**TITLE\* (**all caps, 16-point font, boldface, centered, Maximum 16 words**)**

Author 1, Author 2, Author 3, Author 4, Author 5

(It is prohibited to include university name/major/affiliation etc.)

**Abstract**

**The abstract should be comprehensible to readers before they have read the paper. The Abstract has 100 to 200 words and no citation. The abstract should state the problem, a primary objective or investigation, basic procedures, research design, methodology, main outcomes, results, and the conclusions. Abbreviations and reference citations within the abstract should be avoided. (*Abstract*)**

**Keywords:** component; formatting; style; styling; (limited to 3–6 words/phrases in English, alphabetical order (9 point font), and give commas between words/phrases.)

1. **Introduction**

This template should give a short, clear account of the background and reasons for undertaking the study. The Introduction should assume that the reader is knowledgeable in the field and should therefore be as brief as possible. The manuscript including the graphic contents and tables should be around 3500**–**7000 words (exclude references). Standard English grammar must be observed. The title of the article should be brief and informative, and it should not exceed 16 words. The keywords are written after the abstract.

Introduction contains justification of the importance of the study conducted. Novelty generated from this study compared the results of previous studies or the umbrella of existing knowledge needs to be clearly displayed. Complete it with the main reference used. State in one sentence question or research problems that need to be answered by all the activities of the study. Indicate the methods used and the purpose or hypothesis of the study. The introduction does not exceed five paragraphs.

1. **Methods**

A method's writing style should be clear, direct, and concise. To avoid confusion, errors and ambiguities should be avoided, and unnecessary words should be removed. Because the procedures described have already been completed, the past tense is appropriate.

Method contains the design, theory, the size, criteria and method of sampling, instruments used, and procedures collecting, processing, and analysis of the data. The methods section should: describe the materials used in the study, explain how the materials were prepared for the study, describe the research protocol, explain how measurements were made and what calculations were performed, and state which statistical tests were used to analyze the data.

Following the completion of all elements of the methods section, subsequent drafts should concentrate on how to present those elements as clearly and logically as possible. When using a questionnaire as an instrument, explain the contents briefly and to measure which variables. Validity and reliability of instruments should also be explained. In the experimental or intervention studies that need to be explained, interventional procedure or treatment is given. In this section it should explain how research ethics approval was obtained and the protection of the rights of the respondents imposed. Analysis of data using computer programs needs not be written details of the software if not original. For the qualitative study, this section needs to explain how the study maintains the validity (trustworthiness) data obtained.

The description of preparations, measurements, and the protocol should be organized chronologically. When a large amount of detail must be presented, information should be presented in sub-sections according to topic. Material in each section should be organized by topic from most to least important.

The materials and methods section is used to describe the experimental design and provide sufficient details so that a competent colleague can repeat the experiment. A good materials and methods section will enable readers to evaluate the research performed and replicate the study, if necessary.

A methodology should provide the information necessary for experts in the field to judge whether the methods used are valid, reliable and replicable. Providing the details required for such judgements, such as statements about limitations, is therefore imperative. A methodology should be carefully proofread, edited and revised before submission. Ensure that all mistakes are corrected and that procedures and processes are presented in a chronological or logical order.

1. **Result and Discussion**

The findings are sorted by the objectives of the study or the research hypothesis. The results section should be concise and follow a logical sequence. If the paper describes a complex series of experiments, it is permissible to explain the protocol/experimental design before presenting the results. Do not discuss the results or draw any conclusions in this section. This section may be divided into subheadings to assist the reader. Large datasets or other cumbersome data pertinent to the manuscript may be submitted as supplementary information.

The results do not display the same data in two forms namely tables/ images /graphics and narration. No citations in the results section. The average value (mean) must be accompanied by a standard deviation.

Describe the discussion by comparing the data obtained at this time with the data obtained in the previous study. No more statistical or other mathematical symbols in the discussion. The discussion is directed at an answer to the research hypothesis. Emphasis was placed on similarities, differences, or the uniqueness of the findings obtained. It is need to discuss the reason of the findings. The implications of the results are written to clarify the impact of the results and the advancement of science are studied. The discussion ended with the various limitations of the study.

Writing tables and figures using the following conditions :

Tables.

Note that as a general principle, for large tables font sizes can be reduced to make the table fit on a page or fit to the width of the text.

