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### Keywords

keyword 1, keyword 2, keyword 3

### ABSTRACT

*The abstract contains a brief description of the **purpose**: describes the objectives and hypotheses of the research. **Methods**: describes the essential features of the research design, data, and analysis. It may include the sample size, geographic location, demographics, variables, controls, conditions, tests, descriptions of research design, details of sampling techniques, and data gathering procedures. **Results**: describes the key findings of the study, including experimental, correlational, or theoretical results. It may also provide a brief explanation of the results. **Implications**: show how the results connect to policy and practice and provide suggestions for follow-up, future studies, or further analysis. **Additional materials**: notes the number of references, tables, graphs, exhibits, test instruments, appendixes, or other supplemental materials in the paper. Also, the abstract must be written in a single paragraph in English, max 250 words.*

For example:

**(Purpose)** The purpose of this study was to understand the learning trajectories of the growing numbers of English learner students in Arizona, especially those who struggle to pass state English language arts and math content tests. **(Methods)** This study followed three cohorts of English learner students in Arizona (kindergarten, grade 3, and grade 6) over six school years, 2006/07 through 2011/12, to assess their progress in English proficiency (based on their

scores on the Arizona English Language Learner Assessment) and their academic progress in English language arts and math content knowledge (based on their scores on Arizona's Instrument to Measure Standards English language arts and content tests). **(Results)** More than 90 percent of Arizona's English learner students scored at or above the required reclassification level as fluent English proficient students. Their cumulative passing rate was highest for the English language proficiency test, followed by academic English language arts and math tests. English learner students eligible for special education services had the lowest passing rates on all three tests. English learner students in higher grades had lower cumulative passing rates on all three tests than students in lower grades. **(Implications)** Educators might consider devoting additional attention to improving teaching practices and support services to help the English learner student subgroups with the most inferior performance (i.e., students in higher grades, students eligible for special education services, students eligible for school lunch programs, and male students). **(Additional Materials)** The following are appended: (1) Arizona programs that provide context for the study; (2) Data and methodology; and (3) Additional findings.

***Note:** The recommended narrative abstract element labels, shown in **bold** in the sample above, do not appear in the published abstract.*

## INTRODUCTION

The introduction must contain what the authors hoped to achieve and state the problem being investigated. The authors are encouraged to write the background of their articles in four (4) parts.

**First**, it should indicate the practical or theoretical problem, which is the basis of the research. It could be written in one or two paragraphs.

**Second**, provide recent studies in the area of the focus problem. These studies are needed to establish a state-of-the-art statement of the field of research and identify the limitations of recent studies. It could be written in two or three paragraphs.

**Third**, identify the gap between the recent studies and the current empirical and theoretical aspects of the focused study. Typically, the introduction should summarize relevant research to provide context and explain what other authors' findings, if any, are being challenged or extended. It could be written in one or two paragraphs.

**Fourth**, state the research question and research objectives based on the previous paragraph's gap analysis. Furthermore, please indicate the novelty of the research. It could be written in one paragraph.

### **Literature review (optional)**

Review the key concept you use in the research and provide previous relevant studies/investigations that are relevant to your paper.

### **Subheading Level 2**

## METHODS

In general, this section describes how the study was conducted. The subject matters of this section are:

1. the study design;

2. the sample population or subject of the research;
3. data collection techniques and instrument development;
4. and data analysis techniques. Please use descriptive paragraphs. Use these questions as a guideline to write the method:
  - a. Is the design suitable for answering the question posed?
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  - f. Was the sampling appropriate?
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  - h. Does it clear what type of data was recorded?
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It is important to note that not need to use too many formulas or tables unless it is necessary to be displayed. This section must be written out briefly, concisely, clearly, but adequately to be replicated. This section explains the research approach, subjects of the study, the conduct of the research procedure, the use of materials and instruments, data collection, and analysis techniques. These are not theories. In the case of statistical methods, formulas that are generally known should not be written down. Any specific criteria used by the researcher in collecting and analyzing the research data should be thoroughly described. This section should be written not more than 10% (for qualitative research) or 15% (for quantitative analysis) of the body.

