



Thesis Supervision and Examination Procedures

Faculty of Education
Universitas Persatuan Guru Republik Indonesia Semarang
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CHAPTER I

THE FINAL PROJECT COMPOSITION PROCESS

A. Definition of a FINAL PROJECT

A **final project** is an academic work compiled by a student as one of the requirements for obtaining a bachelor's degree (S1). A final project contains the results of research conducted systematically, based on the scientific method, and referencing relevant theories. The name of the Final Project course in each study programme is tailored to its specific characteristics.

B. Purpose of Writing a Final Project

The purpose of writing a final project is to provide students with learning experiences in solving problems scientifically by conducting research, analysing, drawing conclusions and compiling a report.

C. Benefits

1. Final Project writing is a 6-credit learning activity that guides students to integrate their learning experiences in addressing a problem in depth.
2. Writing a Final Project is a means of student learning to enhance the ability to integrate experience and skills.
3. Writing a Final Project provides students with the opportunity to practise presenting and solving problems scientifically.

D. Procedure for Submitting a Final Project Proposal

The submission of a Final Project proposal is carried out through the following steps:

1. The Dean, based on a proposal from the Head of the Study Programme (Kaprodi), appoints the principal supervisor (first) and co-supervisor (second) by issuing a letter of appointment.
2. With the letter of appointment and the supervisor's consent form (available from the administrative office of each Study Programme), students meet with their supervisors, submitting the consent form to both the first and second supervisors.
3. Students must submit 3 (three) documents to the administrative office of their respective study programmes (prodi), comprising:
 - (a) a Statement of Consent form completed by the first supervisor

and countersigned by the Head of Programme, (b) the Statement of Consent form completed by the second supervisor and countersigned by the Head of Programme, and (c) the Statement of Non-Plagiarism completed by the student.

4. Students submit a research topic proposal, beginning with the presentation of the problem to be studied to the first and second supervisors.
5. The research topic proposal is accompanied by an outline appendix, which is a brief summary of the structure of the chosen final project proposal and is supplemented by the results of the initial assessment in the form of an appendix.
6. Subsequently, the final project research topic, which has been approved by the first and second supervisors, is endorsed by the Head of the Study Programme and produced in four (4) copies, one each for the Head of the Study Programme, the first supervisor, the second supervisor, and the student concerned. The format for submitting the topic is set out in Appendix 1.
7. The student attends regular and scheduled supervision sessions as agreed with the supervisors during the preparation of the final project proposal.
8. Following the supervision sessions, the first and second supervisors shall approve the research proposal by signing it. On the basis of this proposal, the student may submit an application for a Research Permit to carry out the research.
9. The process and duration of final project supervision are determined by mutual agreement between the supervisors and the student. Supervision of the final project proposal and the final project itself must take place over a minimum of 12 (twelve) sessions.
10. The maximum duration of supervision is 4 (four) semesters. If the student is unable to complete the final project within this period, they may consider changing the research topic and renewing the supervision process, and may also propose a change of supervisor.
11. The final project supervision process is deemed complete once the first and second supervisors have given their approval for the final project to be examined by the Final Project Examination Committee. The final project supervision book is approved by the Head of the Study Programme.
12. Students must complete the academic and administrative requirements forms for the final project examination in accordance with the applicable regulations.

13. Students submit 3 (three) copies of the final project ready for examination to the administrative office of their respective programmes to schedule the final project examination.
14. The final project examination is scheduled by the programme.

E. Final Project Supervision

The final project supervision process is carried out as follows:

1. The final project supervision process begins from the drafting of the research proposal until the final project is completed.
2. Student supervisors are appointed by the Dean upon the recommendation of the Head of the Study Programme, based on their area of expertise.
3. The appointment of final project supervisors takes place in the sixth semester, except for students who have not yet met the requirements
4. In writing their final project, students are supervised by two supervisors, referred to as the first and second supervisors.
5. The first supervisor is preferably a permanent lecturer holding at least the academic rank of Lecturer or a Doctorate, appointed upon the recommendation of the Head of the Study Programme.
6. The second supervisor is preferably a permanent lecturer who already holds an academic functional position.
7. Supervisors are responsible for guiding all components of the final project manuscript (academic content, language, and formatting) from the determination of the research topic until the completion of the research report.
8. Final Project supervisors are also responsible for supervising, examining and assessing the final project.
9. The first and second supervisors must share the same commitment to completing the final project supervision. Should there be a difference of opinion between the first and second supervisors, it is expected that this will be resolved wisely in an academic atmosphere, with the Head of Programme acting as mediator.

F. Requirements for Taking the Final Project Examination

Students must submit the required documents for the final project examination to the study programme and subsequently to the faculty administration office as follows.

1. Academic requirements

Study Plan Card (KRS) from the first to the final semester, showing that the student only needs to take the final project examination. The KRS must be approved by the Academic Advisor, subject to the following conditions:

- a. The student has completed all compulsory and elective courses, in accordance with the curriculum structure applicable to the study programme.
 - b. A minimum Cumulative Grade Point Average (CGPA) of 2.5 with a minimum grade of C.
2. Administrative Requirements
- a. The final project is ready for examination, as confirmed by the signatures of both supervisors, and has been approved by the Head of the Study Programme.
 - b. The student must submit photocopies of:
 1. proof of full payment of tuition fees for all semesters,
 2. proof of payment for the final project examination,
 3. the latest academic transcript,
 4. three (3) copies of the final project manuscript approved by the supervisors and the Head of the Study Programme, placed in a green folder, and
 5. Possess proof of submission and acceptance (Letter of Acceptance/LoA) of the final project article and/or possess a product/work that holds Intellectual Property Rights.

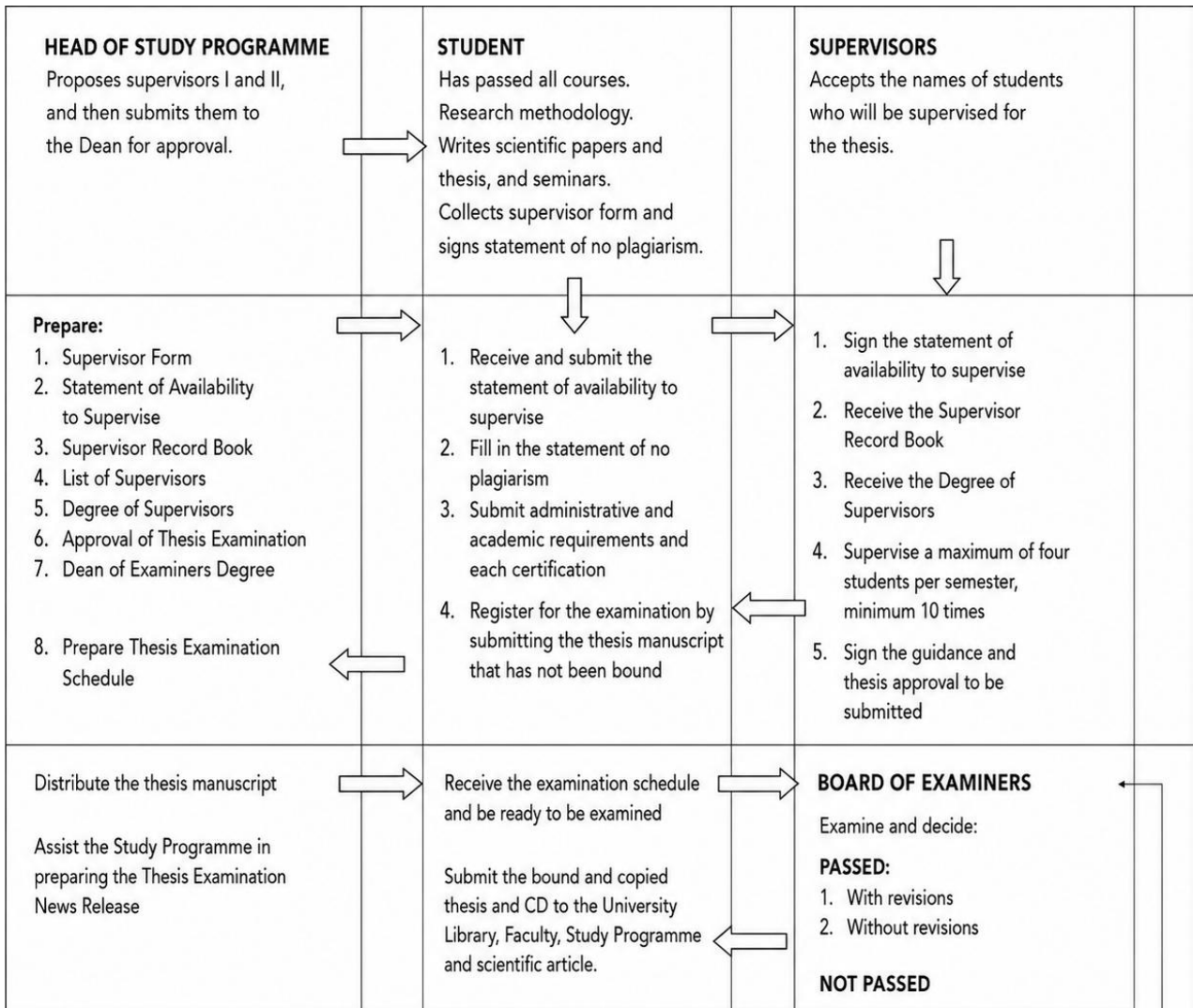
G. Final Project Examination Process

- a. The final project examination is conducted in accordance with the schedule and venue set by the programme.
- b. Examiners must have received the final project manuscript at least 3 (three) days before the examination takes place.
- c. The final project examination is conducted as a hearing by the Final Project Examination Board, comprising the Dean as chair, the Head of Programme as secretary, the principal examiner as first examiner, second examiner, and third examiner
- d. If the Dean and/or the Head of the Study Programme are unable to attend, the role of chair and/or secretary of the examination board may be taken over by the supervisor/first examiner.
- e. The Final Project Examination Board meeting must be attended by the first

examiner, the second examiner, and the third examiner. Should one of the examiners be absent, the examination shall be postponed for up to 10 minutes and may be replaced by another examiner.

- f. The final project examination is conducted in person within a timeframe of a minimum of 1 (one) hour and a maximum of 1.5 hours, with 15 minutes allocated for the presentation and the remaining time used for a question-and-answer session.
- g. The final project examination is opened by the Dean or the person appointed as Chair of the Final Project Examination Board, and may proceed validly if the student declares themselves fit and able to undertake the examination.
- h. The Final Project examination is closed; no one other than the student concerned and the Examination Board may attend.
- i. During the Final Project examination, students are required to wear a white long-sleeved shirt, black trousers, a tie, and the university gown. The Examination Board shall wear formal attire, comprising a suit and tie.
- j. At the end of the Final Project examination, the Examination Board holds a meeting to determine the outcome of the examination, categorised as: passed without revision, passed with revision, or failed.
- k. In the event that a student is declared to have passed with revisions, the Examination Board sets a deadline for the completion of revisions, which is agreed upon by the student via a Statement of Revision Deadline.
- l. In the event that a student is declared to have failed, the Examination Board determines a course of action in consultation with the Head of the Study Programme.
- m. The Final Project Examiner Secretary is required to draw up the minutes of the final project examination and document the results of the examination.

H. Flowchart for Final Project Submission and Examination



CHAPTER II

STRUCTURE OF THE PROPOSAL AND FINAL PROJECT

Before writing the Final Project, students are required to prepare a proposal first. When preparing both the proposal and the final project, students must adhere to the applicable structure. Broadly speaking, there are three main sections in both the proposal and the Final Project: the introductory section, the main body, and the concluding section. The structure of both is as follows:

A. Structure of the Proposal

The introductory section of the proposal contains: the cover page, the title page, and the approval page. The main body of the proposal contains: the title, background of the problem, problem identification, problem limitations, problem formulation, research objectives, research benefits, theoretical review, and research methodology. The concluding section contains the bibliography. The order of presentation in the manuscript is as follows:

1. Quantitative Research

COVER PAGE TITLE

PAGE APPROVAL PAGE

TITLE

A. Background

B. Problem Identification

C. Problem Definition

D. Problem Statement

E. Research Objectives

F. Research Benefits

G. Definition of Terms (for qualitative research)

H. Theoretical Review and Hypotheses, comprising: theoretical framework, relevant research studies, conceptual framework, and hypotheses.

I. Research Methodology, comprising: research type/design, research variables, operational definitions, population, sample, sampling techniques, research location and time, data collection instruments, and data analysis techniques (if applicable).

J. REFERENCES

2. **Experimental Research**

COVER PAGE TITLE PAGE

TITLE APPROVAL PAGE

- A. Background
- B. Problem Identification
- C. Problem Delimitation
- D. Formulation of the Problem
- E. Research Objectives
- F. Research Benefits
- G. Theoretical Review and Hypotheses, comprising: theoretical framework, relevant research studies, conceptual framework, and research hypotheses.
- H. Research Methodology, comprising: research type/design, research variables, operational definitions, population, sample, sampling techniques, research location and time, experimental process (comprising preparation, implementation and conclusion of the experiment), methods (data collection instruments), data analysis techniques, research instruments, analysis techniques and analysis requirements.
- I. REFERENCES

3. **Survey Research** COVER

PAGE TITLE PAGE TITLE

APPROVAL PAGE

- A. Background
- B. Research Questions
- C. Research Objectives
- D. Research Benefits
- E. Definition of Terms
- F. Literature Review, comprising: theories relevant to the research variables and research articles from journals related to the research problem, and a conceptual framework

- G. Research Methodology, comprising: time and place, research location, sample population and sampling, research instruments, procedures or methods of implementation, data collection techniques, and data analysis and interpretation.

REFERENCES

4. Qualitative Research

COVER PAGE TITLE PAGE

TITLE APPROVAL PAGE

- A. Research Context (background to the problem and rationale)
- B. Research Focus (detailed into the research problem and research questions)
- C. Research Objectives
- D. Research Benefits
- E. Definition of Terms
- F. Theoretical Review, comprising: theories relevant to the research focus and conceptual framework.
- G. Research Methodology, comprising: research approach, research location and setting, data, data sources and research instruments, data collection procedures, data validity, data analysis methods, research stages.

REFERENCES

5. Action Research (PTK & PTBK).

COVER PAGE TITLE PAGE

TITLE APPROVAL PAGE

- A. Background
- B. Problem Identification
- C. Problem Delimitation
- D. Formulation of the Problem
- E. Research Objectives
- F. Research Benefits
- G. Theory and Hypothesis Review, comprising: theoretical framework, relevant research studies, conceptual framework, and action hypotheses

H. Research Methodology, comprising: research setting, research procedures/cycle, data collection, research instruments, data analysis techniques, and action hypotheses

I. Success Indicators.

REFERENCES

6. Development Research

COVER PAGE TITLE PAGE

TITLE APPROVAL PAGE

A. Research Title

B. Background

C. Formulation of the Problem

D. Development Objectives

E. Specifications of the Expected Product

F. Importance of Development

G. Assumptions and Limitations of Development

H. Definition of Terms

I. Literature Review

J. Relevant Research Review

K. Theoretical Framework

L. Research Hypotheses

M. Type of Research

N. Research Procedures:

1. Preliminary Study Stage, comprising: research setting, research instruments, data sources, data collection techniques, data analysis techniques, data validity testing.
2. Development Stage, comprising: development model, design validation, design revision, product testing. Product testing comprises: test design, test subjects, data types, data collection instruments, data analysis techniques.
3. Testing stage, comprising: research location and timing, research variables, research methods and design, population and sample, sampling techniques, data collection methods, research instruments, data analysis techniques

Note: In the Research and Development approach undertaken by undergraduate students of the Faculty of Education, the process only extends to **the Final Product Draft**; therefore, the testing stage in the research procedure does not need to be included in the proposal.