* Positioning tables

Tables should be centered unless they occupy the full width of the text.

* Tables in parts

If a table is divided into parts these should be labeled (a), (b), (c) etc but there should only be one caption for the whole table, not separate ones for each part.

* Table captions/numbering

Tables should be numbered sequentially throughout the text and referred to in the text by number (table 1, not tab. 1 etc). Captions should be placed at the top of the table and should have a full stop (period) at the end. Except for very narrow tables with a wide caption (see examples below) the caption should be the same width as the table.

* Rules in tables

Tables should have only horizontal rules and no vertical ones. Generally, only three rules should be used: one at the top of the table, one at the bottom, and one to separate the entries from the column headings. Examples:

**Table 1.** A simple table. Place the caption above the table. Here the caption is wider than the table so we extend it slightly outside the width of the table. Justify the text.

|  |  |
| --- | --- |
| Distance (m) | Velocity (ms–1) |
| 100 | 23.56 |
| 150 | 34.64 |
| 200 | 23.76 |
| 250 | 27.9 |

* Notes to tables

If you wish to format a table so that it contains notes (table footnotes) to the entries within the body of the table and/or within the table caption, these notes should be formatted using alphabetic superscripts such as a, b, c and so forth. Notes within the table caption should be listed first. Notes should be placed at the bottom of the table; one convenient method is to create an empty row at the bottom of the table to contain them. Again, merge the cells to give you a single cell the width of the table. Table notes should be 9 point Times Roman. Each note should be on a separate line. Examples:

**Table 2.** A table with headings spanning two columns and containing notesa.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table Head** | **Table Column Head** | | |
| ***Table column subhead*** | ***Subhead b*** | ***Subhead*** |
| copy | More table copya |  |  |

a Notes are referenced using alpha superscripts.

b Self-supporting.

Figures.

Each figure should have a brief caption describing it and, if necessary, a key to interpret the various lines and symbols on the figure.

* Space considerations

Authors should try to make economical use of the space on the page; for example:

* avoid excessively large white space borders around your graphics;
* try to design illustrations that make good use of the available space—avoid unnecessarily large amounts of white space within the graphic;
* Text in figures

Wherever possible try to ensure that the size of the text in your figures is clear and readable.

* Positioning figures

Individual figures should normally be centered but place two figures side-by-side if they will fit comfortably like this as it saves space. Place the figure as close as possible after the point where it is first referenced in the text. If there are a large number of figures it might be necessary to place some before their text citation. Figures should never appear within or after the reference list.

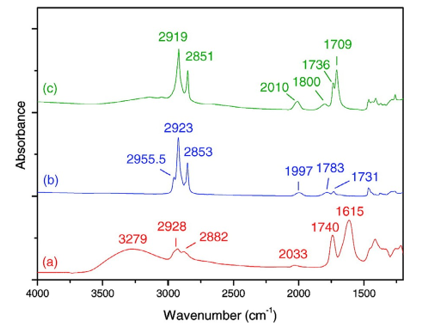
* Figure captions/numbering

Captions should be below the figure, although to save space it is acceptable to put the caption next to the figure. Figures should be numbered sequentially through the text—‘Figure 1’, ‘Figure 2’ and so forth and should be referenced in the text as ‘figure 1’, ‘figure 2’,… and not ‘fig. 1’, ‘fig. 2’, ….

For captions not placed at the side of the figure, captions should be set to the width of the figure for wider figures, centered across the width of the figure, or, for narrow figures with wide captions, slightly extended beyond the width of the figure.

Examples:

The following examples show how to format a number of different figure/caption combinations. Note that the table borders are shown as broken lines for guidance only.



**Figure 3.** The caption should finish with a full stop (period).

* Figures in parts

If a figure has parts these should be labeled as (a), (b), (c) etc on the actual figure. Parts should not have separate captions

For images, be sure to:

* Include scale bars
* Consider labeling important items
* Indicate the meaning of different colors and symbols used

Maps.

Maps are important for putting field work in the context of the location where it was performed. A good map will help your reader understand how the site affects your study. Moreover, it will help other researchers reproduce your work or find other locations with similar properties.