## RESULTS (or, this section may be combined with Discussion )

### *Subheadings - Level 2*

This section is the central part of the article. It is where the author should explain in words what the author's discovered in the research. It should be laid out and in a logical sequence. The results of the study presented in this section result from a clean process of data analysis, such as statistical calculations and testing processes or other processes for the achievement of its research. State the findings of the study concisely. If the authors want to display a table, use the following format:

**Table 1. It is the title of the table**

| Column 1     | Column 2            | Column 3            |
|--------------|---------------------|---------------------|
| Data 1       | Data 4              | Data 7              |
| Data 2       | Data 5              | Data 8              |
| Data 3       | Data 6              | Data 9              |
| <b>Total</b> | <b>Sum Column 2</b> | <b>Sum Column 3</b> |

Based from (optional on the text)

**Table 2. It is the title of the table**

| Column 1 | Column 2 | Column 3 |
|----------|----------|----------|
| Data 1   | Data 4   | Data 7   |
| Data 2   | Data 5   | Data 8   |
| Data 3   | Data 6   | Data 9   |

Based from (optional on the text)

**Table 3. It is the title of the table**

| Column 1 | Column 2 | Column 3 |          |
|----------|----------|----------|----------|
|          |          | Column 4 | Column 5 |
| Data 1   | Data 4   | Data 4   | Data 7   |

|              |                     |                     |                     |
|--------------|---------------------|---------------------|---------------------|
| Data 3       | Data 6              | Data 6              | Data 9              |
| <b>Total</b> | <b>Sum Column 2</b> | <b>Sum Column 4</b> | <b>Sum Column 5</b> |

Based from (optional on the text)

**Table 4. It is the title of the table**

| Column 1 | Column 2 | Column 3 |          |
|----------|----------|----------|----------|
|          |          | Column 4 | Column 5 |
| Data 1   | Data 4   | Data 4   | Data 7   |
| Data 2   | Data 5   | Data 5   | Data 8   |
| Data 3   | Data 6   | Data 6   | Data 9   |

Based from (optional on the text)

If the authors want to display a figure, use the following format:



**Figure 1. It is the title of the table**

The tables' title should be on top, while the title of the image, picture, or chart should be placed beneath. For scripts written in English, thousands are marked using commas; e.g., 1200300 is written as 1,200,300. Decimal points are marked with a period followed by two number digits, e.g., 12.34. For figures lower than 1, the zero is not needed, e.g., .12. The alphabet is italicized for mathematical symbols or notations, but Greek letters are written upright using the correct symbols. The equal sign is given a punch space before and after; e.g. (English format):  $r = .456$ ;  $p = .008$ . For statistical values having degrees of freedom such as  $t$ ,  $F$ , or  $Z$ , the degree of freedom is written in braces such as  $t(52) = 1.234$ ;  $F(1, 34) = 4.567$ . The statistical calculation for hypothesis testing should be completed with effect sizes; for example, the  $t$ -test using cohen's  $d$ , the  $F$ -test using partial eta squared, or other posthoc tests in line with the references under consideration. For qualitative research, data from interviews, observations, text interpretations, or many more. Are condensed or summarized into a brief substantial resume or summary to be reported. These significant findings can be presented in descriptive tables to facilitate ease of reading. Excerpts or extracts from interviews, observation results, texts, and others containing answers to research questions are shown in the discussion. Interpretation of results should not be included in this section unless the research required a combination of both findings and analysis in one part.

## DISCUSSION

### Subheading Level 2

This section is also a significant part of the research articles and is usually the longest part of an article. A discussion of the research presented in this section is the result—data analysis, such as

statistical calculations or other methods for the achievement of its study. Please present the discussion narratively.

### Subheading Level 3

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Referencing in the body of the article uses braces: (...); an example with one author: (Ilham, 2018); two authors: (Ilham & Firman, 2017), and three to five authors: (Ilham, Firman, & Iksan, 2018) for the first mention and (Ilham et al., 2018) for the subsequent mentions. Names of authors can also be mentioned outside the braces, e.g., Ilham & Efendi (2017), following 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, it is written in the ("...") format in the paragraph for the quote of fewer than 40 words. A direct quote of more than 40 words 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 several references, all the sources should be acknowledged in alphabetical order using semicolons (;); e.g. (Firman, 2012; Ilham, 2012; Iksan, Hisbullah, & Burhan, 2018). For translated sources, the author of the sourcebook, year of the translation, and title of the sourcebook are mentioned. In referencing two sources with the same author and year, the lower-case letters are used after the year, e.g.: (Syihab, 2012a) and Syihab (2012b).

### CONCLUSION

This part consists of two (2) sub-parts: the article's conclusion and suggestions or recommendations from the research. Conclude the article critically and logically based on the research findings. Please be careful in generalizing the results. The authors should also state the research limitation in these parts. Generally, the conclusion should explain how the research has moved the body of scientific knowledge forward. In suggestion, please describe the author's recommendations for further studies regarding the author's research implication.

### ACKNOWLEDGMENT (optional)

State the contributing parties or institutions which help the author's research. It is important to acknowledge those who help the authors in **funding, research facilities, or meaningful suggestions** in improving the author's article. If the article has been presented in a seminar or conference, the authors can also mention them in this section.

