



The Title of the Manuscript Should Be Concise and Insightful (Font Lora 14 pt, Bold, Centered – Title Case, Maximum 15 Words)

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Abstract

The abstract must briefly describe the research background (context and importance), purpose (objective of the study), method (design and data collection), results (main findings), and conclusion (key implication or recommendation) in one paragraph of 150–250 words. The abstract should be clear, informative, and self-contained, without citations or abbreviations.

I. INTRODUCTION [Headings of Main Sections: All Caps, Bold, and 12 pt]

The *Introduction* serves as the conceptual foundation of a scholarly article, guiding readers to understand the purpose, direction, and significance of the research. It begins by presenting the broader context of the study and explaining why the topic is relevant within the field of social and holistic education. Authors are encouraged to provide a concise overview of the current state of research, highlighting key perspectives, theoretical developments, or practical issues that shape the discourse in the area. This section should also establish a clear rationale by connecting the study to existing theories or educational practices, demonstrating its relevance and scholarly contribution.

As the introduction develops, the narrative should gradually narrow its focus from general discussions to specific issues. Authors need to identify research gaps, inconsistencies, or unresolved questions that justify the need for further study. Rather than providing an extensive literature review, the introduction should selectively present critical insights that position the research within the broader academic conversation. The research problem must be articulated clearly and precisely, enabling readers to understand the central question or challenge being addressed. If the study employs a theoretical framework or conceptual model, it may be briefly introduced to clarify the analytical orientation and scope of inquiry.

The aims and objectives of the research should be presented clearly and concisely, indicating how the study contributes to advancing the understanding of holistic education. This contribution may appear in the form of new perspectives, innovative pedagogical strategies, or the refinement of existing theories. The writing style in this section should remain formal yet

engaging, maintaining coherence and logical flow between paragraphs so that readers can easily follow the argument being built.

The introduction concludes by emphasizing the importance and contribution of the study. Authors should summarize how their research fills an identified gap, extends previous findings, or offers alternative insights that challenge conventional perspectives. The final paragraph should provide a strong sense of direction, leaving the reader with a clear understanding of the research scope, objectives, and its theoretical and practical significance. No methods, data, or results should be presented in this section, as the introduction's role is to establish intellectual grounding and motivate the need for the study.

From a technical standpoint, the *Introduction* must be written using **Lora font size 10 pt**, with **1.15 line spacing** and **justified alignment** to ensure readability and professional appearance. Each paragraph should begin with a **1 cm indentation**, and spacing should be set to **0 pt before** and **6 pt after** each paragraph. The text should be written in formal academic English or Bahasa Indonesia, containing approximately **500–800 words** spread across **three to five coherent paragraphs**. Authors should avoid excessive citations, direct quotations, or bullet-pointed lists, focusing instead on a smooth, analytical narrative that reflects scholarly rigor and clarity of purpose.

II. LITERATURE REVIEW

The *Literature Review* serves as the theoretical and conceptual foundation of the research. It should demonstrate the relationship between the current study, relevant theories, and prior research findings while identifying the *research gap* that justifies the need for the study. As Creswell (2014) emphasizes, a literature review plays a crucial role in situating the research within the broader body of knowledge and strengthening its conceptual rationale. Therefore, authors are expected not merely to summarize existing studies but to analyze and synthesize theoretical and empirical insights in a coherent and critical manner (Booth et al., 2016).

II.1. Theoretical Framework [Headings of Sub-Sections: Title Case, Bold, and 10 pt]

This subsection outlines the theories, models, or approaches that serve as the foundation of the study. Authors should describe the principles, assumptions, and conceptual underpinnings of the theoretical framework while explaining how these guide the direction of the research. A balanced combination of classical and contemporary theories is recommended to illustrate the evolution of thought within the field of social and holistic education. For example, holistic learning theory emphasizes the integration of intellectual, emotional, and spiritual dimensions (Miller, 2019), while humanistic theory highlights empathy, care, and reflective practice as essential elements of education (Noddings, 2015).

II.1.1. Sub-Subheadings 1a [Headings of sub-sub-sections: Sentence case, italics, and 10 pt]

Sub-subheadings are used when necessary, for example to explain model components or complex relationships between variables. Excessive use of sub-subheadings is not recommended and is only permitted up to the third level (example: 2.3.1).

II.2. Hypothesis Development and Conceptual Framework (if applicable)

This subsection applies to quantitative or mixed-method studies that involve testing relationships between variables. Authors should explain the theoretical reasoning and empirical evidence that support each hypothesis, referring to relevant literature (Sekaran & Bougie, 2019). Hypotheses must be stated clearly, logically, and in testable form, numbered sequentially (**H1**, **H2**, **H3**, etc.).

H1: Teacher motivation has a positive effect on teaching performance.

H2: Professional competence mediates the relationship between teacher motivation and teaching performance.

After developing the hypotheses, authors should present the *conceptual framework* in the form of a visual diagram illustrating the relationships among independent, dependent, mediating, and moderating variables (Hair et al., 2020).

