company Value In LQ45 Index Companies Listed On The Indonesia Stock Exchange For The 2018-2020 Period. *MANKEU (JOURNAL OF FINANCIAL MANAGEMENT)*, vol. 1, No (1), hlm 1–12. 2023.
- [5] F. Baier, A. -T. Decker, T. Voss, T. Kleickmann, U. Klusmann, and M. Kunter, "What makes a good teacher? The relative importance of cognitive abilities, personality, knowledge, beliefs, and motivation of mathematics teachers to teaching quality," *Brother J. Education. Psycho.*, vol. 89, no. 4, p. 767–786, 2019, doi: 10.1111/bjep.12256.
- [6] FM van der Kleij, "Comparison of teacher and student perceptions of formative assessment feedback practices and associations with individual student characteristics," *Teach. Teach. Education*, vol. 85, no. 1, p. 175–189, 2019.
- [7] G. Veruggio, "EURON roboethics roadmap," en *Proc. Humanoids '06: 6th IEEE-RAS Int. Konf. Robot Humanoid*, 2006, hm. 612-617, doi: 10.1109/ICHR.2006.321337.
- [8] H. Vonkova and J. Hrabak, "Comparison of (in) ICT knowledge and skills self-assessment among high school students: Use of the anchor sketch method," *Comput. Education*, vol. 85, hlm. 191–202, 2015, doi: 10.1016/j.compedu.2015.03.003.
- [9] J. Zhao, G. Sun, GH Loh, and Y. Xie, "Energy-efficient GPU design with graphics memory in a reconfigurable package," in *Proc. ACM/IEEE Int. Save. Low Power Electrons. Design (ISLPED)*, July 2012, p. 403–408, doi: 10.1145/2333660.2333752.
- [10] M. Pressley and CB McCormick, *Continuing educational psychology for educators, researchers, and policy makers*. New York, AS: HarperCollins College Publishers, 1995.
- [11] MM Chiampi and LL Zilberti, "Induction of an electric field in a moving human body near an MRI: An efficient computational procedure of BEM," *IEEE Trans. Biome. eng.*, vol. 58, hm. 2787-2793, October 2011, doi: 10.1109/TBME.2011.2158315.
- [12] PR Pintrich, "Chapter 14 - The Role of Goal Orientation in Self-Organized Learning," in M. Boekaerts, P. Pintrich, M. Zeidner, Eds., *Handbook of Self-Regulation*, San Diego, California: Academic Press, 2000, hlm. 451–502.
- [13] PR Pintrich, DAF Smith, T. Duncan, dan W. Mckeachie, *A manual for the use of the motivated strategy to learn questionnaire (MSLQ)*. Ann Arbor, Michigan, 1991.
- [14] R. Fardel, M. Nagel, F. Nuesch, T. Lippert, and A. Wokaun, "Fabrication of organic light-emitting diode pixels by laser-assisted forward transfer," *Appl. Physics. Became.*, vol. 91, no. 6 August 2007, Art. No. 061103, doi: 10.1063/1.2759475.
- [15] R. Hiemstra dan RG Brockett, "Reframing the Meaning of Self-Directed Learning: An Updated Modeltt," dalam *Proceedings of the Adult Education Research Conference*, 2012, hlm. 155–161.
- [16] RG Brockett dan R. Hiemstra, *Self-direction in adult learning: Theory, research, and practice perspectives*. London dan New York: Routledge, 2020.
- [17] S. Geng, KMY Law, and B. Niu, "Examining independent learning and technology readiness in integrating learning environments," *int. J. Education. Technol. Tall. Education*, vol. 16, no. 17, p. 1–22, 2019, doi: 10.1186/s41239-019-0147-0.
- [18] S. Li and J. Zheng, "Relationship between self-efficacy and self-regulated learning in a one-to-one computing environment: The mediated role of task scores," *Asia-Pacific Education. Res.*, vol. 27, no. 6, p. 455–463, 2018, doi: 10.1007/s40299-018-0405-2.

-
- [19] TJ Cleary and A. Kitsantas, "Motivation and influence of independent learning on high school mathematics achievement," *School Psych. Pdt.*, vol. 46, no. 1, p. 88–107, 2017.