REFERENCES

B. Final Project Structure

A Final Project is a development of the proposal that has been drafted by the student and approved by the supervisor. Broadly speaking, a Final Project consists of three parts: the introductory section, the main body, and the concluding section.

The introductory section contains: the outer cover, inner cover, approval page, certification page, motto and dedication, declaration of originality, abstract, preface, table of contents, list of abbreviations and symbols, list of tables, list of figures, and list of appendices. The main body comprises: Chapter 1: Introduction, Chapter II: Theoretical Review, Chapter III: Research Methodology, Chapter IV: Research Findings and Discussion, Chapter V: Conclusions and Recommendations, including Research Limitations.

The concluding section comprises: the bibliography and appendices.

The layout of the manuscript is adapted to the type of research, as follows.

1. Quantitative Research

COVER PAGE
TITLE PAGE
APPROVAL PAGE
MOTTO AND DEDICATION
DECLARATION OF ORIGINALITY
ABSTRACT
FOREWORD
TABLE OF CONTENTS
LIST OF TABLES (if any)
LIST OF FIGURES (if any)
LIST OF APPENDICES
CHAPTER I INTRODUCTION

- A. Background
- B. Problem Identification
- C. Scope of the Problem

- D. Formulation of the Problem
- E. Research Objectives
- F. Research Benefits
- G. Operational Definitions of

Variables CHAPTER II

THEORETICAL REVIEW

- A. Theoretical Review of the Dependent Variable
- B. Theoretical Review of the Independent Variables
- C. Theoretical Framework
- D. Research Hypotheses

CHAPTER III RESEARCH METHODOLOGY

- A. Research Location and Time
- B. Research Variables
- C. Research Methods and Design
- D. Population, Sample and Sampling
- E. Data Collection Techniques and Research Instruments
- F. Data Analysis Techniques (including tests of analytical assumptions)
- G. Statistical Hypotheses

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

- A. Description, Location and Research Subjects
- B. Description of Research Data
- C. Data Analysis Assumptions Test
- D. Hypothesis Testing
- E. Discussion

CHAPTER V CONCLUSIONS, RECOMMENDATIONS, RESEARCH LIMITATIONS

- A. Conclusions
- B. Recommendations
- C. Limitations of the

Study REFERENCES

APPENDIX

2. Experimental Research

COVER

PAGE	TITLE	PAGE
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APPROVAL PAGE

MOTTO AND DEDICATION

DECLARATION OF ORIGINALITY

ABSTRACT

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LIST OF TABLES (if required)

LIST OF FIGURES (if required)

LIST OF APPENDICES

CHAPTER I INTRODUCTION

- A. Background
- B. Problem Identification
- C. Scope of the Problem
- D. Formulation of the Problem
- E. Research Objectives
- F. Research Benefits
- G. Operational Definitions of

CHAPTER II THEORETICAL REVIEW

- A. Theoretical review of the dependent variable
- B. Theoretical review of the dependent variable, definition, influencing factors, indicators/characteristics of the variable.
- C. Theoretical review of the dependent variable: definition, purpose, steps
- D. for implementation
- E. Relevant Research Findings
- F. Theoretical Framework
- G. Research Hypotheses

CHAPTER III RESEARCH METHODOLOGY

- A. Research Location and Time
- B. Research Design (determining the experimental design used)
- C. Variables in the Experiment (experimental variables, non-experimental variables)
- D. Experimental Design (experimental preparation: determining control and experimental groups, implementation, and conclusion of the experiment)
- E. Data Collection Techniques
- F. Research Instruments (including instrument pilot testing)

G. Data Analysis (including tests of analytical assumptions)

H. Statistical Hypotheses

CHAPTER IV RESEARCH RESULTS AND DISCUSSION.

A. Description of Research Subjects

B. Description of the Experiment

C. Description of Pre-test and Post-test Data (including a description of each indicator)

D. Data Analysis Tests (including tests of analytical assumptions)

E. Hypothesis Testing

F. Discussion

CHAPTER V CONCLUSIONS, RECOMMENDATIONS AND RESEARCH LIMITATIONS.

A. Conclusions

B. Recommendations

C. Limitations of the

Research REFERENCES

APPENDICES

3. Survey Research

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DECLARATION OF ORIGINALITY

ABSTRACT

FOREWORD

TABLE OF CONTENTS

LIST OF TABLES (if applicable)

LIST OF FIGURES (if applicable)

LIST OF APPENDICES

CHAPTER I INTRODUCTION

A. Background of the Problem

B. Formulation of the Problem

- C. Research Objectives
- D. Research Benefits
- E. Definition of Terms

CHAPTER II

THEORETICAL

REVIEW

- A. Theories related to the research subject and research variables
- B. Relevant Research Findings (research articles)
- C. Conceptual Framework

CHAPTER III RESEARCH METHODOLOGY

- A. Research Approach (researcher's presence in the field)
- B. Research Location and Time
- C. Population, Sample and Sampling
- D. Research Instruments
- E. Research Procedures
- F. Data Collection Techniques
- G. Data Analysis and Interpretation

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

- A. Description of Research Subjects
- B. Description of Research Findings
- C. Data Analysis
- D. Discussion

CHAPTER V CONCLUSIONS, RECOMMENDATIONS, AND RESEARCH LIMITATIONS

- A. Conclusions
- B. Recommendations
- C. Limitations of the

Research REFERENCES

APPENDIX

4. Qualitative Research

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LIST OF FIGURES (if required)

LIST OF APPENDICES

CHAPTER I INTRODUCTION

- A. Research Context (background to the problem and rationale)
- B. Focus of the Research (detailed into formulation of the problem and research questions)
- C. Research Objectives
- D. Research Benefits
- E. Definition of Terms

CHAPTER II THEORETICAL REVIEW

- A. Theoretical Framework Research Focus
- B. Review of Relevant Research Findings (if any)

CHAPTER III RESEARCH METHODOLOGY

- A. Research Approach (researcher's presence in the field)
- B. Research Setting (location and context of the research)
- C. Data, Data Sources, and Research Instruments
- D. Data Collection Procedures
- E. Data Validity
- F. Data Analysis Methods
- G. Research Stages

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

- A. Description of the research subjects
- B. Research Findings
- C. Analysis and Discussion

CHAPTER V CONCLUSIONS, RECOMMENDATIONS AND RESEARCH LIMITATIONS

- A. Conclusions
- B. Recommendations
- C. Limitations of the

Research REFERENCES

APPENDIX

5. Action Research (PTK & PTBK)

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CHAPTER I

INTRODUCTION

- A. Background
- B. Identification of the Problem
- C. Scope of the Problem
- D. Formulation of the Problem
- E. Problem Solving
- F. Research Objectives
- G. Benefits Research

CHAPTER II

THEORETICAL

REVIEW

- A. Theoretical Review of Problem Variables
- B. Theoretical Review of Action Variables
- C. Theoretical Framework
- D. Action Hypotheses

CHAPTER III RESEARCH METHODOLOGY

- A. Research Setting
- B. Research Procedures/Cycle
- C. Data Collection Techniques
- D. Research Instruments

E. Data Analysis Techniques

F. Performance Indicators

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Description of Initial Conditions

B. Description of Research Implementation

C. Presentation of Data and Research Analysis

D. Discussion

CHAPTER V CONCLUSIONS, RECOMMENDATIONS, AND RESEARCH LIMITATIONS

A. Conclusions

B. Recommendations

C. Limitations of the Study

REFERENCES

APPENDIX

6. Research and Development

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PAGE APPROVAL

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CHAPTER I INTRODUCTION

A. Background

B. Formulation of the Problem

C. Development Objectives

D. Specifications of the Expected Product

E. Importance of Development

F. Assumptions and Limitations of the Development

G. Explanation of

CHAPTER II

THEORETICAL

REVIEW

- A. Theoretical Framework
- B. Relevant Research Review
- C. Theoretical Framework
- D. Research Hypotheses

CHAPTER III RESEARCH METHODOLOGY

- A. Type of Research
- B. Development Procedures:
 - 1. Preliminary Study Stage, comprising: research location, research instruments, data sources, data collection techniques, data analysis techniques, and data validity testing.
 - 2. Development Stage, comprising: development model, design validation, , product testing. Product testing includes: test design, test subjects, data types, data collection instruments, data analysis techniques.
 - 3. Testing Phase, including: research location and timing, research variables, research methods and design, population and sample, sampling techniques, data collection methods, research instruments, data analysis techniques.

CHAPTER IV RESULTS OF THE DEVELOPMENT AND DISCUSSION

- A. Description of Preliminary Study Results
- B. Description of Development Results
- C. Description of the Results of the Effectiveness Test
- D. Key Findings
- E. Discussion of Development Results

CHAPTER V CONCLUSIONS, RECOMMENDATIONS, AND RESEARCH LIMITATIONS

- A. Conclusions
- B. Recommendations
- C. Research Limitations

REFERENCES

APPENDIX

CHAPTER III

ASSESSMENT CRITERIA, PASSING STANDARDS, AND PLAGIARISM

A. Assessment Criteria

1. Quality of the Final Project manuscript

The study programme assesses the final project manuscript prior to the examination, with assessment criteria covering the following aspects.

- a. Reasoning; namely a continuous line of thought from the formulation of the problem to the conclusion, which includes, amongst other things, the conceptual framework, the formulation of hypotheses, the selection of research methods, and the discussion of research results (20%).
- b. Originality; covering the topicality, rarity, and urgency of the problem under investigation or the presence of differences from previous similar research (15%).
- c. Formatting; relating to the structure, preface, table of contents, list of tables/figures/graphs, chapters (final project structure), titles, subheadings, sub-subheadings, sub-sub-subheadings, numbering system, paragraph layout, citation, referencing, use of upper and lower case letters, italics/bold/underlining, and the writing of the bibliography (15%).
- d. Language; correct and appropriate use of Indonesian, sentence structure, and word choice (10%).

2. Presentation

Assessment of presentation is carried out during the final project examination. This assessment covers the following aspects.

- a. Presentation of material; covering attitude and style of delivery, organisation, clarity, and appeal, as well as the use of media and technology (10%).
- b. Mastery of the material; covering the breadth and depth of the explanation/ideas, and the completeness and accuracy of the sources used (15%).
- c. Attitude and behaviour in providing answers, arguments,

honesty/openness, and objectivity (10%).

- d. Language; appropriateness of word choice, scientific language (not oratory/propaganda), and lack of emotionality (5%).

B. Passing Standards and Follow-up

1. Passing Standards

- a. Prior to the examination, the examination may be cancelled and the final project declared unfit for examination because:
 - 1) the final project still falls below the standards set by the examiners and approved by the Examination Board.
 - 2) the final project is a case of plagiarism, as determined by the examiner with strong evidence.
- b. Once the examination has taken place, the Examination Board may declare:
 - 1) that the result is deferred; if there is a serious error such that no agreement can be reached amongst the Examination Board, and the decision is referred to the Faculty Senate.
 - 2) pass; if the average of all assessment results is at least a C (60–65). In this case, there is the possibility of passing without revision or passing with revision.

2. Follow-up

- a. Students whose final project examination has been declared invalid may reapply once their final project has been deemed ready for examination by their Supervisor.
- b. Students whose graduation has been deferred must comply with the decision of the Faculty Senate and will be declared passed after rectifying their errors.
- c. Students who are declared to have passed without revisions must immediately bind their final project and submit it to the Study Programme and the Central Library in accordance with the stipulated regulations.
- d. Students who are declared to have passed with revisions must immediately make the necessary corrections and consult with their Supervisor within the specified timeframe. If they are unable to complete the revisions within the specified timeframe, their graduation will be cancelled and they must retake the final project examination at the full examination fee.

- e. Each student is given the opportunity to sit the final project examination up to three times; for the second and third attempts, only the examination fee is payable.
- f. If, after three final project examinations, the student has still not passed, they are required to change the title and undergo further supervision, as well as pay the fees for both supervision and the examination again.
- g. The time limit between the first and second examinations, and between the second and the third examination is a maximum of one year; if this period is exceeded, the student in question will be deemed to have failed.

C. Plagiarism and How to Address It

1. Plagiarism is the literary theft of another person's work. This theft takes the form of claiming another person's ideas, opinions, facts, images, conclusions and words as one's own. It occurs when one quotes another person's ideas, opinions, facts, images, conclusions and words, in part or in full, without citing the original source.
2. Such quotation does not constitute plagiarism if the original source is cited. The source may be written, oral, published, or unpublished. There are several ways to cite a source, namely:
 - a. Direct quotations, exactly as written in the original source, cite the author's name, year of publication, and page number, immediately following the quotation in brackets (in accordance with the American Psychological Association's "in-text citation" system). Direct quotations of fewer than 40 words (4 lines) are included within the body of the text, whilst those exceeding 40 words are written outside the body of the text, single-spaced, indented seven characters from the left margin and three characters from the right margin.
 - b. Indirect quotations should only take the idea/concept and express it in your own words, whilst also citing the original author's name, year of publication, and page number in brackets.

For indirect quotations spanning more than one paragraph, the source is cited for each paragraph.

CHAPTER IV

GUIDELINES FOR WRITING A FINAL PROJECT

A. Paper Types and Sizes, and Writing Format

1. Paper type and size: 80 gsm A4-sized HVS paper (A4: 21.00 cm x 29.70 cm).
2. Typing: single-sided only, not double-sided, 4 cm from the top and left margins, and 3 cm from the right and bottom margins.
3. Font: Microsoft Word (MS Word), Times New Roman, size 12.
4. Spacing: text should be left- and right-aligned, with the following spacing:
 - a. 2 lines between paragraphs (main text).
 - b. Space between chapter title and start of text: 3.5 lines.
 - c. Spacing between sub-chapters and text: 2 lines.
 - d. Direct quotations of fewer than 40 words (4 lines) should be typed within the body of the text, enclosed in quotation marks and double-spaced.

Example:

Sardiman (2006: 73) states that “motivation is a change in energy within a person, characterised by the emergence of feelings and preceded by a response to the existence of a goal”.

