

The Title Must Be Short And Concise And Describe The Content Of The Article [Maximum 15 Words, Left Aligned, Garamond Type, 16, Bold, Capitalize Each Word, Line Spacing 1, Spacing After 18]

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ABSTRACT

The abstract should be between **200 and 250 words ONLY**. The title “ABSTRACT” is in Garamond, font size 10 while the contents of the abstract are in font size 10. Make sure your abstract is in single spacing and is justified. Your article is in English which are including research problems, research objectives, research methods, research data sources or populations and samples, research results and recommendations, and There should be no quotations or () in the abstract

Keyword; 3-5 Keywords Separated By Commas

INTRODUCTION

The Introduction is a critical section that serves to convince readers, editors, and reviewers of the importance and contribution of your research to the field of study. This section must address the following. **Problem Statement:** Clearly articulate the problem or issue that your research seeks to address. Frame it objectively, focusing on its significance to the field rather than personal perspectives. **State of the Art:** Summarize previous efforts to address the problem, referencing relevant studies, methods, and results. Provide a focused overview that highlights the evolution of the field and current gaps in knowledge or practice. **Identifying Gaps:** Critically analyze what has been overlooked by previous researchers or identify potential areas that remain unexplored. This analysis should be informed by recent and relevant literature, emphasizing both strengths and limitations of prior studies. **Proposed Concepts:** Introduce the ideas, concepts, or

methodologies your research offers to address the identified gaps. Provide scientific reasoning that demonstrates the value and novelty of your approach without explicitly labeling it as "novel" or "first." Let the originality emerge through thoughtful presentation. **Objectives:** Conclude the introduction with a clear statement of the research objectives, setting the stage for subsequent sections. Briefly introduce the methods you have employed to achieve these objectives.

Formatting Requirements, Title and Content: Use Garamon font, size 10, for the title and body of the introduction. **Alignment and Indentation:** The first paragraph of each section should be left-aligned, while subsequent paragraphs should be indented. **Spacing:** Text should be single-spaced with no additional space between paragraphs.

Word Count: Ensure the article (excluding the abstract, biodata, and references) meets the word count requirement of **5000–7000 words**. Submissions failing to meet this criterion will be withdrawn. **References:** At least 80% of citations must be from recent sources (published within the last five years from the manuscript submission date). Avoid relying heavily on outdated literature. **Plagiarism Checker:** Authors must verify that their manuscript achieves a plagiarism similarity index of less than 15% before submission. **Structure of the Introduction** **First Paragraph:** Establish the relevance of the problem by addressing key issues in the field objectively. **Middle Paragraphs:** Provide a focused summary of the state of the art, followed by a critique that identifies overlooked areas or untapped potential. Present the concepts or ideas your research offers in response. **Final Paragraph:** Clearly articulate the objectives of the study and briefly introduce the methodological approach employed.

METHODS

This section contains methods only, does not contain charts or flow charts. This section explains how the research was conducted. The main material of this section is the type of research method used, data collection instruments/techniques which are explained in full along with the method, form of instrument, and research subjects which are explained in full. For research that uses tools and materials, it is necessary to write down the specifications for the tools and materials. Tool specifications describe the sophistication of the tools used, while material specifications describe the types of materials used.

The time and place of research need to be written clearly. The research target/subject (for qualitative research) or population-sample (for quantitative research) needs to be clearly described in this section. It is also necessary to write down the techniques for obtaining subjects (qualitative research) and/or sampling techniques (quantitative research).

Procedures need to be described according to the type of research. How the research is carried out and the data will be obtained, needs to be described in this section. For experimental research, the type of design (*experimental design*) used should be written in this section. The type of data, how the data is collected, with which instruments the data is collected, and the technicalities of collecting it, need to be explained clearly in this section. How to interpret the data obtained, its relation to the problem and research objectives, needs to be explained clearly. (Note: Sub-sections can be different, according to the type or research approach used. If there are procedures or steps that are sequential in nature, they can be notated (numbers or letters) according to their position). For qualitative research such as classroom action research, ethnography, phenomenology, case studies, etc., it is necessary to add the presence of researchers, research subjects, informants who help along with ways to explore research data, location and length of research as well as a description of checking validity of research results. In this section, it is best to avoid organizing writing into "sub-headings" [Garamond, 11, space 1].

RESULTS AND DISCUSSION

The Results and Discussion section is where the author presents the research findings and explains their significance. These two elements are often integrated into a cohesive narrative that addresses both "what was found" and "what the findings mean."