### REFERENCES

The reference entry is arranged in alphabetical order. All the references must be listed in the reference list. The references and in-text citation must be written in APA 7th (American Psychological Association) format. Please use reference manager software (i.e., Mendeley, Zotero, Endnote). Also, **starting on Vol. 02, No. 1, March 2021** the author must try contain all the references validly according to the origins URL link and DOI (digital object identifier), particularly for entries from journals. (separate the reference with *line spacing single and paragraph spacing before 6 pt and after 6 pt*)

*Examples of reference entries:*

**Book with Single Author:**



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Gire, A. (2006). *An inconvenient truth: The planetary emergency of global warming and what we can do about it*. Rodale. Retrieved from [https://www.researchgate.net/publication/255144057\\_An\\_Inconvenient\\_Truth\\_The\\_Planetary\\_Emergency\\_of\\_Global\\_Warming\\_and\\_What\\_We\\_Can\\_Do\\_About\\_It](https://www.researchgate.net/publication/255144057_An_Inconvenient_Truth_The_Planetary_Emergency_of_Global_Warming_and_What_We_Can_Do_About_It)

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**In-text reference:** (Mike & Balling, 2000)

**Book with Editor as Author:**

Grady, K. E. (Ed.). (2004). *Global climate change and wildlife in North America*. Wildlife Society. Retrieved from <https://wildlife.org/wp-content/uploads/2014/05/ClimateChange04-2.pdf>

**In-text reference:** (Grady, 2004)

**Brochure or Pamphlet:**

New York State Department of Health. (2002). *After a sexual assault*. [Brochure]. Art Press. Retrieved from <https://www.health.ny.gov/professionals/safe/>

**In-text reference:** (New York, 2002)

**An Anonymous Book:**

*Environmental resource handbook*. (2001). Grey House. Retrieved from <http://www.worldcat.org/title/environmental-resource-handbook/oclc/47942539>

**In-text reference:** (Environmental Resource Handbook, 2001)

**Articles in Reference Books (unsigned and signed):**

Greenhouse effect. (2005). *American heritage science dictionary*. Houghton Mifflin. Schneider, S. H. Greenhouse effect. *World book encyclopedia* (Millennium ed. Vol. 8, pp. 382-383). World Book. Retrieved from [https://library.flcc.edu/APA\\_FLCC.pdf](https://library.flcc.edu/APA_FLCC.pdf)

**In-text references:** (Greenhouse effect, 2005)

**Magazine Articles:**

Allen, L. (2004, August). Will Tuvalu disappear beneath the sea? Global warming threatens to swamp a small island nation. *Smithsonian*, 35(5), pp. 44-52. Begley, S., & Murr, A. (2007, July 2). Which of these is not causing global warming? A. Sport utility vehicles; B. Rice fields; C. Increased solar output. *Newsweek*, 150(2), pp. 48-50. Retrieved from <https://www.smithsonianmag.com/science-nature/will-tuvalu-disappear-beneath-the-sea-180940704/>

**In-text references:** (Begley, 2007; Murr, 2007)

**Newspaper Articles (unsigned and signed):**

College officials agree to cut greenhouse gases. (2007, June 13). *Albany Times Union*, p. A4. Landler, M. (2007, June 2). Bush's Greenhouse Gas Plan Throws Europe Off Guard. *New York Times*, p. A7. Retrieved from <https://www.nytimes.com/2007/06/02/washington/02germany.html>

**In-text references:** ("College Officials", 2007)

**Journal Article with Continuous Paging:**

Miller-Rushing, A. J., Primack, R. B., Primack, D., & Mukunda, S. (2006). Photographs and herbarium specimens as tools to document phenological changes in response to global warming. *American Journal of Botany*, 93, pp. 1667-1674. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/21642112/>

**In-text reference:** (Miller-Rushing et.al., 2006)

**Journal Article when each issue begins with p.1:**

Bogdonoff, S., & Rubin, J. (2007). The regional greenhouse gas initiative: Taking action in Maine. *Environment*, 49(2), 9-16. Retrieved from [https://library.flcc.edu/APA\\_FLCC.pdf](https://library.flcc.edu/APA_FLCC.pdf)

**In-text reference:** (Bogdonoff et.al, 2007)

**Journal Article from a Library Subscription Service Database with a DOI (digital object identifier):**

Mora, C., & Maya, M. F. (2006). Effect of the rate of temperature increase of the dynamic method on the heat tolerance of fishes. *Journal of Thermal Biology*, 31, pp. 337-341. <https://doi.org/10.1016/j.jtherbio.2006.01.055>

**In-text reference:** (Mora et al., 2006)

**Website:**

United States Environmental Protection Agency. (2007, May 4). *Climate Change*. Retrieved From <http://www.epa.gov/climatechange>

**In-text reference:** (United States Environmental, 2007) Gelspan, R. (2007). *The Heat Is Online*. Green House Network. Retrieved from <http://www.heatisonline.org>

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**Appendix**

Appendixes are optional. An appendix should not be longer than two pages.