- e. Direct quotations of more than 40 words are typed single-spaced, indented 7 (seven) characters from the left margin and 3 characters from the right margin, without quotation marks. Example:

The functions and objectives of the Social Studies (IPS) subject in the School-Based Curriculum are as follows. Social Studies (IPS) in primary school serves to develop pupils’ knowledge, values, attitudes, and skills regarding Indonesian society, nation, and state. Therefore, Social Studies instruction holds a strategic position in shaping pupils’ behaviour. This strategic position aligns with the learning objectives of Social Studies in the School-Based Curriculum (KTSP), namely: (1) teaching the basic concepts of sociology, geography, economics, and history, through pedagogical and psychological approaches; (2) developing critical and creative thinking, inquiry, problem-solving, and social skills; (3) building commitment to and awareness of social and humanitarian values; and (4) enhancing the ability to cooperate and compete within a diverse society, both nationally and globally (Ministry of National Education, 2006: 2).

5. Chapter, chapter number and chapter title: always typed on a new page, centred. Chapters are written in all capital letters without full stops, chapter numbers are written in Roman numerals without full stops, and are in bold, i.e.: **CHAPTER I, CHAPTER II, CHAPTER III, CHAPTER IV, CHAPTER V**. Chapter title: typed below CHAPTER, in all capital letters, with 1.5 line spacing in MS Word (if more than one line).
6. Subheadings are written with capitalised letters followed by a full stop, and in bold (**A., B., C.**, and so on), with the first letter of each word capitalised, except for conjunctions; they are typed starting from the first letter of the subheading, with the following sentence as a new paragraph.
7. Sub-subheadings are written with Arabic numerals followed by a full stop (1., 2., 3., and so on) as a paragraph, with capital letters only at the start of the sentence, except for names and abbreviations which are in bold; the following sentence is written starting from the first letter of the sub-subheading.
8. Sub-subheadings use lowercase letters followed by a full stop (a., b., c., and so on), with capitalisation only at the start of the sentence, except for names and abbreviations, which are in italics; they are written starting from the first letter of the sub-subheading, and the following sentence as a new paragraph.
9. Paragraphs: the first line is typed starting at the seventh space from the left margin (1.1 cm); the second line and subsequent lines are aligned flush with the first letter.
10. Page layout should be as full as possible, with no unnecessary blank spaces, except for (a) chapter breaks, (b) paragraph breaks, (c) the writing of formulas and their explanations, and (d) the inclusion of figures, charts, graphs and their captions.
11. **The MOTTO AND DEDICATION**, as the heading, should be written in capital letters, centred, in bold type, without full stops or other punctuation marks, and not underlined. The motto may be the author's own or quoted from another person, provided the source is cited. The dedication is reserved for parents and the alma mater. The motto and dedication are typed in Times New Roman 12-point font; if there is more than one, they should be numbered (not using symbols).
12. **FOREWORD** as a heading is written in capital letters, centred, in bold, without full stops or other punctuation, and not underlined. The text of the foreword is typed with a three-line space from the heading. The first line of

each paragraph is indented seven spaces from the left margin, whilst subsequent lines begin flush with the left margin. If the title final project is mentioned in the foreword or within the body of the final project, the title is placed within quotation marks (“...”), with the first letter of every word (except function words) capitalised. The name of the city (location), date, month (written in full), and year of the final project’s completion are placed at the bottom right, three spaces below the last line of text; whilst the word “author” (the author’s name is not included) is placed below the city name, 1.5 spaces down. The date, month and year are stated in accordance with the date of completion of the final project. No full stop or other punctuation mark is used after the year or the word “author”. A comma is placed between the city name and the date. Acknowledgements in the preface are directed to the Rector, Dean, Head of the Study Programme, Supervisor, and the research institution.

13. **LIST OF TABLES** as a heading is written in capital letters, centred, in bold, without a full stop or any other punctuation, and is not underlined.
14. **LIST OF DIAGRAMS** as a heading is written in capital letters, centred, in bold, without a full stop or any other punctuation, and is not underlined.
15. The heading ‘**LIST OF FIGURES**’ is written in capital letters, centred, in bold type, without a full stop or any other punctuation mark, and is not underlined. The List of Figures includes diagrams and graphs.
16. **LIST OF APPENDICES** as a heading is written in capital letters, centred, in bold type, without full stops or other punctuation marks, and is not underlined.

B. Language and Style

1. The language used in the final project is standard Indonesian, which is correct and proper, in accordance with the General Guidelines for Indonesian Spelling (PUEBI).
2. Sentences used must be complete, consisting of a subject, predicate, object, and modifier. Passive voice should be used to avoid the use of second-person pronouns (you) and/or third-person pronouns (he, she, it), whilst first-person pronouns (I, me) should be replaced with the word “the author”.
3. Foreign words, which are not Indonesian (including Javanese or other regional languages), should be italicised.

4. Conjunctions within a sentence (e.g. but, so, because, and, whereas, which, etc.) must not be placed at the beginning of a sentence.

C. Writing Numbers

1. Single-digit numbers within the text (main body) are written in words, for example: “This final project is composed of five chapters”, not “This final project is composed of 5 chapters”.
2. Two-digit or higher numbers are written using Arabic numerals, for example: “Following amendments, the 1945 Constitution consists of more than 150 articles”, not “Following amendments, the 1945 Constitution consists of more than one hundred and fifty articles”.
3. At the beginning of a sentence, numbers are written out in words. For example, “Five chapters of this final project cover ...”, or “One hundred and fifty articles of the amended 1945 Constitution are ...”, not “5 chapters of this final project cover ...” or “150 articles of the amended 1945 Constitution are ...”. In general, sentences always begin with a letter, not a number.
4. Decimal numbers are written with three digits after the decimal point, for example: “The correlation coefficient between variables X and Y is 0.678”, not “The correlation coefficient between variables X and Y is 0.68”.

D. Tables, Formulas, Figures, Graphs and Charts

1. Table titles, written with a capital letter at the start of each word and for names or abbreviations, are placed above the table, centred, with Arabic numerals for the sequence number, without a full stop, and single-spaced.
2. Table captions (if any) are written with capital letters on a single-spaced line, placed below the table, starting from the left-hand edge of the table.
3. Tables extending beyond one page must be accompanied by a table title on the following page.
4. The table source is written below the table with a single-line spacing.
5. Formula titles are written with a capital letter at the start of each word, and for names or abbreviations, are placed above the formula, centred. Sequence numbers use Arabic numerals according to the chapter, placed at the right-hand margin.

Example of a table:

Table 7.
Frequency Distribution of Pre-test Self-Confidence
of Year 7 Students at State Junior High School
12, Semarang

Interval Value	F	Midpoint (X)	fX	fX ²
41 – 47	2	44	88	3,872
48–54	4	51	204	10,404
55 – 61	7	58	406	23,548
62–68	6	65	390	25,350
69–75	7	72	504	36,288
76–82	10	79	790	62,410
83–89	3	86	258	22,188
90–96	1	93	93	8,649
Σ	40	548	2,733	192,709

Source: Analysis of Research Results 2014

1. Formula notes, written in capital letters on a separate line, single-spaced, placed at the bottom left of the formula.

Example:

Formula for the t-test with two independent variables:

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1}{n_1} + \frac{S_2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) + \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

Notes:

r = Correlation coefficient X_1 with X_2 n = Sample size

\bar{x}_1 = Mean of the first sample \bar{x}_2 = Mean of the second sample

S_1 = Standard deviation of the first sample

S_2 = Standard deviation of the second sample

S_1 = Variance of the first sample

S_2 = Variance of the

second sample (Ridwan,

2007; 126)

E. Numbering System

1. Page numbering

- a. The title page through to the list of appendices are numbered consecutively

using lowercase Roman numerals without any additional symbols, and are centred at the bottom, namely: i, ii, iii, iv, v, and so on.

- b. From Chapter I onwards through to the appendices, Arabic numerals are used without any additional symbols, namely 1, 2, 3, 4, 5, and so on.
 - c. On pages containing chapter titles, the page number is placed at the bottom centre, one centimetre from the bottom margin, whilst on other pages without chapter titles, the page number is placed in the top right-hand corner, one centimetre from the top margin.
2. Numbering and writing of chapter titles
 - a. Chapter numbers use uppercase Roman numerals without dots, namely: **CHAPTER I, CHAPTER II, CHAPTER III, CHAPTER IV, and CHAPTER V**. They are centred on the first line and stand alone, not joined to the chapter title, and are printed in bold.
 - b. Chapter titles are written in all capital letters, centred, below the word 'Chapter', without underlining, without full stops, and in bold.
 3. Numbering and writing of chapter subheadings
 - a. The sequential numbering of chapter subheadings uses capital letters with full stops, namely: A., B., C., D., and so on.
 - b. Chapter subheadings are written starting from the left margin, with a capital letter at the beginning of each word, in bold, without underlining, without full stops, and the following line constitutes a new paragraph, written starting from the sixth space from the left margin.
 4. Numbering of sub-subheadings
 - a. The numbering of sub-subheadings uses Arabic numerals with a full stop, namely: 1., 2., 3., and so on.
 - b. Chapter subheadings are written with capital letters only at the beginning of the first word of the sentence, except for names and/or abbreviations; they form a new paragraph, are in bold, are not underlined, have no full stop, and the following sentence begins at the left margin.
 5. Numbering of sub-subheadings
 - a. Sub-subheadings within a chapter are numbered using lowercase letters followed by a full stop, namely: a., b., c., and so on.
 - b. Sub-subheadings of a chapter are written with capital letters only at the beginning of the first word of the sentence, except for names and/or abbreviations; they begin with the first letter of the word in the sub-

subheading, are not printed in bold but **are italicised** or underlined, without a full stop, and the following sentence is a new paragraph.

6. Subsequent numbering, following the sub-subheadings
 - a. Subsequent numbering, unless strictly necessary or required, should not continue sequentially downwards.
 - b. If it is necessary and required to continue using sequential numbering, the following numbering sequence may be used: 1), 2), 3), and so on without full stops; sub-sections: a), b), c), and so on without full stops; sub-sections of these: (1), (2), (3), and so on without a full stop; and sub-sections of these (the last ones): (a), (b), (c), and so on without a full stop.

Example of numbering sequence.

CHAPTER II THEORETICAL REVIEW

A. Learning and Teaching

1. Definition of learning
2. Learning objectives
3. Learning factors
 - a. Internal factors
 - 1) Positive internal factors
..... include (a). ; (b). Etc
.....include:
a).
b).
 - 2) Negative internal factors
 - b. External factors
4. Learning outcomes
 - a. Definition of learning outcomes
 - b. Types of learning outcomes

B. Learning models

1. Definition of learning models
2. The team games tournaments learning model
 - a. Definition of the team games tournaments learning model
 - b. Syntax of the team games tournaments learning model
 - 1) Step 1

2) Step 2

- c. Advantages of the team games tournaments learning model)

.....and so on

Note: Titles should not contain explanations, including abbreviations. Explanations and abbreviations may be provided in the text and only upon first mention.

All punctuation marks (full stop, semicolon, colon, question mark, exclamation mark, opening quotation mark, closing quotation mark) are written without spaces.

CHAPTER V
CONTENTS OF THE PROPOSAL
AND FINAL PROJECT

A. Proposal Section

1. Outer Cover

The proposal cover page includes, amongst other things

- a. The logo of the Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS)
- b. Final Project title
- c. The words '**FINAL PROJECT PROPOSAL**',
- d. The name of the final project proposal author and Student Identification Number (NPM), and
- e. the Study Programme, Faculty, University, and year of completion of the final project proposal.

All text on the front cover must be written in **capital letters and in bold type**. The font and layout of each section must be symmetrical. The font size used must be 12–16 points. An example of the front cover can be found in Appendix 2.

2. Inside cover

The inside cover includes, amongst other things:

- a. The logo of the Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS)
- b. Final Project proposal title
- c. The word FINAL PROJECT PROPOSAL,
- d. Purpose of the final project proposal (Submitted to the Faculty of Education, UPGRIS, for the preparation of a final project)
- e. Name of the final project proposal author and Student Identification Number (NPM), and
- f. Study Programme, Faculty, University, and the year of the final project proposal's preparation.

All text on the inside cover page must be written in capital letters (except for the purpose of the final project proposal, where only the first word is capitalised, whilst function words are written in lower case) and set in bold. The font and layout of each section must be arranged systematically. The font size used must be 12–16 point. An example of the outer cover page can be found in Appendix 3.

3. Approval

The proposal approval page contains:

- a. The words FINAL PROJECT PROPOSAL,
- b. Final Project title
- c. Prepared and submitted by ... Student ID ...
- d. Has been approved by the supervisor to proceed with the preparation of the final project on ... day of ... month ... year ... and
- e. The signatures and full names, along with the NIP or NPP, of the first and second supervisors, with the knowledge of the respective Heads of Study Programme.

The font and layout of each section are arranged symmetrically. All text on the approval page is typed in bold; an example of the approval page can be found in Appendix 4.

4. Title

The final project (proposal) title should provide a clear description of the subject matter or scope of the issue to be discussed, accompanied by details of the location (name of school, city/district where the research is conducted); it is not necessary to include the research period (academic year). The title is positioned as follows:

- a. The title is written on the top line with a margin of at least 4 cm from the top edge of the paper;
- b. Long titles should be written across two lines (or more) with 1.5 line spacing, without full stops or other punctuation marks, and

Example of title formatting

Writing a final project title without a subtitle

**THE EFFECT OF GROUP COUNSELLING USING THE TALKING
CHIP TECHNIQUE ON THE ASSERTIVE BEHAVIOUR OF
STUDENTS AT SEMARANG 1 HIGH SCHOOL**

**DEVELOPMENT OF CHILDREN'S STORY TEACHING MATERIALS
BASED ON TRADITIONAL ARTS FOR PUPILS AT SUPRIYADI 02
PRIMARY SCHOOL**

**Improving Children's Kinesthetic Intelligence Through Movement and Song-
Based Play Methods
SEMARANG PEMBINA STATE NURSERY SCHOOL**

The main sections (Chapter I, Chapter II, and Chapter III) of the proposal are the same as those in the final project. Therefore, the explanations regarding these sections are the same as those found in the final project. However, it should be understood that a proposal concerns what is to be done, whereas a final project concerns what has already been done; consequently, a final project is more comprehensive and detailed than a proposal.

B. Final Project Sections

1. Outer Cover

The final project cover includes, amongst other things:

- a. The logo of the Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS)
- b. Final Project title
- c. The word Final Project
- d. The name of the final project author and Student Identification Number (NPM), and
- e. the Programme, Faculty, University, and year of final project completion.

All information on the outer cover page is written in **capital letters and in bold type**. The font and layout of each section are arranged symmetrically. The font size used is 12–16 point. An example of the outer cover can be seen in Appendix 5.

2. Inner cover

The inner cover of the final project includes, amongst other things:

- a. Final Project title
- b. The word Final Project
- c. Purpose of the final project (Submitted to the Faculty of Education to fulfil part of the requirements for the degree of Bachelor of Education)
- d. Name of the final project author and Student Identification Number (NPM),
- e. Study Programme, Faculty, University, and year of final project completion.

All text on the inside cover page is written in capital letters (except where the nature of the final project requires that only the first letter of each word be capitalised; function words are written in lower case) and set in bold. The font and layout of each section are arranged systematically. The font size used is 12–16 point. An example of the outer cover page can be found in Appendix 6.

