

The title should be written in sentence case with 14 words maximum and using arial (18-point, bold)

Author One 1 \*, Author Two 2, Author Three 1 (9-point, bold)

<sup>1</sup>Department of Author One and Three, Name of University, Name of Province/State, Name of Country (9-point)

<sup>2</sup>Department of Author Two, Name of University, Name of Province/State, Name of Country (9-point)

### ARTICLE INFO

#### Article History

Received: Date Month Year

Revised: Date Month Year

Accepted: Date Month Year

#### Keywords

keyword 1;

keyword 2;

keyword 3 (List three to seven keywords alphabetically that are related to this article, 9-point)

### ABSTRACT (11-point, bold)

A single paragraph of about 200-250 words without indentation of the first line with 1.2 spaces and 12-point. We strongly encourage authors to use the following style of structured abstracts, but without heading: (1) Background: place the gap analysis of this study (about 1-2 sentences) and highlight the purposes of the study; (2) Methods: briefly describe the main methods applied, including samples/participants, instruments, collecting data technique, and analyzing data technique; (3) Results: summarizing the article's main findings, should be in line with the purposes of the study; (4) Implication: briefly describe the impact of your study. The abstract should be an objective representation of the article, and it must not contain results that are not presented and substantiated in the main text and should not exaggerate the main conclusions.

© 2022 **THE AUTHORS**. Publishing services by Nusa Putra Press.

This is an open access article distributed under the CC BY-NC 4.0 license

<http://creativecommons.org/licenses/by-nc/4.0/>

### INTRODUCTION (11-point, bold)

The introduction must be clear and written descriptively. The introduction must contain at least five things, namely (1) issues related to the research. Try to have sources related to the issue, and it is not allowed to display issues that do not have a clear source; (2) how is the response of researchers related to the issue. Try to have expert opinion related to the issue to strengthen the researcher's argument; (3) how previous research is related to the issues

presented. Then, where is the gap between the research conducted and previous studies? The results of previous research must be relevant to the research topic; (4) how the novelty or gap of the research carried out is supported by relevant theories and sourced from primary sources; and (5) how the focus of the research is carried out. Researchers can write the purpose or the research problem descriptively in the last paragraph of this introduction, not using bullets and numbering.

The citation should use APA Style 7 version. One – two author(s) should write the last of their name, then the reference year. If the authors are three or more, write the first author's last name and et al. then the reference year. The narrative citation example, based on Pahmi and Lesmana (2021), the introduction should be clear. In addition, Pahmi et al. (2020) stated that authors must follow the author guidelines and this template. Whereas the parenthetical citation example, an introduction should be clear (Pahmi & Lesmana, 2021). Authors also must follow the author guidelines and this template (Pahmi et al., 2021). If there are two or more references, for example, based on Pahmi (2021), Pahmi and Lesmana (2020), and Gazali et al. (2020) stated that the novelty of the study is essential. However, the previous sentence should be written in a parenthetical citation; the study's novelty is essential (Pahmi, 2021; Pahmi & Lesman, 2020; Gazali et al., 2020).

**METHODS (11-point, bold)**

Methods should be described with sufficient details to allow others to replicate and build on the published results. This section explains the research design used, the reasons for the design, the research procedures applied, the population and research samples or participants, research instruments, data collection techniques, and data analysis techniques. The description should be in the past tense.

**Table 1.** This is an example 1 of table. Table should be placed in the main text near to the first time they are cited.

Title 1	Title 2	Title 3
entry 1	data	data
	data	data
entry 2	data	data

**DISCUSSION (11-point, bold)**

In this section, the research results are presented in a clear and detailed manner. Research results can be presented based on research results at each stage of research or research results that answer each problem formulation or others as long as the results of the research that have been carried out are visible. Research results should be supported by empirical evidence.

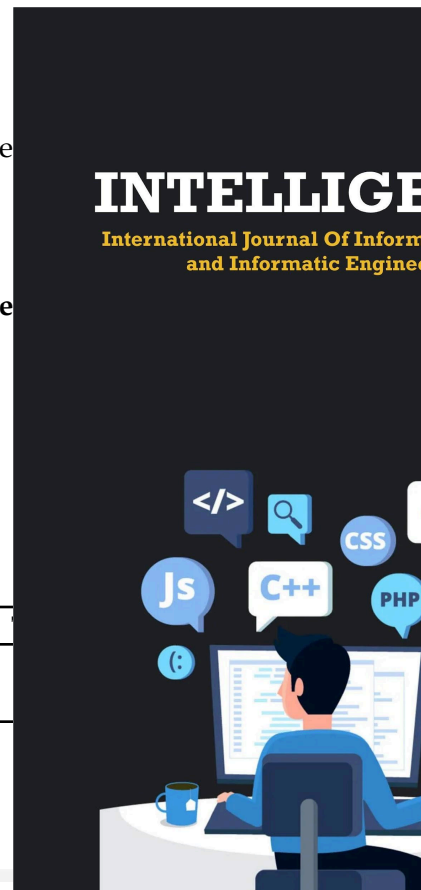
This section may be divided into subheadings. It should provide a concise and precise description of the experimental results, their interpretation, and the experimental conclusions that can be drawn.