Present the result as should concisely showcase representative findings that directly address the research questions. Results must be clear, transparent, and presented honestly. Tables, figures, or descriptive narratives may be used to convey the findings, but only representative data that lead to meaningful discussion should be included. Avoid overloading this section with unnecessary details—place extensive data in the appendix if required. Ensure that all results are presented chronologically in alignment with the methodology. The results must remain the author's original findings; references to external sources are not included here unless figures or tables directly compare data with previous research.

The discussion interprets the results, offering a thoughtful analysis of their implications and their connection to the broader field of study. It should not merely repeat the results but provide context, comparisons with prior studies,

and theoretical grounding. Authors should address whether their findings confirm, improve upon, or challenge previous research. Engage in a critical dialogue with existing literature, using the introduction's cited works as a basis for comparison. Highlight the strengths and novelty of the findings while acknowledging any limitations or unexpected outcomes.

Effective discussions also explore how the findings align with or diverge from the initial hypotheses or objectives. If unexpected results arise, provide plausible explanations rooted in reality and suggest directions for future research. Speculative interpretations are permissible but must be grounded in the data. Avoid overgeneralizations, unsupported claims, or introducing new terms or abbreviations not previously mentioned.

If your article contains quotations, the quote is indented once, left and right. The following is an example of the format:

Meanwhile, some informants stated the fundamental assumption that informed newspaper double standard. According to Informant Y17, "Newspapers sometimes take side with a group that is linked to the publisher. So, others feel cheated and decide to react". Also, Informant Y15, argued that:

...ethnic group that is not within the interest of newspapers is usually tagged negatively and exposed on every atrocity. While an ethnic group that is close to the newspapers is usually protected and cover up on any incident (Informant Y15).

Tables should be centered, with titles located at the top of the table. Font style and size are Garamond, 10 for both table title and table contents. Please make sure your tables are legible and do not exceed page margins.

Figure titles are also in Garamond 10. The figure must be centered and must not exceed page margins. The page can be rotated as a landscape page if it takes larger space.

Example of format of figures:

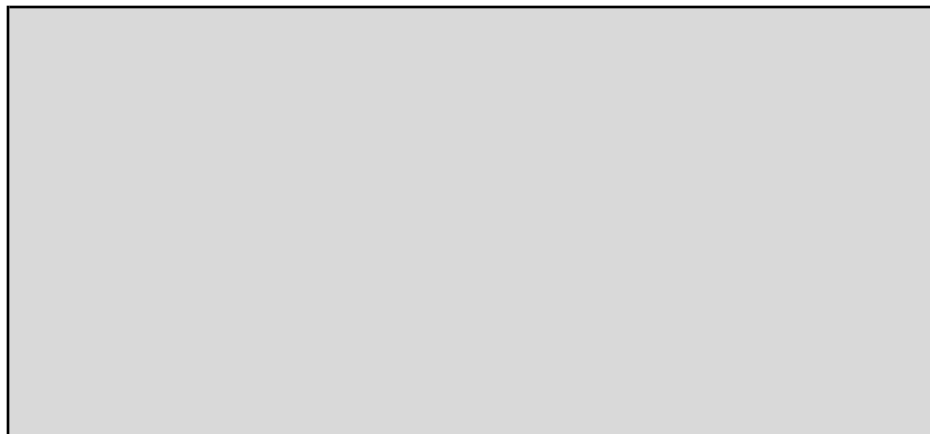


Figure 1: Title of figure is located at the bottom and centered (10 font size)

CONCLUSION

The content of the conclusion should be an answer to the research question and objectives. Conclusions are presented in one paragraph, not points, and expressed not in statistical sentences. If necessary, at the end of the conclusion you can also write down the things that will be done in relation to further ideas from the research.

REFERENCES

The bibliography is written in single space and spacing after 6 pt. Writing references uses the American Psychological Association (APA) 7 formatth edition and sorted alphabetically, without serial numbers, and not separated between book, online and other sources. The list of references is expected to be 80% primary sources originating from national and international research articles in the last 10 years. Minimum 15 references.

To maintain consistency in referencing, citing and bibliography, it is recommended to use a Reference Manager application, such as Zotero, Mendeley, or another reference management application.

- Al-Marroof, R. A. S., & Al-Emran, M. (2018). Students Acceptance of Google Classroom: An Exploratory Study using PLS-SEM Approach. *International Journal of Emerging Technologies in Learning (IJET)*, 13(06), 112–123.
- Gagne, R. M. (1974). *Essentials of Learning and Instruction*. New York: Holt Rinehalt and Winston.
- Lyche, T., and Morken, K.. (2004). *Spline Methods*, Draft, Retrieved from <http://www.ub.uio.no/umn/english/index.html>, on 23th Feb 2005.