3. Approval

The final project approval page contains:

- a. The word Final Project,
- b. Final Project title
- c. Prepared and submitted by ... Student ID ...
- d. Has been approved by the supervisor for examination before the Examination Board on ... day of ... month ... year ... and
- e. The supervisor's signature, full name and NIP or NPP.

The font and layout of each section are arranged symmetrically. All text on the approval page is typed in bold; an example of the approval page can be found in Appendix 7.

4. Approval

The final project approval page contains:

- a. The word Final Project,
- b. Final Project title
- c. Prepared and submitted by ... Student ID ...
- d. 's final project was successfully defended before the Examination Board on ...
... of the year ... and declared to have met the requirements, and
- e. Signatures, full names and NIP or NPP of the Examination Board (chair, secretary and examiners)

The font and layout of each section are arranged symmetrically. All text on the approval page is in bold; an example of the approval page can be found in Appendix 8.

5. Motto and Dedication

The motto should be a motivational phrase that embodies the author's attitude and actions. The dedication is typed with a three-line space from the last line of the motto, dedicated to ... (to be filled in for the author's parents, family, and alma mater). An example of the motto and dedication page can be found in Appendix 9.

6. Abstract

The abstract is the essence of the final project. An abstract is necessary to provide readers with a brief overview of the final project's content. 'ABSTRACT' as the heading is written in capital letters, centred, in bold type, without a full stop or other punctuation, and is not underlined. The following elements must be included in the

abstract

Author's name (only the first letter of each word capitalised), final project title (placed within quotation marks and only the first letter of each word capitalised, except for function words), Final Project, Faculty, and University. Supervisor I and Supervisor II (including academic titles), month, and year;

- a. Background to the problem;
- b. Statement of the problem and research objectives;
- c. Research methods;
- d. Research findings; and
- e. Recommendations

The abstract should be typed with a three-line space from the title. The first line of each paragraph should be indented five spaces from the left margin, whilst subsequent lines should begin flush with the left margin. The abstract should be typed single-spaced and should not exceed one page in length. An example of an abstract page can be found in Appendix 11.

7. Preface

The foreword contains expressions of gratitude to the Rector, Dean, Head of the Study Programme, Supervisor, and those who have assisted in preparing, carrying out, and completing the final project. An example of a foreword page can be found in Appendix 12.

8. Table of Contents

To help readers understand the contents of the final project or locate its sections, such as chapters or subchapters, a table of contents must be included. The table of contents provides an overview of the contents and the order of the final project's sections.

TABLE OF CONTENTS is written in capital letters, centred, in bold type, without full stops or other punctuation marks, and is not underlined. The table of contents includes the entire contents of the final project, from the outer cover page to the appendices. When writing the table of contents, which is set three lines below the title, the following points must be observed:

- a. The items in the table of contents are unnumbered and written flush left (except for sub-chapters and sub-sub-chapters). Chapters in the table of contents are numbered with capital Roman numerals. Sub-chapters are numbered with capital letters (A, B, C, etc.)

sub-sub-chapters are numbered with Arabic numerals (1, 2, 3, etc.)

- b. The outer cover, inner cover, approval, endorsement, motto and dedication, preface, abstract, table of contents, list of tables, list of figures, list of appendices, each chapter in the main body, and the bibliography are written in capital letters; whereas subheadings or sub-subheadings are written with capital letters only at the beginning of words that are not function words, and
- c. There is no full stop between the chapter title and the number, nor between the chapter number and the heading; instead, there is a single space.

The descriptions in the table of contents refer to the page numbers of the sections mentioned.

An example of a table of contents can be found in Appendix 13.

9. List of Tables

The list of tables contains all tables, numbered sequentially by chapter, and indicates the page number where the relevant table is located. An example of a list of tables can be found in Appendix 14.

10. List of Figures

The list of figures contains all figures, numbered sequentially within each chapter, and indicates the page number where the relevant figure is located. Similarly, the list of charts and graphs contains all charts and graphs in the final project and is numbered sequentially within each chapter. An example of a list of figures can be found in Appendix 15.

11. List of Appendices

The list of appendices contains all the necessary appendices, sequentially numbered for all sections of the appendices, and paginated. An example of a list of appendices can be found in Appendix 16.

C. Core Section of Quantitative Research

1. Introduction

CHAPTER I INTRODUCTION is written in capital letters, centred, typed in bold without full stops or other punctuation marks, and not underlined. The first line of each paragraph is indented five spaces from the left margin, whilst subsequent lines begin with the first letter of the first sentence.

The introduction is intended to guide the reader into the discussion of a particular issue. By reading the introduction, the reader gains a general overview of the subject matter and an outline of how it is presented. The introduction should stimulate the reader's interest and help them to understand the final project as a whole.

- a. **Problem Background:** this section highlights the reasons why the chosen research topic is important. The problem background serves as a starting point for the researcher to uncover the gap between theoretical knowledge and practical reality. It covers fundamental issues that demonstrate why the research theme, topic or title is both important and worthy of investigation. This section outlines the key and compelling problems or issues that form the focus of the researcher's attention. Furthermore, it highlights emerging issues within the reality related to these problems. Ultimately, the researcher identifies an opportunity to conduct a more in-depth study of the issue, taking into account the following: (1) The results of a review of regulations (Laws, Ministerial Regulations, Government Regulations) and other regulations, as legal sources, (2) The results of a literature review comprising journals, books, scientific documents, periodicals, research reports, final project and dissertation abstracts, the internet, and other relevant sources, as theoretical sources, (3) Preliminary surveys or initial studies in the form of documentary or field studies as empirical sources, (4) reviews of previous research findings.
- b. **Problem Identification;** identifying various issues outlined in the problem background that can be researched in relation to the title.
- c. **Problem Delimitation;** selecting a problem from those identified above, then delimiting it according to the breadth of its aspects, scope, and timeframe.
- d. **Formulation of the Problem;** formulating the problem selected and narrowed down as described above in the form of a question. In the case of descriptive research, research questions are posed.
- e. **Research Objectives;** to solve the problem or answer the questions formulated above.
- f. **Research Benefits;** these include theoretical benefits (advancement of knowledge, reference for further research) and practical benefits (for relevant stakeholders).

2. Theoretical Review

CHAPTER II THEORETICAL REVIEW is written in capital letters, centred, in bold type, without full stops or other punctuation marks, and is not underlined. The first line of each paragraph is indented five spaces from the left margin, whilst subsequent lines begin at the first letter of the sentence. The theoretical review outlines the theoretical principles that describe the steps and direction of the analysis or the theories that form the basis for the analysis. The theoretical review should also summarise relevant research findings related to the research variables.

The literature review contains theories that support the issues or variables under discussion. In this context, the researcher needs to compile the theories used to discuss the problems or variables under investigation; in compiling these theories, the researcher must be able to process the language by paraphrasing the quoted sentences.

Relevant research must be sought from various sources, including undergraduate dissertations, master's theses, doctoral dissertations, and research journals. These research findings must be relevant to the research problem and variables under investigation. This is done to avoid duplication. The conceptual framework constitutes a theoretical argument regarding the problem under discussion. Within the conceptual framework, there is a brief review of the assumption that certain actions can improve a situation, in line with the research problem.

The conceptual framework can be presented or clarified in the form of a diagram.

Generally, the sequence in a theoretical review is

- a. Theoretical review of the dependent variable
 - 1) Definition
 - 2) Factors influencing the dependent variable.
 - 3) Aspects/indicators/characteristics/symptoms/identification of the dependent variable.
 - 4) etc.
- b. Theoretical Study of Independent Variables
 - 1) Definition
 - 2) Advantages of independent variables
 - 3) Aspects/indicators/symptoms/identification of independent variables.
 - 4) etc.
- c. Theoretical Framework
- d. Research Hypothesis

3. Research methodology

CHAPTER III RESEARCH METHODOLOGY as the heading is written in capital letters, centred, in bold type, without a full stop or other punctuation, and is not underlined. The first line of each paragraph is indented five spaces from the left margin, whilst the subsequent lines begin with the first letter of the opening sentence.

The types of research that can be carried out are (a) descriptive research, (b) ex post facto research, which consists of 1) correlational research and 2) comparative research.

The design is adapted to the method used. The more independent variables studied, the more complex the design.

The research methodology outlines:

- a. Place and Time of Research; the location where the research was conducted or the source of the data/facts for the final project is stated, along with when it was carried out.
- b. Research Variables; the dependent variable (Y) and independent variables (X) are specified. The operational definitions of the variables may be explained.
- c. Research Methods and Design. The research methods specify the approach used, for example: correlational research, comparative research accompanied by an appropriate research design.
- d. Population, Sample, and Sampling; state what the population is, how large the sample is, and what sampling technique was used.
- e. Data Collection Techniques and Research Instruments; the methods used to collect data are specified, for example: tests, observation, interview techniques, scales, questionnaires, and similar methods. Determine the main techniques to be used and draw up an outline of the research instruments. The instruments are pilot-tested to assess their validity, reliability, discriminatory power, and level of difficulty. It is important to note the relationship between the instruments used to measure learning outcomes and those used to measure attitudes, behaviour, and other aspects.
- f. Data Analysis Techniques: use statistical techniques or other methods appropriate to the type of research/methodology. This includes statistical hypotheses. Statistical hypotheses are stated when hypothesis testing is conducted using statistical techniques.

4. Research Results and Discussion

CHAPTER IV RESEARCH RESULTS AND DISCUSSION is written in capital

letters, centred, in bold type, without full stops or other punctuation marks, and is not underlined. The first line of each paragraph is indented five spaces from the left margin, whilst subsequent lines begin with the first letter of the sentence.

This section presents:

- a. Data Description; presenting the collected data in the form of tables or graphs (figures, diagrams, histograms, and others).
- b. Assessment of Assumptions (tests of normality, homogeneity, (comparison/t-test & ANOVA), and tests of normality, homogeneity, and linearity (correlation & regression).
- c. Hypothesis Testing (results of data analysis); only the results are mentioned, whilst the calculation process is included in the appendix.
- d. Discussion: this section examines the results of the data analysis, particularly if the null hypothesis is accepted or the research hypothesis is rejected; the author must be able to explain why this occurred and identify the limitations.

5. Conclusions, recommendations, and limitations of the research

CHAPTER V CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS OF THE RESEARCH is written

in capital letters, centred, in bold type, without full stops or other punctuation marks, and not underlined. The first line of each paragraph is indented seven spaces from the left margin, whilst subsequent lines begin with the first letter of the sentence.

This section contains the conclusions, recommendations, and limitations of the research:

- a. The conclusion is the answer to the research question posed in the introduction. The conclusion states the results of the research that has been carried out; it may also briefly describe the procedures followed to obtain those results or findings.
- b. In the conclusion, recommendations related to the findings may be presented in an operational form, so that if these recommendations are to be implemented, the steps are clear.
- c. At the end of the conclusion, the limitations of the research may be stated to inform the reader of these limitations, so that they may be anticipated by other researchers.

6. Bibliography

The **REFERENCE LIST** is a list of books, journals, articles in journals or newspapers, or articles in collections (anthologies) used as references in data collection,

analysis or discussion, or the preparation of the final project. Compiling the reference list as a list of sources facilitates readers who wish to locate the sources used.

The REFERENCE LIST is written in all capital letters and centred, in bold type, without full stops or other punctuation marks, and not underlined. The guidelines for compiling the bibliography are as follows.

- a. Listed in alphabetical order; no need to include sequential numbers (1, 2, 3, etc.)
- b. The author's name is written as surname, first name, middle name (without titles)
- c. Book titles are italicised. If the title is that of an article, paper, news item, final project, song or story, it is not italicised but placed in quotation marks.
- d. Each book title is typed with a single space; the second line is indented (seven spaces or one tab).
- e. Single-space between lines; one-and-a-half-space between books
- f. Order: author's name, year of publication, book title, city of publication:
publisher's name

Example:

H. J. Ramsawh and D. A. Chavira, "Association of Childhood Anxiety Disorders and Quality of Life in a Primary Care Sample," *Journal of Developmental and Behavioral Pediatrics*, vol. 37, no. 4, pp. 269–276, 2016, [Online]. Available: www.jdbp.org

Kusdaryani, Wiwik and Trimo. 2008. *Foundations of Education*. Semarang: UNIVERSITAS PGRI Press.

Sardiman, A.M. 2007. *Interaction and Motivation in Teaching and Learning*. Jakarta:

Rajawali. Soegeng, A.Y. 2012. *Fundamentals of Educational Research Methodology*.

Semarang:

UPGRIS Press.

_____.2012. Curriculum Development and Instructional Systems. Semarang: UNIVERSITAS UPGRIS Press.

Sudjana, Nana. 2002. *Assessment of Teaching and Learning Outcomes*. Bandung: Remaja Rosdakarya.

Supardi and Suhardjono. 2012. *Strategies for Designing Classroom Action Research*. Yogyakarta: Andi Offset.

7. Appendix

Appendices are sections of a final project that contain additional details or information deemed necessary to ensure the final project is complete. The details that

may be included depend on the type, nature and purpose of the final project. For example: validity and reliability tests of instruments, pilot test data for research instruments, research instruments, research data, data validity checks, data analysis, a map of the research location, tables, charts, or figures, letters of permission (from the faculty and research site), a statement

of originality (see Appendix 16), and a summary of the final project supervision process (see Appendix 17).

Experimental Research

1. Introduction

CHAPTER 1 INTRODUCTION is written in capital letters, centred, typed in bold without full stops or other punctuation marks, and not underlined. The first line of each paragraph is indented five spaces from the left margin, whilst subsequent lines begin with the first letter of the first sentence.

The introduction is intended to guide the reader into the discussion of a particular issue. By reading the introduction, the reader gains a general overview of the main topic and the general structure of the presentation. The introduction

should stimulate the reader's interest and facilitate their understanding of the entire final project.

- a. **Problem Background:** this section highlights the reasons why the chosen research topic is significant. The problem background serves as a starting point for the researcher to uncover the gap between theoretical knowledge and practical realities in the field. It covers fundamental issues that demonstrate why the research theme, topic or title is important and worthy of investigation. This section outlines key problems and issues, accompanied by data that serves as a focal point within the reality associated with these problems. It includes an explanation of the learning/counselling models implemented by teachers/counsellors at the researcher's subject school. Ultimately, the researcher identifies an opportunity to conduct a study on the advantages of the learning/counselling models, methods, and techniques to be employed. Furthermore, the following should also be considered:

- (1) The results of a review of regulations (Laws, Ministerial Regulations, Government Regulations) and other regulations, as legal sources, (2) The results of a literature review. Literature in the form of journals, books, scientific documents, periodicals, research reports, final project and dissertation

abstracts, the internet, and other relevant sources, as theoretical sources; (3) Preliminary surveys or studies in the form of documentary or field studies as empirical sources; (4)

previous research.

- b. Problem Identification: this outlines the various issues described in the problem background that can be investigated in relation to the title.
- c. Problem Delimitation: selecting a problem from those identified above, then delimiting it according to the breadth of its aspects, scope, and timeframe.
- d. Problem Formulation: Formulating the problem selected and narrowed down as described above in the form of a question. In experimental research, priority is given to the learning method or type of counselling service to be validated through the research.
- e. Research Objectives: to solve the problem or answer the questions formulated above, so that the problem formulation and research objectives must be consistent
- f. Research Benefits: These include theoretical benefits (advancement of knowledge) and practical benefits (for relevant stakeholders).