**Result 1 about figure (11-point, bold)**

All figures should be cited in the main test as Figure 1, Figure 2, etc

**Figure 1.** This is an example  
1 of figure

**Result 2 about table  
(11-point, bold)**



Title 1	Title 2	Title 3	Title 4
	data	data	data
	data	data	data
entry 3	data	data	data
	data	data	data
entry 4	data	data	data
	data	data	data
	data	data	data

**CONCLUSION (11-point, bold)**

In this conclusion, the authors must describe the answer to the problem or research question posed. The authors should not explain sentences repeatedly from the previous section. However, the authors must abstract the article's contents

related to the answers to the formulation of the problem or research question. In addition, the authors should describe the implication and the limitation of this study. This section is written descriptively, not numbering and bulleted.

**REFERENCE (11-point, bold)**

To avoid typing mistakes and duplicated references, we recommend preparing the references with a bibliography software package, such as Mendeley, EndNote, ReferenceManager, or Zotero. Include the digital object identifier (DOI) for all references where available. Order the reference list entries alphabetically by author. All references must be in the body of the article and vice versa. The source referred to in the body of the article must be in the reference section. The references used are at least 20 references consisting of a minimum of 80% from journal articles and the rest from other references. References must be up-to-date, at least the last five years, except for the fundamental theories required in writing articles. Authors must also input all references used in the Open Journal System (OJS) of Jurnal Elemen when submitting articles. Reference writing and citation follows the rules of APA Style, 7 version, such as the following example:

**Journal article with a DOI**

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51. <https://doi.org/10.1037/rev0000126>

**Parenthetical citation:** (McCauley & Christiansen, 2019)

**Narrative citation:** McCauley and Christiansen (2019)

**Journal article without a DOI, with a nondatabase URL**

Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education and Disability*, 31(1), 17–39. <https://www.ahead.org/professionalresources/publications/jped/archived-jped/jped-volume-31>

**Parenthetical citation:** (Ahmann et al., 2018)

**Narrative citation:** Ahmann et al. (2018)

**Journal article with a DOI, 21 or more authors**

Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetmaa, A., . . . Joseph, D.

(1996). The NCEP/NCAR 40-year reanalysis project. *Bulletin of the American Meteorological Society*, 77(3), 437–471.  
<http://doi.org/fg6rf9>

**Parenthetical citation:** (Kalnay et al., 1996)

**Narrative citation:** Kalnay et al. (1996)

Because the original DOI was long and complex, a shortDOI, <https://shortdoi.org/>, is used.

#### **Journal article, in press**

Pachur, T., & Scheibehenne, B. (in press). Unpacking buyer–seller differences in valuation from experience: A cognitive modeling approach. *Psychonomic Bulletin & Review*.

**Parenthetical citation:** (Pachur & Scheibehenne, in press)

**Narrative citation:** Pachur and Scheibehenne (in press)

#### **Journal article, published in another language**

Chaves-Morillo, V., Gómez Calero, C., Fernández-Muñoz, J. J., Toledano-Muñoz, A., Fernández-Huete, J., Martínez-Monge, N., Palacios-Ceña, D., & Peñacoba-Puente, C. (2018). La anosmia neurosensorial: Relación entre subtipo, tiempo de reconocimiento y edad [Sensorineural anosmia: Relationship between subtype, recognition time, and age]. *Clínica y Salud*, 28(3), 155–161. <https://doi.org/10.1016/j.clysa.2017.04.002>

**Parenthetical citation:** (Chaves-Morillo et al., 2018)

**Narrative citation:** Chaves-Morillo et al. (2018)

When an article is in a different language than your paper, include a translation of the article title in square brackets

#### **Special section or special issue in a journal**

Lilienfeld, S. O. (Ed.). (2018). Heterodox issues in psychology [Special section]. *Archives of Scientific Psychology*, 6(1), 51–104.

McDaniel, S. H., Salas, E., & Kazak, A. E. (Eds.). (2018). The science of teamwork [Special issue]. *American Psychologist*, 73(4).