For maps, be sure to:

* Include latitude and longitude
* Include scale bars
* Label important items
* Consider adding a map legend

1. **Conclusion**

This section is written in narrative form. The conclusion is the answer of the hypothesis that leads to the main purpose of the study. Do not recapitulate the results but discuss their significance against the background of existing knowledge and clearly identify those aspects that are novel. The final paragraph should highlight the main conclusion(s) and provide some indication of the direction future research should take.

**Acknowledgment (If Any)**

Acknowledgement is given to the funding sources of study (donor agency, the contract number, the year of accepting) and those who support that funding. The names of those who support or assist the study are written clearly. Names that have been mentioned as the authors of the manuscripts are not allowed here.

**References**

Use the most updated references in the last 10 years. The references only contain articles that have been published and selected the most relevant to the manuscript. It prefers primary references. The references format follows the "name-years" citation style (APA style 7th edition). All sources in the reference must be referenced in the manuscript and what was in the manuscript should be in this reference. Examples:

Journal:

Author, A.A., Author, B.B., & Author, C.C. (year). Article title: Sub-title. *Journal Title*, *volume* (issue number), page numbers;

Wu, S.F.V., Courtney, M., Edward, H., McDowell, J., Shortridge-Baggett, L.M., & Chang, P.J. (2007). Self-efficacy, outcome expectation, and self-care behavior in people with type diabetes in Taiwan. *Journal of Clinical Nursing, 16* (11), 250–257.

If a journal article has a DOI, include the DOI in the reference:

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. Psychology of Popular Media Culture, 8(3), 207–217. <https://doi.org/10.1037/ppm0000185>

Journal article with an article number:

Jerrentrup, A., Mueller, T., Glowalla, U., Herder, M., Henrichs, N., Neubauer, A., & Schaefer, J. R. (2018). Teaching medicine with the help of “Dr. House.” PLoS ONE, 13(3), Article e0193972. <https://doi.org/10.1371/journal.pone.0193972>

Missing volume number:

Stegmeir, M. (2016). Climate change: New discipline practices promote college access. The Journal of College Admission, (231), 44–47. [https://www.nxtbook.com/ygsreprints/NACAC/nacac\_jca\_spring2016/#/46](https://www.nxtbook.com/ygsreprints/NACAC/nacac_jca_spring2016/" \l "/46)

Missing issue number:

Sanchiz, M., Chevalier, A., & Amadieu, F. (2017). How do older and young adults start searching for information? Impact of age, domain knowledge and problem complexity on the different steps of information searching. Computers in Human Behavior, 72, 67–78. <https://doi.org/10.1016/j.chb.2017.02.038>

Missing page or article number:

Butler, J. (2017). Where access meets multimodality: The case of ASL music videos. Kairos: A Journal of Rhetoric, Technology, and Pedagogy, 21(1). <http://technorhetoric.net/21.1/topoi/butler/index.html>

Retracted journal article:

Joly, J. F., Stapel, D. A., & Lindenberg, S. M. (2008). Silence and table manners: When environments activate norms. Personality and Social Psychology Bulletin, 34(8), 1047–1056. https://doi.org/10.1177/0146167208318401 (Retraction published 2012, Personality and Social Psychology Bulletin, 38[10], 1378)

Retraction notice for a journal article:

The Editors of the Lancet. (2010). Retraction—Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive developmental disorder in children. The Lancet, 375(9713), 445. <https://doi.org/10.1016/S0140-6736(10)60175-4>

Books:

Creswell, J.W. (2008). Educational research: Planning, conductiong, and evaluating quantitative and qualitative research (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Book chapter:

Markus, H.R., Kitayama, S., & Heiman, R.J. (1996). Culture and basic psychological principles. Dalam E.T. Higgins & A.W. Kruglanski (Eds.), Social psychology: Handbook of basic principles. New York: The Guilford Press.

Conference Proceeding

Schnase, J.L., & Cunnius, E.L. (Eds.). (1995). Proceedings from CSCL '95: *The First International Conference on Computer Support for Collaborative Learning*. Erlbaum.

Thesis/Dissertation

Gerena, C. (2015). Positive thinking in dance: The benefits of positive self-talk practice in conjunction with somatic exercises for collegiate dancers [Master’s thesis, University of California Irvine]. University of California, Scholarship. https://escholarship.org/uc/item/1t39b6g3

Online document:

Van Wagner, K. (2006). Guide to APA format. Abou Psychology. Accessed on November 16, 2006 from http://psychology.about.com/od/ apastyle/guide.