2. Theoretical Review

CHAPTER II THEORETICAL REVIEW is written in capital letters and centred. The first line of each paragraph is indented five spaces from the left margin, whilst subsequent lines begin at the first letter of the sentence. The theoretical review outlines the theoretical principles that describe the steps and direction of the analysis or the theories that form the basis for the analysis. The theoretical review should also summarise relevant research findings related to the research variables.

The literature review contains theories that support the issues under discussion. In this context, the researcher needs to compile the theories used to discuss the problems or variables under investigation; in compiling these theories, the researcher must be able to process the language by paraphrasing the quoted sentences. Relevant research must be sought from various sources, including undergraduate dissertations, master's theses, doctoral dissertations, and research journals. These research findings must be relevant to the problem and variables under investigation. This is done to avoid duplication. The conceptual framework constitutes a theoretical argument regarding the problem under discussion. The conceptual framework contains a brief review or line of reasoning by the researcher regarding the assumption that the treatment, model, method or new technique

is superior to those currently employed by teachers or counsellors. All assumptions that The presentation must be based on the overarching theory set out in the The conceptual framework can be illustrated or clarified in the form of a diagram.

Generally, the sequence in a Theoretical Review is as follows:

- a Theoretical Review of the Dependent Variable
 - 1) Definition
 - 2) Factors influencing the dependent variable.
 - 3) Aspects/indicators/characteristics/symptoms/identification of the dependent variable.
 - 4) etc.
- b Theoretical Review of the Independent Variable
The explanations presented in this section are divided into two parts, namely:
(1) the theory regarding the variable administered/treated in the experimental group and (2) the theory regarding the variable administered to the control group. The description of each variable covers at least the following aspects:
 - 1) Definition
 - 2) Strengths and weaknesses of the independent variable.
 - 3) Procedures/steps for implementing independent variables, particularly those to be applied to the experimental group.
 - 4) etc.
- c Theoretical framework
- d Research hypothesis

3. Research methodology

CHAPTER III RESEARCH METHODOLOGY is written in capital letters, centred, in bold type, without full stops or other punctuation marks, and is not underlined. The first line of each paragraph is indented five spaces from the left margin. Subsequent lines begin with the first letter of the sentence.

There are various experimental methods, namely (a) pre-experimental designs, (b) quasi-experimental designs, and (c) true experimental designs. Pre-experimental designs consist of: 1) One-Shot Case Study, 2) One-Group Pre-test-Post-test Design, and 3) Intact-Group Comparison, whilst quasi-experiments consist of: 1) Time Series Design, 2) Equivalent Time Sample Design, 3) Nonequivalent Control Group Design, and 4) Counterbalanced Design. True experimental designs consist of: 1) pretest-posttest control group design, and 2) posttest-only control group design.

The experimental research method specifies:

- a Research Location and Time; the location where the research was conducted, the the research was carried out, and these are clearly stated.
- b Research Variables: the dependent variable (Y) and the independent variable (X), which is the treatment variable, are specified, accompanied by the operational definitions of the variables.
- c Research Design. In this section, the experimental design used must be described in full and clearly, accompanied by a description of (1) experimental preparation, including: the steps taken to determine the subjects assigned to the experimental and control groups, (2) the conduct of the experiment; the researcher administers the treatment to the experimental group, whilst the control group receives no treatment; the treatment is carried out by the class teacher, subject teacher or school counsellor. In the conduct of this experiment, it is necessary to state how many times the intervention was carried out, (3) the conclusion of the experiment; explaining the administration of the post-test at the end of the experiment.
- d Data Collection Techniques and Research Instruments: describe the methods used to collect data, such as tests, observations, interview techniques, scales, questionnaires and similar methods. Specify the main techniques used and outline the research instrument. The instruments are pilot-tested to assess their validity and reliability. In this section, the results of the validity and reliability analysis are presented clearly, whilst the analytical calculations may be included in the appendix.
- e Where experiments concern the effect of learning methods on learning outcomes, tests are conducted to assess the validity, reliability, discriminatory power, and level of difficulty of the instruments.
- f Data analysis techniques can be divided into two types: descriptive analysis and statistical analysis. Descriptive analysis is used to analyse the conditions of each variable indicator, whilst statistical analysis is used to analyse the final experimental data. The use of statistical analysis techniques is adapted to the experimental design employed. Prior to hypothesis testing, the analysis requirements (normality test, homogeneity test) are presented.
- g Statistical Hypotheses: these are presented clearly and concisely, with the research hypotheses based on the conclusion of the theoretical review chapter

or Chapter II.

4. Research Results and Discussion

CHAPTER IV RESEARCH RESULTS AND DISCUSSION is written in capital letters, centred, in bold type, without full stops or other punctuation marks, and is not underlined. The first line of each paragraph is indented five spaces from the left margin, whilst subsequent lines begin with the first letter of the sentence.

This section presents:

- a Data description, presented in the form of (1) a description of the experimental procedure and an account of the qualitative data encountered during the experiment, (2) a description of the data collected in the form of tables or graphs (figures, diagrams, histograms, etc.), which must be accompanied by an explanation or description. In this section, describe the conditions of each indicator for the dependent variable, covering both pre-test and post-test results.
- b Assessment of Assumptions (tests for normality and homogeneity if analysed using a t-test or ANOVA, whilst tests for normality, homogeneity and linearity of the data are analysed using correlation or regression tests).
- c Data Analysis Tests: 1) descriptive analysis, 2) hypothesis testing, whilst the calculation process is included in the appendix.
- d Discussion: discusses the conclusions of the data analysis, particularly if the research hypothesis is unsuccessful or rejected; the author must explain, based on supporting theory, why this may have occurred and the underlying logic, so that the presence of the independent variable may have a negative effect on the dependent variable. Similarly, if the research hypothesis is proven, the author must be able to articulate the logical basis for why the independent variable can have a positive effect on the dependent variable.

5. Conclusions, recommendations, and limitations of the research

CHAPTER V CONCLUSIONS, RECOMMENDATIONS AND RESEARCH LIMITATIONS

written in capital letters, centred, in bold type, without full stops or other punctuation marks, and not underlined. The first line of each paragraph is indented seven spaces from the left margin, whilst subsequent lines begin with the first letter of the sentence.

This section contains the conclusions, recommendations, and limitations of the research:

- a The conclusions provide answers to the research questions raised in the

introduction. The conclusion states the results of the research that has been carried out; it may also briefly outline the procedures followed to obtain those results or findings.

- b. In the conclusion, recommendations related to the findings may be presented in an operational form, so that if the recommendations are to be implemented, the steps are clear.
- c. At the end of the conclusion, the limitations of the research may be stated to inform the reader of these constraints, thereby enabling other researchers to build upon the work.

6. Bibliography

The **REFERENCE LIST** provided corresponds to the references cited in the text. In addition, all essential supporting materials for the content of the text/ final project are attached.

Survey Research

1. Introduction

CHAPTER I INTRODUCTION is written in capital letters, centred, in bold type without a full stop or any other punctuation mark, and is not underlined. The first line of each paragraph is indented five spaces from the left margin, whilst subsequent lines begin with the first letter of the first sentence.

Survey research aims to describe a situation, identify it in a measurable way, and determine the relationship between specific events; therefore, this type of research is more accurately classified as descriptive research. This type of research is well-suited to measuring attitudes within a large population regarding a social issue or educational problem. In the field of education, survey research varies in complexity, ranging from studies that use only descriptive analysis techniques to those that explore potential correlations and differences between groups within the research context. Consequently, survey research has the following objectives: (a) to describe the current state of affairs, (b) to identify the present situation in a measurable way, and (c) to determine the relationships between specific events. To this end, the research location/population must be limited in accordance with the time and capabilities of the researcher.

The introduction is intended to guide the reader into the discussion of an issue. By reading the introduction, the reader will gain a general overview of the main topic and a general outline of the entire research methodology taken in the research. The introduction should stimulate and help the reader to understand

the entire content of the final project.

- a. **Problem Background:** this section highlights the reasons why the chosen research topic is important. The problem background serves as a starting point for the researcher to uncover the gap between theoretical knowledge and practical reality. It covers fundamental issues that demonstrate why the research theme, topic or title is significant and worthy of investigation. This section outlines the key and compelling problems or issues that form the focus of the researcher's attention. Furthermore, it highlights emerging issues within the reality related to these problems. Ultimately, the researcher identifies an opportunity to conduct a more in-depth study of the issue, taking into account the following: (1) The results of a review of regulations (Laws, Ministerial Regulations, Government Regulations) and other regulations, as legal sources; (2) The results of a literature review. Literature in the form of journals, books, scientific documents, periodicals, research reports, final project and dissertation abstracts, the internet, and other relevant sources, as theoretical sources; (3) Preliminary surveys or initial studies in the form of documentary or field studies as empirical sources, (4) A review of previous research findings.
- b. **Problem statement;** formulating the problem selected and delimited above in the form of a question. In the case of descriptive research, research questions are posed.
- c. **Research Objectives:** to solve the problem or answer the questions presented above.
- d. **Research Benefits:** these include theoretical benefits (advancement of knowledge, references for further research) and practical benefits (for relevant stakeholders).
- e. **Definition of Terms:** an explanation of terms relating to key concepts associated with the research problem or research variables.

2. Theoretical Review

CHAPTER II THEORETICAL REVIEW as the heading is written in capital letters, centred, in bold type, without full stops or other punctuation marks, and is not underlined. The first line of each paragraph is indented by five spaces from the left margin, whilst subsequent lines begin with the first letter of the sentence. The theoretical review outlines the theoretical principles that can describe the steps and

direction of the analysis or the theories that form the basis for the analysis. The theoretical review should also summarise relevant research findings related to the research variables.

The literature review contains theories that support the issues under discussion. In this context, researchers must be discerning in selecting the theories to be used. It is important to note that when compiling theories, researchers must ensure the theories used to address the research problem or variables consist of: in compiling theories, researchers must be able to process language by paraphrasing quoted sentences.

Relevant research must be sought from various sources, including undergraduate dissertations, master's theses, doctoral dissertations, and research journals. The findings of this research must be relevant to the research problem and variables under investigation. This is done to avoid duplication. The theoretical framework constitutes a theoretical argument regarding the problem under discussion. The conceptual framework includes a brief review of the assumption that certain actions can improve a situation, in line with the research problem. The conceptual framework can be presented in the form of a diagram.

Generally, the sequence in a Theoretical Review is:

- a. Research variable theory
 - 1) Definition
 - 2) Factors influencing the dependent variable.
 - 3) Aspects/indicators/symptoms/identification of the problem variable.
 - 4) etc.
- b. Theoretical Framework, explaining the line of reasoning from the initial problem to the expected final prediction.

3. Research methodology

CHAPTER III RESEARCH METHODOLOGY is written in capital letters, centred, in bold, without full stops or other punctuation, and is not underlined. The first line of each paragraph is indented five spaces from the left margin, whilst subsequent lines begin with the first letter of the sentence.

Survey research aims to describe a situation, identify it in measurable terms, and determine the relationship of a specific event, so that the type

This study tends towards a descriptive research method.

Researchers must understand the characteristics of survey research, namely: 1) the research plan is formulated systematically; 2) it approaches the population by applying the principle of representativeness; 3) the available data can be explored explicitly and

objectively; and 4) the data can be expressed quantitatively.

The research methodology outlines:

- a. Research Location and Time; state where the research was conducted and the research schedule.
- b. Population, Sample, and Sampling; state the research population/target, sampling technique, and the sample size used as the data source. When determining the sample, it must be remembered that survey research requires the sample to approximate the population and that the principle of representativeness must be established.
- c. Research instruments; if the researcher selects a questionnaire as the primary data collection technique, a comprehensive instrument must be developed based on the indicators of the variables under study. To this end, it is necessary to test readability, completeness and comprehensibility, and therefore a limited pilot test is required. It is possible to pilot-test the instrument to determine its validity and reliability. What ethical principles must researchers observe in survey research.
- d. Data Collection Techniques: when collecting data, one or more primary methods may be used, for example: interviews, observation, documentation, checklists and questionnaires. When using interviews, these may be guided or unstructured; when using observation, a checklist may be prepared based on the subject's circumstances; whilst when using a questionnaire, it must be well-prepared so as to facilitate the subject's ability to answer the questions posed by the researcher.
- e. Data Analysis Techniques. As survey research is classified as descriptive research (Cohen Nomion, in Sukardi, 2010), it is more appropriate to use descriptive statistics for the analysis. It is possible that the research findings may include two or more aspects or variables, where the data—whether descriptive/nominal, ordinal or interval—can be analysed using non-parametric and/or parametric statistical methods.

4. Research Results and Discussion

CHAPTER IV RESEARCH RESULTS AND DISCUSSION is written in capital letters, centred, in bold type, without full stops or other punctuation marks, and is not underlined. The first line of each paragraph is indented five spaces from the left margin,

whilst subsequent lines begin with the first letter of the sentence. This section presents:

- a. Field description; a description of the conditions of the research area or a complete description of the population must be provided, illustrating the various typologies/characteristics of the target area.
- b. Description of research results; present a complete and clear account of the various aspects and classifications related to the root causes of the issues at the centre of the survey research. This data can be clarified with diagrams or tables.
- c. Analysis and Discussion. Based on the research results presented in the previous section, an analysis of the data is carried out using descriptive statistics; if quantitative data is found in certain aspects, groups or classifications, it may be analysed using appropriate statistical methods. The discussion is conducted to clarify the results of the analysis, thereby providing a clear picture of the line of reasoning regarding the issues presented, supported by the results of the data analysis.

5. Conclusions, recommendations, and limitations of the research

CHAPTER V CONCLUSIONS, RECOMMENDATIONS AND RESEARCH LIMITATIONS

written in capital letters, centred, in bold type, without full stops or other punctuation marks, and not underlined. The first line of each paragraph is indented seven spaces from the left margin, whilst subsequent lines begin with the first letter of the sentence. This section contains the conclusions, recommendations, and limitations of the research:

- a. The conclusion provides the answer to the research question posed in the introduction. It states the results of the research that has been carried out and may also briefly describe the procedures followed to obtain those results or findings.
- b. In the conclusion, recommendations related to findings and in an operational form.
- c. At the end of the conclusion, the limitations of the research may be stated to inform the reader of these constraints, thereby enabling other researchers to build upon the work.

6. Bibliography

REFERENCES is a list of books, journals, articles in journals or newspapers, or articles in collections (anthologies) used as references in data collection, analysis or discussion, or the preparation of a final project. Compiling a list of references facilitates

readers who wish to locate the sources used.

REFERENCE LIST, when used as a heading, is written in all capital letters, centred, in bold type, without full stops or other punctuation marks, and is not underlined.

The guidelines for writing a reference list are as follows.