Figure Formatting Guidelines:



Figure 1. Conceptual Framework of the Study
(Source: Adapted from Creswell, 2014; Hair et al., 2020)

The *Literature Review* section must be written using **Lora font size 10 pt** (or *Times New Roman* if Lora is unavailable), with **1.15 line spacing** and **justified alignment**. Each paragraph should begin with a **1 cm indentation**, with paragraph spacing set to *Before: 0 pt* and *After: 6 pt*. Subheadings must appear in **bold** and **Title Case**, following a **decimal numbering system (2.1, 2.2, 2.3, 2.4)** applied consistently throughout the manuscript. The ideal length for this section is **800–1,200 words**, composed of **3–6 coherent paragraphs** flowing logically from theoretical background to prior studies and research gaps. Citations and references must follow **APA 7th Edition** guidelines (American Psychological Association, 2020). Direct quotations should be limited to a maximum of two sentences, while paraphrasing is encouraged. Bullet points may be used sparingly to emphasize critical comparisons or theoretical distinctions but must not replace analytical paragraphs.

III. RESEARCH METHODS

This section explains the overall approach, design, and procedures used to conduct the study. Authors should clearly describe the research design (qualitative, quantitative, or mixed methods), the population or participants involved, and the sampling techniques applied to ensure representativeness. The data collection process, including instruments, validation, and reliability, must be detailed concisely, while

the data analysis methods—such as statistical tests for quantitative research or thematic coding for qualitative studies—should align with the study's objectives and hypotheses. Ethical considerations, including informed consent and confidentiality, must also be addressed.

IV. RESULT AND DISCUSSION

IV.1. Research Result

The *Results* section presents the main findings of the study in a clear, concise, and objective manner, without including the data analysis process. This section should report the results of hypothesis testing, descriptive statistics, or qualitative findings, depending on the research design. Results may be presented in tables or figures to enhance clarity and facilitate comparison. Each table or figure must be referenced in the text and explained briefly to highlight the key patterns and relationships found. Tables should not duplicate information already described in the text but should serve as a complement to verbal explanation (Creswell & Creswell, 2017).

IV.1.1. Table Formatting Guidelines

Tables and figures must follow the **APA 7th Edition** format and be placed as close as possible to the text that refers to them. Tables should present only essential data with clear and informative titles, while figures (graphs, charts, or diagrams) should display relationships or trends visually.

Table Example:

Table.1 Descriptive Statistics of Teacher Motivation and Teaching Performance

Variable	N	Mean	SD	t-value	p-value
Teacher Motivation	120	4.35	0.54	—	—
Teaching Performance	120	4.21	0.47	3.42	0.001

Source: Authors' analysis (2026)

The *Results and Discussion* section should be written in **Lora 10 pt, 1.15 line spacing**, and **justified alignment**, with paragraph indentation of **1 cm**. Subheadings should use **bold** and **Title Case**, numbered as **4.1 Results** and **4.2 Discussion**. The length of this section is typically **1,000–1,500 words**, depending on data complexity. Tables and figures should be placed immediately after their mention in the text, not collected at the end of the manuscript. Avoid repeating numerical data in both the text and tables.

IV.2. Discussion

The *Discussion* section interprets the results and explains their meaning in relation to the research objectives, hypotheses, and existing theories. This section should answer the research questions, explain whether the findings support or contradict previous studies, and discuss their theoretical and practical implications. Authors are encouraged to integrate findings with relevant literature to build or refine existing theoretical frameworks. As Hart (2018) notes, the discussion is not merely descriptive but interpretive—it should connect data with ideas, showing how the

study contributes to new understanding or modifies previous perspectives. The discussion should end by emphasizing the significance of the findings and how they advance educational practice or theory.

V. CONCLUSION

The *Conclusion* should provide a **concise synthesis of the study's key findings**, highlighting how the results address the research objectives or hypotheses. Rather than restating data, it should emphasize the **main insights and their theoretical, practical, or social implications** within the field of education. Authors are encouraged to include a brief note on **research limitations**, such as methodological or contextual constraints, followed by **recommendations for future studies or educational practice**. The section concludes with a **closing statement that reflects the overall contribution and significance of the study**, demonstrating how it advances knowledge or informs holistic educational development. This section must be written clearly and cohesively in **Lora 10 pt, 1.15 spacing, justified alignment**, and limited to approximately **400–600 words**.

VI. ACKNOWLEDGMENT (Optional)

The *Acknowledgment* section is an optional but important part of an academic article. It should express appreciation to individuals or institutions that contributed to the research but are not listed as authors. Authors may acknowledge **funding agencies, research sponsors, academic advisors, peer reviewers, or institutional support** that made the study possible. Avoid lengthy or emotional expressions of gratitude—focus instead on **professional acknowledgment**. Written in **Lora 10 pt, 1.15 line spacing, justified alignment**, without numbering. Length: one short paragraph (3–4 lines).

References

The *References* section must list all sources cited in the manuscript and follow the **APA 7th Edition** style, arranged alphabetically by the authors' surnames and formatted with a **hanging indent of 0.5 inch (1.27 cm)**. Authors are strongly encouraged to use **citation management applications** such as *Mendeley*, *Zotero*, or *EndNote* to ensure accuracy and consistency. A minimum of **15 scholarly references** is required, with at least **70% (10 sources)** published within the **last 10 years**, prioritizing peer-reviewed journal articles, academic books, and credible institutional publications.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.