THE ARTICLE TITLE IS WRITTEN BRIEFLY AND COMPLETELY ACCORDING TO THE CONTENT

Names of All Authors Without Degree

Department/Study Program

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**Introduction**

The article template is written as a guide for format or layout writing potpourri articles in the context of the 10TH ICERI 2022. The article's theme was adapted to the seminar: **Build the Smart Learning Environment and Strengthen Educational Research Connections.** Authors must follow the writing rules regarding typeface, size, layout, systematics, and writing references. No less important is that the writing follows the Enhanced Spelling. Uses the right vocabulary and follows scientific rules properly and correctly. In addition, the script must comply with the ethics of scientific publications. The body of the article, including the bibliography, is written in one column as in this template. Writing the first line of the paragraph is indented into one tab (0.5 cm).

Typing articles will be more accessible when using software *Microsoft Word*. Use the Page Layout menu to determine the paper size, namely A4, right, left, top, and bottom margins or borders, using the standard menu options (i.e., 1 inch = 2.54 cm). The spacing between lines is single, without any additional spaces between paragraphs. The font used is Times New Rowman, size 12.

The article's length is not limited to the number of pages, according to the need for a complete discussion. The systematics of writing consists of an introduction, discussion, and conclusion. The introductory part is written as much as approximately 20% of the body of the article. The discussion section is written about 75% of the overall article content, and the discussion of research results must refer to the effects of previous studies. Conclusions are written briefly in about 5% of the body of the article.

Writing sub-subtitles do not need to be numbered. Enough is written in Bold only. At the same time, the bibliography is written following the rules issued by the American Psychological Association (APA) seventh edition, published in 2019.

***Discussion***

In the discussion section, it is not necessary to write the subtitle DISCUSSION. As in this template, it is enough to write the discussion subtitles in bold.

Articles can contain tables or images. Tables or figures should not be too long, too large, or too many. The author should use a variety of table and figure presentations. The tables and figures presented should be referenced in the text. The font size of table entries can be reduced.

1. Contents of the First Line and Example

|  |  |  |
| --- | --- | --- |
| No | Information | In the example |
| 1 | Number of questions (maximum 250) | 45 |
| 2 | Blank/space | - |
| 3 | For questions that have not been done | N |
| 4 | Blank/space | - |
| 5 | Number of student data identities (max 80 letters, including blank spaces) | 10 |

*Picture*1. The weight of the writing parts

The writing of references in the body of articles and the bibliography is based on the rules issued by the American Psychological Association (APA) Seventh Edition published in 2019 (American Psychological Association, 2019). The writer could use Mendeley or a supported application for citation and reference

Here are some examples of writing references in the body of the article. The first example is writing reference sources in the text. Writing can be like this (Madya, 2011), or if there are two authors, it can be written like this (Tabachnick & Fidell, 2007). If there are more than two to five authors, the first mention is written all, such as (Thomas-Hunt, Ogden, & Neale, 2003), and the next statement is written (Thomas-Hunt et al., 2003). The names of less than six authors are all listed, for example (Janssen, Kirschner, Erkens, Kirschner, & Paas, 2010), but six or more authors are listed by the first author only, for example (Fuchs et al., 2000)

It can also be written where the name outside the brackets, such as Madya (2011), adjusts to the statement written. If the statement is a direct quote, the page must be included with it registered like this example (Tobias & Duffy, 2009, p. 23) or (Tobias & Duffy, 2009, pp. 23-28).

Direct quotations containing less than 40 words must write in paragraphs (not separated) and in quotation marks. If the direct quote contains 40 words or more, then the quote is written in blocks (separate from the paragraph), indented half an inch from the edge, without quotation marks. An example of a direct selection of more than 40 words is as follows.

*... when each group member has acquired a different knowledge base, and combinations of knowledge are required to solve a problem, collaborative learning (heterogeneous) could be an advantage. If group learning is desirable in school, then teachers need to structure the curriculum to permit each student to acquire a different knowledge base before instructing them in collaborative work*. (Retnowati, 2012, p. 338)

A statement can also be the essence of several references, so the source is written by mentioning all references in alphabetical order and a semicolon (;) to separate between sources in this way (Ritter, Nerb, Lehtinen, & O'Shea, 2007; Sahlberg, 2012; Schunk, 2012).

Mentioned names rule is the last word is written, regardless of the ethnicity of the origin of the name. For example, Burhan Nurgiyantoro and Anwar Efendi are Indonesian names written (Nurgiyantoro & Efendi, 2013).

For translated reference sources, the name of the original author, the year of the translation, and the original book are all mentioned; for example, see the bibliography of the original (Schunk, 2012) and Schunk's (2012) translation.

According to the APA, a specific publishing city of the United States of America must include the name of the state abbreviated in two capital letters. For example, the city of New York is in the form of New York (NY), and the city of Boston is in the state of Massachusetts (MA). The city's name in other countries is enough to write the town's name.

The website address is included if the reference source is in print but has an online version. For example, see (Bransford, Brown, & Cocking, 2005). This website address can be in the form of http://www or information in the form of doi (digital object identifier). At this time, most scientific periodicals or electronic books already have this information.

Next is a discussion of reference sources published by the government. There are two types. The first is books/reports/articles written by teams or agents from government agencies; the second is the legislation (legal document). For the first type, the writing is the same as books/reports/articles published by any agency. The researcher must be able to identify who the team of authors/authors of the book/report/article is (state the names, if any), which is sometimes not written explicitly. If there is no name for the book authoring team, please state the publishing institution. The following is the order of writing for the first type:

Author, AB, or Name of Department/Agency. (YEARS). The title of the document is Subtitle (Report No. # [if available]). Location: Publisher.