- a. Entries are listed in alphabetical order; there is no need to include sequential numbers (1, 2, 3, etc.).
- b. The author's name is written as surname, first name, middle name (without titles)
- c. The book title is italicised. If it is the title of an article, paper, news headline, final project, song or story, the title is not italicised but placed in quotation marks.
- d. Each book title is typed with a single space, and the second line is indented (seven spaces or one tab).
- e. Single-space between lines; one-and-a-half-space between books
- f. Order: Author's name. Year of publication. Book title. City of publication:
Publisher's name

Example:

H. J. Ramsawh and D. A. Chavira, "Association of Childhood Anxiety Disorders and Quality of Life in a Primary Care Sample," *Journal of Developmental and Behavioral Pediatrics*, vol. 37, no. 4, pp. 269–276, 2016, [Online]. Available: www.jdbp.org

Kusdaryani, Wiwik and Trimo. 2008. *Foundations of Education*. Semarang: UNIVERSITAS PGRI Press.

Sardiman, A.M. 2007. *Interaction and Motivation in Teaching and Learning*. Jakarta:

Rajawali. Soegeng, A.Y. 2012. *Fundamentals of Educational Research Methodology*.

Semarang:

UPGRIS Press.

_____.2012. Curriculum Development and Instructional Systems. Semarang: UNIVERSITAS PGRI Press.

Sudjana, Nana. 2002. *Assessment of Teaching and Learning Outcomes*. Bandung: Remaja Rosdakarya.

Supardi and Suhardjono. 2012. *Strategies for Designing Classroom Action Research*. Yogyakarta: Andi Offset.

Qualitative Research

1. Introduction

Chapter I, INTRODUCTION, follows the same writing structure as in

quantitative research, but the substance is somewhat different. The introduction chapter in qualitative research consists of:

- a. **Research Context (Background of the Problem and Rationale);** describing the reasons why the issue is important enough to be raised as a research problem, it is necessary to describe specific and unique aspects that are not typical, making the research worthwhile and potentially leading to the discovery of new concepts or theories in the field. The strengths and specific conditions of the field, focused on a particular problem. Supporting information regarding the problem must be clearly presented based on data from field observations.
- b. **Research Focus.** Based on the background to the problem as outlined in the background section, the specific focus of the research must be stated. This focus can be developed into sub-focuses in the form of research questions.
- c. **Research Objectives.** In line with the research focus outlined above, the objectives to be achieved through this research should be stated.
- d. **Research Benefits.** Describe the benefits/uses of the research findings for institutions related to the research problem, the benefits for related theories, and for the reader.
- e. **Definition of Terms.** The definition of terms does not refer to dictionary meanings, but rather technical explanations with specific meanings that need to be clarified to avoid misunderstandings regarding the content of the research.

2. Theoretical Review

CHAPTER II THEORETICAL REVIEW consists of theories related to the research focus and a review of relevant research findings. In this section, the theories must be explained thoroughly so that the underlying grand theory becomes apparent. These theories

is highly beneficial for strengthening the framework when collecting data, selecting data sources, analysing data, and discussing the research findings.

3. Research Methodology

CHAPTER III RESEARCH METHODOLOGY consists of the methods used in the implementation, comprising:

- a. **Research Approach**
It is clearly explained why the researcher is conducting this study using a

qualitative approach, and what the specific nature of the problem is. In qualitative research, the researcher acts as the planner, the data collector, the data analyst, and the reporter of the research results. The ethical principles that the researcher must observe in qualitative research need to be understood and implemented.

- b. Research setting (location and context). Clearly describe the location and conditions of the research site. Also outline the specific factors that motivated the researcher to conduct the study at that particular location. The context that prompted the research, including the components or events observed in the study area that warranted investigation.
- c. Data, Data Sources, and Research Instruments. Outline the data to be collected in accordance with the research focus, including both primary and secondary data. Data sources and types of data are clearly stated, along with how informants are selected based on the conditions to ensure the generation of factual data. In line with the nature of qualitative research, the text explains why the researcher themselves serves as the key instrument and the advantages of the researcher acting as such. Consequently, it outlines what the researcher must do to obtain accurate and comprehensive data.
- d. Data Collection Procedures: to obtain data in a holistic and integrative manner, whilst ensuring the relevance of the data to the research focus and objectives, the researcher must outline the techniques employed. For each technique used, there must be clarity regarding the procedures followed by the researcher in applying each data collection technique. At the end of the explanation of each technique used, the type of data revealed or extracted through that technique and its source are described, thereby providing a summary of each technique used, the types of aspects, the variety of situations observed, and the types of documents used.
- e. Data Validity. Checking the validity of data in qualitative research is a crucial part of the process. Data validity is assessed based on four criteria: credibility, transferability, dependability, and confirmability. The researcher must clearly outline the steps taken in relation to the criteria used.
- f. Data Analysis Method: there must be clarity regarding the analytical steps employed, along with the model to be used. This clarity is essential because

data analysis in qualitative research involves the process of identifying and organising the data transcripts collected by the researcher. During analysis, data is interpreted to derive meaning. Consequently, analysis is conducted concurrently with the data collection

data. In data analysis, three concurrent processes occur: data reduction, data presentation, and drawing conclusions/verification. The researcher may select the most suitable and well-mastered analytical approach.

g Research Stages. A characteristic of qualitative research is that the design is structured in a circular manner. Consequently, the research proceeds through the following stages:

(1) preparatory/orientation study, (2) general exploration stage, and (3) focused exploration study. These activities need to be explained in detail.

4. Research Findings and Discussion

CHAPTER IV RESEARCH RESULTS AND DISCUSSION; This chapter consists of a description and findings of the research, analysis, and discussion.

- a Description and Background of the Research; provide a clear and comprehensive overview of the general field conditions.
- b Research Findings; present a complete description of the characteristics or specifications of the data and information obtained, thereby fostering enthusiasm for developing new concepts in line with the research focus.
- c Analysis and Discussion; in qualitative research, the analysis and discussion may be combined. This section is based on the research focus and the data obtained from the field. The analysis should refer to the analytical framework established in the previous section.

5. Conclusions, Recommendations and Limitations of the Research

CHAPTER V CONCLUSIONS, RECOMMENDATIONS AND RESEARCH LIMITATIONS; in

Chapter V covers: Conclusions, Recommendations, and Research Limitations.

- a Conclusion: this section addresses the research focus and objectives outlined in the introductory chapters, as well as the results of the analysis presented in the preceding chapters. The procedures used to arrive at these findings should be described briefly but clearly.
- b Recommendations: these contain operational suggestions for the relevant

parties, presented in a practical format to facilitate implementation.

- c. Limitations of the Research: these outline the limitations of the research conducted, so that they may serve as information for other researchers.

REFERENCES

APPENDICES

Action Research (PTK/PTBK)

1. Introduction

CHAPTER I INTRODUCTION is written in capital letters, centred, typed in bold without punctuation or other marks, and not underlined. The first line of each paragraph is indented five spaces from the left margin, whilst subsequent lines begin with the first letter of the sentence.

The introduction aims to guide the reader in understanding the problem to be examined, as well as providing an overview of the main issues, the intended objectives and the benefits of the study. The introduction should provide a clear picture of the direction to be taken throughout the final project.

- a. The background to the problem describes the conditions that form the problem under study, accompanied by factual data from the classroom/field/student group that indicates the occurrence of the problem/root causes of the problem, and an explanation of why it is important to solve the problem using the methods employed. Factual data supporting the problem can be obtained from documentation, interviews, observations or questionnaires. This section may also outline the support derived from regulations, programmes and policies relevant to the issue under investigation.
- b. The problem identification outlines various issues that can be investigated, which are related to the issues presented in the problem background.
- c. Problem delimitation clarifies the problem that is the focus of the research based on the problem identification.
- d. Problem formulation: formulate the problem in the form of a question, so that the answer can be found in the final section of the final project. The problem formulation can be expanded, so that it is not limited to a single, core problem focused on the title. Efforts should be made to break down the problem formulation into processes, situations, and products or outcomes obtained.
- e. Problem-solving: this section contains a brief explanation of the solutions proposed by the researcher to address the problem that is the focus of the

research.

- f The research objectives should be stated in detail, referring to the research questions presented in the previous section. Thus, these objectives constitute the answers that must be achieved in response to the questions in the research questions.
- g Research benefits include theoretical benefits (advancement of knowledge, further research, development of new methods/strategies) and practical objectives related to schools, teachers or pupils.

2. Theoretical review

CHAPTER II THEORETICAL REVIEW: present the theories and findings from studies or research relevant to the problem being addressed. This section must provide a comprehensive and detailed account of the problem variables that form the focus of the research, the intervention variables implemented to address the research problem, and the theoretical framework underpinning the notion that these interventions can resolve the problems experienced by students in the learning process. The theoretical review chapter must include, at a minimum, a theoretical discussion of:

- a A theoretical review concerning the problem variables (in quantitative research, these are referred to as dependent variables) or the problems to be addressed, such as study discipline, career issues, self-confidence, interpersonal communication, bullying, learning activities, or other academic achievements. It is necessary to present reviews from several experts and other concepts and then, based on these theories, present or formulate concepts based on the author's opinions or thoughts.
- b Theories regarding action variables (referred to in quantitative research as), for example, interactive media-based group discussion learning methods, role-playing methods, the Paikem model, group counselling services, group guidance services, classical guidance using sociodrama techniques, media techniques, and others. It is necessary to outline the advantages of the approach/method used, along with the steps for its implementation. This is required to build a theoretical argument demonstrating that the proposed intervention has the potential to improve the quality of the learning process in the classroom or address student issues at school.
- c Theoretical Framework. This section provides a theoretical review of the relationship between the problem variables and the intervention variables,

thereby demonstrating that the new method or approach can improve the quality of the learning process or address students' problems. The discussion in this section is also necessary to formulate a preliminary or theoretical conclusion in the form of a hypothesis.

- d. Action Hypothesis. The hypothesis in classroom action research is not the same as the hypothesis in quantitative research. For example, the research title: "The Implementation of Role-Play Learning to Improve the Speaking Skills of Pupils at SD N 3 Semarang"; therefore, the action hypothesis is: If role-play learning is implemented effectively, it can improve the speaking skills of pupils at SD N 3 Semarang, PTK. Another example: "Improving Interpersonal Communication Skills Through Group Counselling Services Using Sociodrama Techniques for Students at SMP 5 Semarang", then the action hypothesis can be formulated as follows: The provision of group counselling services using sociodrama techniques to the fullest extent can improve the interpersonal communication skills of students at SMP 5 Semarang, PTBK.

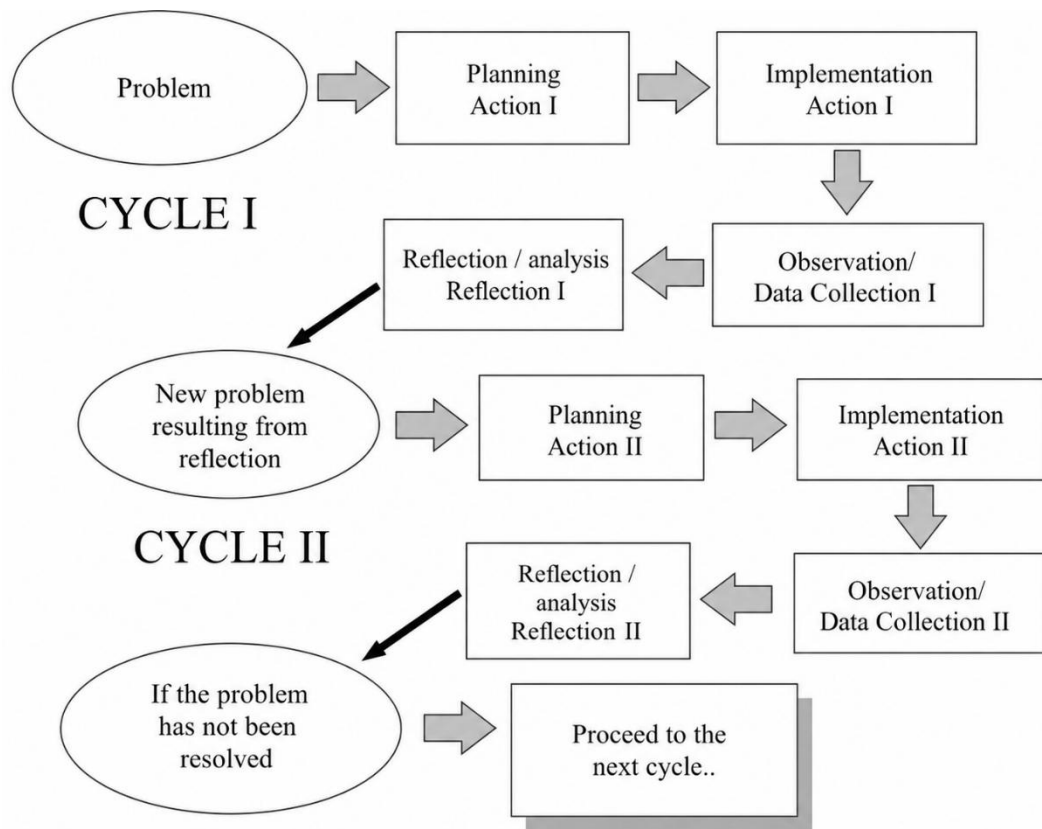
3. Research methodology.

CHAPTER III RESEARCH METHODOLOGY consists of the research approach, research setting, research procedures/cycle, data collection methods, research instruments, data analysis techniques, and success indicators, as well as research steps (where not already outlined in the sub-chapter on research procedures/cycle). The content of Chapter III must at least include:

- a. Research Setting. The research setting details the time and location of the research (it is preferable to present the research schedule in the form of a chart). Subjects/target group of the research. The research subjects are specified by class and their characteristics, such as the number of students, student composition by gender, socio-economic background, class category, and similar factors (Action Research). The subjects may consist of a group of students with specific issues, along with their indicators, as well as the research implementation schedule.
- b. Research procedures/cycles; explain the number of cycles conducted and the number of sessions in each cycle, specifying the timing of each session. PTK/PTBK is conducted over a minimum of two research cycles, with each cycle comprising 2–3 sessions. Each cycle consists of four stages (planning, implementation, observation, and reflection). A general description of each

cycle comprises the following stages:

- 1) Planning, namely the preparations made for the implementation of PTK, such as: the development of lesson plans, the creation of teaching materials, the preparation of observation sheets, etc.
- 2) Actions (acting), namely a description of the actions to be taken, the work plan for the corrective actions to be carried out, and the procedures to be will be implemented.
- 3) Observation, namely the activity of monitoring the process and impact of the planned improvements. This activity can be carried out by: determining the material to be observed, determining the methods or techniques to be used, determining how to record the results of the observation, and ensuring that a distinction is made between data and interpretation when compiling the report. This activity is carried out collaboratively by involving peers (teachers, school principals, supervisors).
- 4) Reflection (reflecting), which is the activity of evaluating and analysing the implementation process of the intervention, as well as the changes that have occurred or the results obtained from the collected data as an indication of the impact of the planned intervention. Based on this step, the strengths and weaknesses of the intervention can be identified, along with the changes that have occurred; an analysis is then conducted to determine why, how, and to what extent the established intervention was able to bring about change or address significant issues. Building on this reflection, improvements to the action in the form of replanning for the next cycle can be made. Reflection needs to involve colleagues and students to obtain a more complete picture.