**Parenthetical citations:** (Lilienfeld, 2018; McDaniel et al., 2018)

**Narrative citations:** Lilienfeld (2018) and McDaniel et al. (2018)

#### **Editorial**

Cuellar, N. G. (2016). Study abroad programs [Editorial]. *Journal of Transcultural Nursing*, 27(3), 209.  
<https://doi.org/10.1177/1043659616638722>

**Parenthetical citation:** (Cuellar, 2016)

**Narrative citation:** Cuellar (2016)

#### **Authored book with a DOI**

Brown, L. S. (2018). *Feminist therapy (2nd ed.)*. American Psychological Association. <https://doi.org/10.1037/0000092-000>

**Parenthetical citation:** (Brown, 2018)

**Narrative citation:** Brown (2018)

#### **Authored book without a DOI, from most academic research databases or print version**

Burgess, R. (2019). *Rethinking global health: Frameworks of power*. Routledge.

**Parenthetical citation:** (Burgess, 2019)

**Narrative citation:** Burgess (2019)

#### **Authored book with editor credited on the book cover**

Meadows, D. H. (2008). *Thinking in systems: A primer (D. Wright, Ed.)*. Chelsea Green Publishing.

**Parenthetical citation:** (Meadows, 2008)

**Narrative citation:** Meadows (2008)

#### **Edited book with a DOI, with multiple publishers**

Schmid, H.-J. (Ed.). (2017). *Entrenchment and the psychology of language learning: How we reorganize and adapt linguistic knowledge*. American Psychological Association; De Gruyter Mouton. <https://doi.org/10.1037/15969-000>

**Parenthetical citation:** (Schmid, 2017)

**Narrative citation:** Schmid (2017)

**Edited book without a DOI, from most academic research databases or print version**

Hacker Hughes, J. (Ed.). (2017). *Military veteran psychological health and social care: Contemporary approaches*. Routledge.

**Parenthetical citation:** (Hacker Hughes, 2017)

**Narrative citation:** Hacker Hughes (2017)

**Book in another language**

Amano, N., & Kondo, H. (2000). *Nihongo no goi tokusei [Lexical characteristics of Japanese language] (Vol. 7)*. Sansei-do.

Piaget, J., & Inhelder, B. (1966). *La psychologie de l'enfant [The psychology of the child]*. Quadrige.

**Parenthetical citations:** (Amano & Kondo, 2000; Piaget & Inhelder, 1966)

**Narrative citations:** Amano and Kondo (2000) and Piaget and Inhelder (1966)

**Book in a series**

Madigan, S. (2019). *Narrative therapy (2nd ed.)*. American Psychological Association. <https://doi.org/10.1037/0000131-000>

**Parenthetical citation:** (Madigan, 2019)

**Narrative citation:** Madigan (2019)

**Chapter in an edited book with a DOI**

Balsam, K. F., Martell, C. R., Jones, K. P., & Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In G. Y. Iwamasa & P. A. Hays (Eds.), *Culturally responsive cognitive behavior therapy: Practice and supervision (2nd ed., pp. 287–314)*. American Psychological Association. <https://doi.org/10.1037/0000119-012>

**Parenthetical citation:** (Balsam et al., 2019)

**Narrative citation:** Balsam et al. (2019)

**Chapter in an edited book without a DOI, from most academic research databases or print version**

Weinstock, R., Leong, G. B., & Silva, J. A. (2003). Defining forensic psychiatry: Roles and responsibilities. In R. Rosner (Ed.), *Principles and practice of forensic psychiatry (2nd ed., pp. 7–13)*. CRC Press.

**Parenthetical citation:** (Weinstock et al., 2003)

**Narrative citation:** Weinstock et al. (2003)

**Chapter in an edited book in another language**

Carcavilla González, N. (2015). Terapia sensorial auditiva: Activación cerebral por medio de la música [Auditory sensory therapy: Brain activation through music]. In J. J. García Meilán (Ed.), *Guía práctica de terapias estimulativas en el Alzheimer (pp. 67–86)*. Editorial Síntesis.

<https://www.sintesis.com/guias-profesionales-203/guiapractica-de-terapias-estimulativas-en-el-alzheimer-libro-1943.html>

**Parenthetical citation:** (Carcavilla González, 2015)

**Narrative citation:** Carcavilla González (2015)

**Wikipedia entry**

List of oldest companies. (2019, January 13). In Wikipedia.