An example of an application is the National Council of Teachers of Mathematics in the USA (NCTM, 2000), setting standards for learning mathematics. Other writing examples:

Author, AB, or Name of Department/Agency. (YEARS). The title of the document is Subtitle (Report No. # [if available]). Retrieved from [Agency Name (if not the same as author) website:] http://url

Department of the Prime Minister and Cabinet. (2008). Families in Australia: 2008. Australia. Retrieved from http://www.dpmc.gov.au/publications/families/index#contact

For the second type, it is not necessary to write the name of the author but to mention the name of the legislation immediately. For example, the body of the article referred to (Child Protection Act 1999(Qld), s.5.). Then in the bibliography, also written Child Protection Act 1999 (Qld), s.5. Another example is when referring to the Law of the Republic of Indonesia No. 14 (2005) or Permendiknas No. 22 (2006); where the name of the government institution does not need to be written as the author.

The bibliography is written at the end of the article. The same type and font size as the body of the article. The bibliography is sorted alphabetically. Everything that is referred to in the article must be written in the bibliography, and everything written in the bibliography must be referenced by writing what is referred to in the report. All citations must follow writing etiquette, especially when writing direct or indirect quotations.

**Conclusion**

The cover contains the results and conclusions of the description and can be added to the author's suggestions or recommendations. For this template to be applied in an orderly manner, the author can download the template and save the file on a personal computer by renaming the file and then superimposing the posts in this template with articles from the author, preferably gradually, without deleting subtitles, without changing the format. This template was written using Microsoft Word 2010. To make it easier to write reference sources, use software such as Endnote, Mendeley, Zotero, and so on.

**REGISTER LIBRARY**

This section provides an example of writing a citation source. Everything on this list can be traced in the body of this template article to learn how to write citations in text.

(Type: same author book with publisher)

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

(Type: e-book)

Bransford, JD, Brown, AL, & Cocking, RR (2005). How people learn: Brain, mind, experience, and school Retrieved from https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition

(Type: statutory law in foreign countries)

Child Protection Act 1999(Qld), s.5

(Type: journal article with more than six authors)

Fuchs, LS, Fuchs, D., Kazdan, S., Karns, K., Calhoon, MB, Hamlett, CL, & Hewlett, S. (2000). Effects of workgroup structure and size on student productivity during collaborative work on complex tasks. The Elementary School Journal, 100(3), 183-212. doi: 10.2307/1002151

(Type: journal article with less than six authors)

Janssen, J., Kirschner, F., Erkens, G., Kirschner, PA, & Paas, F. (2010). Making the black box of collaborative learning transparent: Combining process-oriented and cognitive load approaches. Educational Psychology Review, 22(2), 139-154. doi:10.1007/s10648-010-9131-x

(Type: book by one author from Indonesia)

Madya, S. (2011). Action research theory and practice (action research). Bandung: Alphabeta.

(Type: journal articles by Indonesian authors)

Nurgiyantoro, B. (2012). The meaning of the 2012 Indonesian SMA/MA National Examination Questions in Litera, Journal of Language, Literature, and Teaching Research, Volume 11, Number 2, October 2012, p. 167-179.

(Type: manual document/report of government institution/organization)

NCTM. (2000). Principles and standards for school mathematics. Reston, VA: Author.

(Type: legal document)

Permendiknas 2009 No. 22, Basic Competence of Pancasila Education and Citizenship of Elementary School Classes I-VI.

(Type: online article/online)

Purdue Online Writing Lab. (27/03/2015). APA Style. Reference list: Electronic sources (web publications). Retrieved 12 March 2017, from <https://owl.english.purdue.edu/owl/resource/>

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(Type: proceedings)

Retnowati, E. (2012, 24-27 November). Learning mathematics collaboratively or individually. Paper presented at the 2nd International Conference of STEM in Education, Beijing Normal University, China. Retrieved from [http://stem2012.bnu.edu.cn/data/short%](http://stem2012.bnu.edu.cn/data/short%25)20paper/ stem2012\_88.pdf.

(Type: edited book with four editors)

Ritter, FE, Nerb, J., Lehtinen, E., & O'Shea, TM (Eds.). (2007). To learn: how the sequence of topics influences learning. New York, NY: Oxford University Press.

(Type: book section)

Sahlberg, P. (2012). The most wanted: Teachers and teacher education in Finland. In L. Darling-Hammond & A. Lieberman (Eds.), Teacher education around the world: changing policies and practices. London: Routledge.

(Type: single-author book)

Schunk, DH (2012). Learning theories an educational perspective. Boston, MA: Pearson Education, Inc.

(Type: translated book)

Schunk, DH (2012). Learning theories from an educational perspective (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Student Library. (Original work published 2012).

(Type: two-author book)

Tabachnick, BG, & Fidell, LS (2007). Using multivariate statistics (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

(Type: three-author journal article)

Thomas-Hunt, MC, Ogden, TY, & Neale, MA (2003). Who's Sharing? Effects of social and expert status on knowledge exchange within groups. Management Science, 49(4), 464-477. doi: 10.2307/4133951

(Type: edited book with two editors)

Tobias, S., & Duffy, TM (Eds.). (2009). Constructivist instruction: success or failure? New York, NY: Routledge.

(Type: legal document)

RI Law 2005 No. 14, Teachers and Lecturers.