Source: Stages of the Cycle in Action Research (Supardi, 2012)

- c. The data collection method outlines the methods to be used in gathering data in accordance with the research formulation and objectives to be achieved. The type of method used must be explained, based on the instruments described in the previous section. The rationale for using that particular data collection method must be explained.
- d. Research instruments: this section describes the types of instruments to be used to collect the necessary data in accordance with the research question. The instruments used may take the form of tests (test items), observations (observation sheets) and interviews (interview guidelines). The choice of data collection tools depends on the variables under investigation.

Data validation to determine the accuracy of the data collection tools selected by the researcher. Learning outcomes (test scores) are validated using both theoretical validation (criteria) and empirical validation (item validation). Data from the learning process (observations, interviews) is validated through triangulation of sources, methods, and tools.

Meanwhile, to measure attitudes, behaviour, and personal abilities, instruments based on a test matrix or indicators of the variables under study are

used, with pilot testing conducted to establish their validity and reliability.

- e. Data Analysis Techniques outline the descriptive statistical methods used to explain how to determine criteria for 'good', 'average', and 'poor' performance, or other criteria. Where data cannot be quantified (such as observational data or interview data), qualitative analysis is used, whilst quantitative data is analysed using descriptive statistical methods as described above.
- f. Success Indicators are presented to provide an indication of whether the desired success has been achieved through the number of cycles carried out. With these criteria, it can be determined whether the results achieved have exceeded the desired targets. The indicators presented must take the form of targets that can be measured using the data analysis from the previous section.

4. Research Findings and Discussion

CHAPTER IV RESEARCH RESULTS AND DISCUSSION; presents the results achieved through the actions carried out via classroom action research. In this chapter the following sections are at least presented:

- a. Research setting; providing a brief descriptive overview of the initial and post-intervention classroom conditions regarding classroom issues, student enthusiasm and student motivation in learning.
- b. Description of implementation and presentation of data; detailing the actions taken at each meeting in every cycle, from the start of the lesson, through the main lesson content, to the conclusion of the lesson using new models, methods or strategies. What changes have occurred in the pupils (in terms of activity, enthusiasm for learning, discipline, classroom atmosphere, ability to understand the material, etc.). At the end of the cycle, a summary of the changes in all aspects and their learning achievements is presented. Continue by presenting the results of each meeting in the second cycle, as in the first cycle.
- c. Data analysis: present an analysis of each cycle regarding the aspects are the focus of the research. How is their enthusiasm for learning, their discipline, or their motivation, and their learning outcomes? If the data is quantitative, it can be analysed using descriptive statistics or by comparing the pre-intervention (initial condition) with the post-first-intervention (Cycle I) and the post-second-cycle results, measuring the improvement in each indicator of the problem variable

- d Discussion: A discussion is presented comparing the initial conditions with Cycle I and Cycle II regarding all aspects of change, including learning achievement or the focus of the problem. The initial data, as well as data from Cycle I, Cycle II, and subsequent cycles, can be presented in the form of graphs and tables. From these tables, the findings are explained and discussed, and it is possible to highlight the supporting theories.

5. Conclusions, recommendations, and limitations of the study

CHAPTER V CONCLUSIONS, RECOMMENDATIONS AND RESEARCH LIMITATIONS;

presents the conclusions drawn from the analysis based on the research objectives, and recommendations are put forward based on the conclusions presented.

6. Bibliography

REFERENCES contains all the sources cited in the theoretical review used throughout the report, with a consistent citation style in accordance with applicable guidelines (see the reference list in quantitative research).

7. Appendices

Contains appendices in the form of (a) lesson plans for each cycle, (b) all instruments used in the research, (c) sample worksheets from students and teachers, (d) student attendance lists for each session, (e) photographs of activities and their descriptions, (f) research permits and other evidence deemed important.

Research and Development

Research and Development is a process or series of steps to develop a product or improve an existing product.

In its implementation, the following methods are used

1. Descriptive (Initial research collects data on existing conditions)
2. Evaluative (evaluation of the product development trial process)
3. Experimental (Testing the efficacy of the resulting product)

Research and development steps/procedures (Borg and Gall, 1983)

1. Research and Information Collection

Conducting preliminary research (pre-survey) to gather information (literature review, classroom observation), identify problems encountered in learning, and summarise problems, needs assessment, literature studies, and small-scale research.

2. Planning

Carrying out planning (identification and definition of skills, formulation of objectives, determination of the sequence of learning, and expert testing or small-scale trials, or expert judgement (research plan, formulation of objectives, research design).

3. Develop a preliminary version of the product
Developing the initial form of the product involves: preparing learning materials, compiling a handbook, and developing assessment tools (expert review).
4. Preliminary field testing
Conducting an initial field trial, carried out in 1–3 schools using 6–12 expert subjects. Collecting information/data through observation, interviews, and questionnaires, followed by data analysis and main product revision (revising the trial results).
5. Main product revision
Revision of the trial; revising the main product based on feedback and suggestions from the initial field trial results.
6. Main field testing
A wider-scale trial involving 5–15 schools; quantitative data is evaluated and compared; the main field trial is conducted across 3–5 schools, with 30–80 participants. Assessment tests on pupils' learning outcomes are carried out before and after the learning process.
7. Operational product revision
Refining the product resulting from the trial, revising the operational product based on feedback and suggestions from the main field trial.
8. Operational field testing
Refinement based on feedback from the field trial; conducting operational field testing (carried out in 10–30 schools, involving 40–200 subjects); data is collected through interviews, observations and questionnaires.
9. Final product revision
Refinement based on feedback from field testing, revising the final product based on suggestions from the field trials.
10. Dissemination and implementation
Disseminating and implementing the product, reporting and disseminating the product through meetings and scientific journals, collaborating with

publishers to promote the product for commercial purposes, and monitoring distribution and quality control.

Note:

Based on the decision of the Faculty Senate meeting, it was decided that undergraduate (S1) students conducting research and development should limit their work to initial field trials and the revision of trial results based on the analysis of those initial field trials. Consequently, research and development activities should only proceed up to the fourth or fifth stage.

CHAPTER I INTRODUCTION

A. Background

The background to the problem outlines the context of the project's development in relation to the problem to be solved; the discussion begins with the identification of existing gaps between the actual and ideal conditions, as well as the impact caused by these gaps; various alternatives to address these gaps need to be briefly outlined, accompanied by an identification of the inhibiting and supporting factors, supported by previous research and development; the alternatives offered as solutions to the problem, along with their rationale, are presented at the end of the problem background section.

1. Problem Identification
2. Problem Delimitation
3. Problem Statement

To reiterate what has been discussed in the background to the problem, in This section should set out a specific formulation of the problem to be solved; the problem statement for the project should be presented concisely, succinctly and clearly, and preferably in the form of a declarative sentence. The problem statement should be accompanied by proposed solutions and a rationale explaining why those alternatives have been chosen as the most appropriate means of resolving the problem at hand.

B. Specifications of the Expected Product

This section is intended to provide a comprehensive overview of the characteristics of the product expected from the development activity. Product characteristics encompass all key identifiers that can be used to distinguish one product from another. The product in question may take the form of a curriculum, module, learning package, textbook, assessment tool, model, or other product that can be used to address issues in training,

learning, or education.

C. Research Objectives

The development objectives are formulated based on the problems to be solved using the selected alternatives. The formulation of development objectives should be directed towards achieving the ideal conditions as outlined in the problem background.

D. Research Benefits

This section is often confused with the development objectives; development objectives express the effort to achieve ideal conditions, whereas the importance of development expresses the argument as to why there needs to be a shift from the current conditions to ideal conditions; in other words, the importance of development explains why the existing problems need to be resolved urgently.

E. Assumptions and Limitations of the Development

Assumptions in development serve as the foundation for determining the characteristics of the resulting product and justifying the choice of model and development procedures. Assumptions should be derived from validated theories, expert opinions, or empirical data relevant to the problem to be solved using the product under development.

The limitations of the development highlight the constraints of the resulting product in addressing the problem at hand, particularly within a broader context

. This explanation is intended to ensure that the product resulting from this development activity is approached with caution by users, in accordance with the underlying assumptions and the supporting conditions that must be in place for its utilisation.

F. Explanation of Terms

This section presents definitions of terms commonly used in the development of the desired product, both in terms of the models and procedures used in development and in terms of the resulting product.

CHAPTER II THEORETICAL REVIEW

A. Theoretical Framework

This chapter is intended to present a comprehensive framework regarding the concepts, principles, or theories used as a foundation for solving the problems faced or for developing the methods, media, and learning tools or products envisaged. The framework is structured based on a review of various theoretical and empirical aspects related to the problems and the approaches to be taken to resolve them.

B. Relevant Research

Includes articles from journals relevant to the type of product being developed, covering: title, year, development objectives, development methods, and development results.

C. Conceptual Framework

The conceptual framework is a miniature representation of the entire research process; it explains: why is the research and development being carried out? How is the research process conducted?

What will be gained from the research? What is the purpose of the research findings? This should ideally be presented in the form of a diagram.

D. Research Hypothesis

The research hypothesis is a provisional answer to the research problem formulation of the development being undertaken.

CHAPTER III RESEARCH/DEVELOPMENT METHODOLOGY

A. Types of Research

Describing the type of research used; in this case, the type of research is research and development, complete with references.

B. Research/Development Procedure

The development procedure should include the following points: (1) the development model,
(2) the development procedure, which comprises three stages: the preliminary study, the development procedure and the effectiveness test.

This section outlines the procedural steps taken by the researcher in creating the product. The development procedure must be distinguished from the development model.

Stage 1: Preliminary Study

Preliminary study activities are carried out to identify problems regarding methods, learning media, or learning tools, so that they can be developed. To conduct the preliminary study, qualitative and quantitative methods or mixed methods may be used, covering location and time, data and data sources, data collection techniques, data validity testing, and data analysis techniques, so that any weaknesses or shortcomings can be identified.

Stage 2: Model Development Stage

The development model created in Chapter 3 must be consistent with the

hypothetical model described in Chapter 2.

- a. Development model (Product design)
- b. Design validation
- c. Design Revision
- d. Product Testing

Product testing is intended to obtain data that can be used as a basis for determining the level of effectiveness, efficiency and/or appeal of the resulting product; in this regard, the following must be outlined in sequence: the test design, test subjects, type of data, data collection instruments, and data analysis techniques.

- 1) Test design

Generally speaking, product development trials are usually carried out in three stages: individual testing, small-group testing and field testing. During the development process, researchers may stop at the individual testing stage, or proceed to small-group testing, or even to

- 2) Test subjects

The characteristics of the test subjects must be clearly and fully identified, including the method of selecting them. Test subjects may consist of experts in the product's subject matter, experts in product design, and/or the target users of the product. Test subjects who are subject-matter experts may possess expertise equivalent to a PhD level for a dissertation.

- 3) Types of data

Product testing is intended to collect data that can be used as a basis for determining the level of effectiveness, efficiency, and/or appeal of the resulting product

- 4) Data collection instruments

This section outlines the instruments used to collect data as mentioned in the previous point; if existing instruments are described, a detailed explanation of their characteristics is required

- 5) Data analysis techniques

The data analysis techniques and procedures used to analyse

the trial data are outlined in this section, along with the rationale for their selection.

e. Product revision

Evaluation and refinement

Stage 3: Model Evaluation/Testing Stage

This section describes: the trial subjects, the timing and conduct of the trial, the trial implementation procedures, and the analysis of the trial results.

CHAPTER VI

WRITING A SCIENTIFIC PAPER

Based on Circular Letter No: B/323/B.B1/SE/2019 regarding the Publication of Scientific Works for Undergraduate, Master's, and Doctoral Programmes, it is stipulated that “graduates of undergraduate and applied undergraduate programmes shall prepare a final project or final project report and upload it to the university repository integrated into the Ministry of Research, Technology and Higher Education's Student Final Project Repository portal (rama.ristekdikti.go.id), unless published in a journal”

According to PerBAN-PT No. 10 of 2021 on the Study Programme Accreditation Instrument (IAPS) for Undergraduate Programmes in the Field of Education, specifically in Appendix 4 of the Accreditation Assessment Guidebook and Matrix, Under point 79 of the Undergraduate Programme (Book 4), there is a requirement for the number of student publications in non-accredited national journals, accredited national journals, international journals, reputable international journals, proceedings of regional/local/university seminars, proceedings of national seminars, and proceedings of international seminars.

Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 53 of 2023 implicitly grants higher education institutions the discretion to regulate and determine the forms of final projects that can ensure the attainment of graduate competencies.

Based on this regulation, to ensure the quality of education, upon completion of their studies, students are required to undertake a final project that may take the form not only of a final project but also of a prototype, a project, or other similar forms of final project, either individually or in groups.

A. Definition of a Scientific Article

A scientific paper is the result of a theoretical study, policy analysis, or examination of a product, technology, or work of art, emphasising the ability to critically analyse or generate innovative ideas based on research findings, literature reviews, or other scientific activities, including participation in one of the MBKM activities published in accredited national scientific journals (Sinta 1–6) or reputable international journals. Scientific papers are compiled by students in accordance with scientific principles and written in accordance with standard Indonesian language conventions under the guidance of

supervising lecturer. The work is written individually under the guidance of a supervising lecturer appointed by a Dean's Decree, carrying a weighting of 6 ECTS credits.

B. Writing Structure

Specifically, the structure of the scientific paper follows the structure/guidelines for writing articles as stipulated by the target journal.

In the supervision prior to publication, the structure of research results/ final project must comply with the following provisions:

1. The title of the research paper describes the topic under study.
2. The abstract contains a summary covering the background, research question, objectives, methodology, research findings and keywords, generally not exceeding five words. The abstract is written in Indonesian and English and consists of 200–250 words, which will subsequently be adapted to the template.
3. Introduction: presents the background to the research problem, a review of the theory and literature relating to the problem, accompanied by the expected research objectives/focus.
4. Research methods: provides a brief description of the type of research, data collection techniques and data sources, as well as data analysis.
5. Research Results and Discussion: this is the core of the research paper. The results section presents data for each stage or cycle and data analysis. This section may be supported by graphs, tables, charts or figures appropriate to the chosen research type, accompanied by explanations. The discussion section contains the research findings, data interpretation and analysis based on the theories discussed, and a discussion of the relationship between the research results and previous studies.
6. The Conclusion contains a summary of the main research findings, accompanied by the implications of the findings for the field under study. It also includes suggestions for further research or the practical application of the research findings.
7. The References section contains the references used in the research, written in a specific format (APA, MLA, IEEE, Chicago, etc.).

C. Criteria

The criteria for scientific papers are as follows:

1. The topic of the final project may be derived from issues relevant to the student's field of study or area of expertise, based on research findings, review articles or other academic activities, including their participation in one of the MBKM activities, namely: internships or work placements, teaching assistance in educational institutions, research, humanitarian projects, entrepreneurial activities, independent studies/projects, village development, or thematic practical work courses (KKNT).