[https://en.wikipedia.org/w/index.php?title=List\\_of\\_oldest\\_companies&oldid=878158136](https://en.wikipedia.org/w/index.php?title=List_of_oldest_companies&oldid=878158136)

**Parenthetical citation:** (“List of Oldest Companies,” 2019)

**Narrative citation:** “List of Oldest Companies” (2019)

**Report by a government agency or other organization**

Australian Government Productivity Commission & New Zealand Productivity Commission. (2012). *Strengthening trans-Tasman economic relations*. <https://www.pc.gov.au/inquiries/completed/australia-newzealand/report/trans-tasman.pdf>

**Parenthetical citations:** (Australian Government Productivity Commission & New Zealand Productivity Commission, 2012)

**Narrative citations:** Australian Government Productivity Commission and New Zealand Productivity Commission (2012)

**Conference session**

Fistek, A., Jester, E., & Sonnenberg, K. (2017, July 12–15). *Everybody's got a little music in them: Using music therapy to connect, engage, and motivate* [Conference session]. Autism Society National Conference, Milwaukee, WI, United States. <https://asa.confex.com/asa/2017/webprogramarchives/Session9517.html>

**Parenthetical citation:** (Fistek et al., 2017)

**Narrative citation:** Fistek et al. (2017)

**Paper presentation**

Maddox, S., Hurling, J., Stewart, E., & Edwards, A. (2016, March 30–April 2). *If mama ain't happy, nobody's happy: The effect of parental depression on mood dysregulation in children* [Paper presentation]. Southeastern Psychological Association 62nd Annual Meeting, New Orleans, LA, United States.

**Parenthetical citation:** (Maddox et al., 2016)

**Narrative citation:** Maddox et al. (2016)

**Poster presentation**

Pearson, J. (2018, September 27–30). *Fat talk and its effects on state-based body image in women* [Poster presentation]. Australian Psychological Society Congress, Sydney, NSW, Australia. <http://bit.ly/2XGStHP>

**Parenthetical citation:** (Pearson, 2018)

**Narrative citation:** Pearson (2018)

**Symposium contribution**

De Boer, D., & LaFavor, T. (2018, April 26–29). The art and significance of successfully identifying resilient individuals: A person-focused approach. In A. M. Schmidt & A. Kryvanos (Chairs), *Perspectives on resilience: Conceptualization, measurement, and enhancement* [Symposium]. Western Psychological Association 98th Annual Convention, Portland, OR, United States.

**Parenthetical citation:** (De Boer & LaFavor, 2018)

**Narrative citation:** De Boer and LaFavor (2018)

**Unpublished dissertation or thesis**

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.

**Parenthetical citation:** (Harris, 2014)

**Narrative citation:** Harris (2014)

**Dissertation or thesis from a database**

Hollander, M. M. (2017). *Resistance to authority: Methodological innovations and new lessons from the Milgram experiment* (Publication No. 10289373) [Doctoral dissertation, University of Wisconsin–Madison]. ProQuest Dissertations and Theses Global.

**Parenthetical citation:** (Hollander, 2017)

**Narrative citation:** Hollander (2017)

**Dissertation or thesis published online (not in a database)**

Hutcheson, V. H. (2012). *Dealing with dual differences: Social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents* [Master's thesis, The College of William & Mary]. William & Mary Digital Archive. <https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf>

**Parentetical citation:** (Hutcheson, 2012)

**Narrative citation:** Hutcheson (2012)

#### **Unpublished manuscript**

Yoo, J., Miyamoto, Y., Rigotti, A., & Ryff, C. (2016). *Linking positive affect to blood lipids: A cultural perspective* [Unpublished manuscript]. Department of Psychology, University of Wisconsin–Madison.

**Parentetical citation:** (Yoo et al., 2016)

**Narrative citation:** Yoo et al. (2016)

#### **Manuscript submitted for publication**

Lippincott, T., & Poindexter, E. K. (2019). *Emotion recognition as a function of facial cues: Implications for practice* [Manuscript submitted for publication]. Department of Psychology, University of Washington.

**Parentetical citation:** (Lippincott & Poindexter, 2019)

**Narrative citation:** Lippincott and Poindexter (2019)

#### **Informally published work, from a preprint archive or an institutional repository**

Leuker, C., Samartzidis, L., Hertwig, R., & Pleskac, T. J. (2018). *When money talks: Judging risk and coercion in high-paying clinical trials*. PsyArXiv. <https://doi.org/10.17605/OSF.IO/9P7CB>

Stults-Kolehmainen, M. A., & Sinha, R. (2015). *The effects of stress on physical activity and exercise*. PubMed Central. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3894304>

**Parentetical citations:** (Leuker et al., 2018; Stults-Kolehmainen & Sinha, 2015)

**Narrative citations:** Leuker et al. (2018) and Stults-Kolehmainen and Sinha (2015)

#### **Informally published work, from ERIC database**

Ho, H. K. (2014). *Teacher preparation for early childhood special education in Taiwan (ED545393)*. ERIC. <https://files.eric.ed.gov/fulltext/ED545393.pdf>

**Parentetical citation:** (Ho, 2014)

**Narrative citation:** Ho (2014)