2. The KTI is written by students under the supervision of a lecturer whose field of expertise is relevant and who has been appointed as a supervisor by the study programme, as ratified by a Dean's Decree.
 - a. The KTI is published in accredited journals, either nationally (Sinta 1 to 6) or in reputable international journals, and is written in standard Indonesian or English.
 - b. The KTI is written in the name of the student concerned as the first author, with the supervising lecturer listed as the second and third author or co-author, or as the corresponding author.
 - c. In order to be recognised as a graduation requirement, students' scientific publications must have been published, as evidenced by a view report in OJS (the journal's website) in one of the scientific journals in accordance with the provisions of these guidelines.
 - d. Students who have successfully published their scientific articles in national journals indexed in Sinta 1 to 2 or in reputable international journals will receive a grade of 'very good' (A) and are not required to undergo the dissemination mechanism.
 - e. Students who have successfully published their scientific articles in national journals indexed in Sinta 3 to 6 must defend their written work during dissemination before an examination panel appointed by a Dean's Decree.
 - f. With regard to point (e), the student's grade is determined by the substance of the article published in a Sinta 3 to 6 journal and the presentation during the dissemination.

D. Requirements

The preparation of the KTI is carried out once the student has met the following requirements.

1. Enrolled as a student and have fulfilled all administrative requirements for the current semester.
2. Have completed a minimum of 80 credits without any D grades.
3. Minimum GPA of 2.75.
4. Have participated in one of the MBKM activities (for students undertaking a final-year project via the MBKM pathway).
5. Have been assigned a KTI supervisor as determined by the study programme.
6. Meet any other requirements that may be set by the faculty/study programme.

E. Procedure

The procedure that students must follow when selecting a KTI is as follows.

1. The student submits a KTI topic to the head of the study programme.
2. The head of the study programme checks the requirements of the student and the prospective supervisor.
3. The head of the study programme proposes two prospective supervisors to the dean, taking into account the student's KTI topic.

4. The Dean issues a decision on the appointment of a supervisor.
5. Students who have received the KTI supervisor's letter of appointment may immediately commence supervision and proceed with their KTI proposal.
6. The KTI proposal does not need to be written in the form of a proposal (such as a final project proposal), but should simply be presented as a draft article, outline, or article outline under the supervision of a lecturer.
7. With guidance from the supervising lecturer, students select a journal for publication (list of journals attached) to avoid choosing predatory journals.
8. Following the writing process and plagiarism check of the scientific article, students submit the research paper to the target journal with the support of their supervisor until the paper is accepted and published.

F. Supervision

1. Supervision Period

According to Rector's Regulation No. 004/PR/UPGRISs/III/2023 of 2023, the supervision period for the KTI is a maximum of one year or two semesters. If it exceeds one year, supervision may be extended into the following year with the same supervisor or another supervisor based on various considerations, to ensure the smooth progress of the student's studies.

2. Supervisor Requirements

Supervisor I and Supervisor II for students undertaking a KTI in the Non-MBKM programme are subject to the following provisions.

- a. The supervising lecturer must be an active lecturer in the study programme who has been authorised by a Dean's Decree.
- b. Supervisors I and II have the same rights and authority to supervise, and:
 - 1) are able to cooperate with fellow supervisors and students,
 - 2) prioritise academic interests and the interests of students,
 - 3) to support students under their supervision so that they complete their studies on time, and
 - 4) scheduling supervision sessions at least once a week.
- c. An advisor who, for any reason, is unable to continue the supervision may be replaced by another advisor appointed by the Head of the Study Programme by means of a Dean's Decree.
- d. With regard to the supervision process, the supervisor is accountable to the Head of the Study Programme.

3. The Supervision Process

The supervision process can be divided into three parts based on its objectives, but these three aspects form a single sequence within the supervision process aimed at the completion of the final project. The three stages of supervision are: (a) supervision of the final project title or research problem, (b) supervision of article writing, and (c) supervision of article publication from submission, acceptance, revision, to publication.

G. Procedures for the Dissemination of Research Papers

Students whose articles are published in Sinta 3 to 6 journals are required to attend the research paper dissemination session in accordance with the following procedure.

1. Register for the KTI dissemination through the study programme/SIMEKAR,
2. submit two printed copies of the article that have been approved by the supervisor, and
3. submit a printout of the similarity check results with a maximum similarity rate of 25%.
4. The study programme appoints Examiner 1, Examiner 2 and Examiner 3, as well as the date for the research dissemination.
5. Examiner 1 is the main supervisor, Examiner 2 is the co-supervisor, and Examiner 3 is a lecturer with expertise relevant to the student's research paper.
6. The results of the KTI dissemination are announced by the examination panel once the dissemination has been completed.
7. The KTI dissemination report is approved by the panel of examiners and the student submits it to the study programme, faculty, and library for storage in UPGRIS repository. The structure of the report is as follows.
 - a. Preliminary Section
 - 1) Cover in the faculty's designated colour (logo, title, purpose of the report, name and student ID number, faculty, university, and year of approval (example in the Appendix).
 - 2) Title
 - 3) This page has the same format as the outer cover, printed on white paper similar to the other sections.
 - 4) Approval
 - 5) Statement
 - 6) Motto and Dedication
 - 7) Foreword
 - b. Main Section
Contains the text of published articles
 - c. Concluding Section
 - 1) Author's Biography
 - 2) Supervisor's Approval
 - 3) Examiner's Letter

H. Assessment

Assessment of the scientific paper is conducted once the scientific article has been published, based on the following assessment criteria.

1. Special recognition is given to articles accepted/published in Sinta 1 to 2 journals or reputable international journals, which receive an A grade (very good) and are exempt from the dissemination mechanism.
2. Articles published in journals with Sinta accreditation 3 to 6 are assessed based on the assessment guidelines with a dissemination mechanism.

REFERENCES

APA:

Handayani, A., Ratnaningsih, I. Z., Maulia, D., Widiharto, C. A., & Bawono, Y. (2024). The effect of mindful parenting on gender-based violence: Father involvement as a mediator. *Psikohumaniora: Journal of Psychological Research*, 9(1), 1–20. <https://doi.org/10.21580/pjpp.v9i1.20367>

Sahir, S. H. (2021). *Research methodology*. KBM Indonesia Publishers.

MLA:

Handayani, Arri, et al. "The Effect of Mindful Parenting on Gender-Based Violence: Father Involvement as a Mediator". *Psikohumaniora: Journal of Psychological Research*, vol. 9, no. 1, May 2024, pp. 1–20, doi:10.21580/pjpp.v9i1.20367.

Sahir, Syafrida Hafni. *Research methodology*. KBM Indonesia Publishers, 2021.

IEEE:

A. Handayani, I. Z. Ratnaningsih, D. Maulia, C. A. Widiharto, and Y. Bawono, "The effect of mindful parenting on gender-based violence: Father involvement as a mediator", *Psikohumaniora J. Penelit. Psikol.*, vol. 9, no. 1, pp. 1–20, May 2024.

S.H. Sahir, "Research Methodology", KBM Indonesia Publishers, 2021.

Chicago:

Handayani, Arri, Ika Zenita Ratnaningsih, Desi Maulia, Chr. Argo Widiharto, and Yudho Bawono. 2024. "The Effect of Mindful Parenting on Gender-Based Violence: Father Involvement as a Mediator". *Psikohumaniora: Journal of Psychological Research* 9 (1):1-20. <https://doi.org/10.21580/pjpp.v9i1.20367>.

Sahir, Syafrida Hafni. *Research methodology*. KBM Indonesia Publishers, 2021.

Appendix 1
Final Project Topic and Supervisor Proposal Form



FOUNDATION FOR THE DEVELOPMENT OF HIGHER EDUCATION INSTITUTIONS PGRI SEMARANG
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
CAMPUS: Jl. Lontar No. 1 (Sidodadi Timur) Semarang, Indonesia
Tel: (024) 8448217, 8316377 Fax: (024) 8448217 Email: ikip_pgris@yahoo.com

PROPOSAL FOR FINAL PROJECT TOPIC AND SUPERVISOR

To: Head of the Study Programme

With respect,

The undersigned,

Name:

Student ID :

hereby submit a final project proposal with the title:

.....
.....
.....
.....
.....

Semarang,
Submitted by,

.....
Student ID

Approved by,
Supervisor I

Supervisor II

Noted,
Head of the Study
Programme,

.....
NIP/NPP

.....
NIP/NPP

.....
NIP/NPP

Appendix 2

Example of the Front Cover Page of a Final Project Proposal



**THE EFFECTIVENESS OF THE COOPERATIVE INTEGRATED READING
AND COMPOSITION LEARNING MODEL ON THE MOTIVATION AND
LEARNING OUTCOMES OF INDONESIAN LANGUAGE AMONG YEAR 5
PUPILS
SDN BENDAN NGISOR SEMARANG**

FINAL PROJECT PROPOSAL

BY

**SOFI FITRIANI
NPM 10120041**

STUDY PROGRAMME
FACULTY
UPGRIS 2020

Appendix 3
Example of a Title Page in a Final Project Proposal



**THE EFFECTIVENESS OF THE COOPERATIVE INTEGRATED READING
AND COMPOSITION LEARNING MODEL ON THE MOTIVATION AND
LEARNING OUTCOMES IN INDONESIAN LANGUAGE AMONG YEAR 5
PUPILS
SDN BENDAN NGISOR SEMARANG**

FINAL PROJECT PROPOSAL

**Submitted to the Faculty of
UPGRIS for the Preparation of a Final Project**

BY

**SOFI FITRIANI
Student ID 10120041**

**STUDY PROGRAMME
UPGRIS 2020**

FINAL PROJECT PROPOSAL

**THE EFFECTIVENESS OF THE COOPERATIVE INTEGRATED READING
AND COMPOSITION LEARNING MODEL ON THE MOTIVATION AND
LEARNING OUTCOMES IN INDONESIAN LANGUAGE AMONG YEAR 5
PUPILS
SDN BENDAN NGISOR SEMARANG**

**Prepared and submitted by
SOFI FITRIANI
Student ID 10120041**

**Approved by the supervisor to proceed with the preparation of the final project on 4
February 2020**

Supervisor I,

Supervisor II,

**Drs.
NPP**

**.....
NPP**

Appendix 5
Example of the Front Cover Page of a Final Project



**THE EFFECTIVENESS OF THE COOPERATIVE INTEGRATED READING
AND COMPOSITION LEARNING MODEL ON THE MOTIVATION AND
LEARNING OUTCOMES IN INDONESIAN LANGUAGE AMONG YEAR 5
PUPILS
SDN BENDAN NGISOR SEMARANG**

FINAL PROJECT

BY

SOFI FITRIANI

NPM 10120041

STUDY PROGRAMME

FACULTY

UPGRIS 2020

Appendix 6
Example of an Inside Cover Page in a Final Project



**THE EFFECTIVENESS OF THE COOPERATIVE INTEGRATED READING
AND COMPOSITION LEARNING MODEL ON THE MOTIVATION AND
LEARNING OUTCOMES IN INDONESIAN LANGUAGE AMONG YEAR 5
PUPILS
SDN BENDAN NGISOR SEMARANG**

FINAL PROJECT

**Submitted to the
of PGRI SEMARANG to Fulfil Part of the Requirements for the
Award of a Bachelor of Education Degree**

BY

SOFI FITRIANI

Student ID 10120041

STUDY PROGRAMME

FACULTY

UPGRIS 2020

FINAL PROJECT

**THE EFFECTIVENESS OF THE COOPERATIVE INTEGRATED READING
AND COMPOSITION LEARNING MODEL ON THE MOTIVATION AND
LEARNING OUTCOMES IN INDONESIAN LANGUAGE AMONG YEAR 5
PUPILS**

SDN BENDAN NGISOR SEMARANG

Prepared and submitted by SOFI

FITRIANI

Student ID 10120041

**Approved by the supervisor to proceed before the
Examination Board**

Semarang, June 2020

Supervisor I,

Supervisor II,

Drs.

.....

NPP

NPP

FINAL PROJECT

**THE EFFECTIVENESS OF THE COOPERATIVE INTEGRATED READING
AND COMPOSITION LEARNING MODEL ON THE MOTIVATION AND
LEARNING OUTCOMES IN INDONESIAN LANGUAGE AMONG YEAR 5
PUPILS**

SDN BENDAN NGISOR SEMARANG

prepared and submitted by

SOFI FITRIANI

NPM 10120041

**was defended before the Examination Board
on 20 June 2020
and declared to have met the requirements**

of the Examination Board

Chair

Secretary

NPP/NIP

NPP/NIP

Examiner I

NPP/NIP

.....

Examiner II

NPP/NIP

.....

Examiner III

NPP/NIP

.....

MOTTO AND DEDICATION

Motto:

1. The idea of creating something new cannot be achieved by relying solely on intelligence, but also by playing on our instincts. The creative mind plays with the objects it favours (**Carl Gustav Jung, Swiss psychologist**).
2. Nurturing aspirations with worry and fear will produce roots that bind life to failure. Nurturing aspirations with optimism and solutions will reap success (**Lao Tzu, Chinese philosopher**).

Note: other sources may be used

Dedication:

I dedicate this final project to:

1. My beloved parents
2. My alma mater, UPGRIS

(Note: dedication to parents and alma mater)

DECLARATION OF ORIGINALITY

I, the undersigned:

Name : Sofi Fitriani

Student ID : 10120041

Programme :

Faculty : Faculty of

I hereby declare that the final project (title) I have written is entirely my own work and does not constitute the appropriation of another person's writing or ideas, which I have presented as my own.

Should it be proven at a later date that this final project is a plagiarised work, I am willing to accept the consequences of such an act.

Semarang, 2 July 2020

The declarant

Signed (Stamped with a Rp. 10,000 stamp)

Sofi Fitriani

NPM 10120041

Appendix 11
Example of an
Abstract

SOFI FITRIANI. Student ID 10120041. “The Effectiveness of the Cooperative Integrated Reading and Composition Learning Model on the Motivation and Indonesian Language Learning Outcomes of Year 5 Pupils at SDN Bendan Ngisor, Semarang”. Final Project. Primary School Teacher Education Programme, Faculty of Education, UPGRIS. UPGRIS. 2014.

The background to this research is the low level of Indonesian language learning outcomes and student motivation. This is due to a lack of effective teaching methods to optimise students’ abilities and motivation.

The research questions in this study are: 1) Is the Cooperative Integrated Reading and Composition learning model effective in enhancing learning motivation? 2) Can pupils achieve learning mastery by applying the Cooperative Integrated Reading and Composition learning model? 3) Is the Cooperative Integrated Reading and Composition learning model effective in improving Indonesian language learning outcomes? The objectives of this study are to determine the effectiveness of the Cooperative Integrated Reading and Composition learning model on the story elements curriculum for Year 5 pupils at SDN Bendan Ngisor, Semarang, in terms of learning attainment, motivation and learning outcomes.

This is a quantitative study using a True Experimental Design with a Posttest-Only Control Design. The study population consists of all pupils at SD Bendan Ngisor, Semarang, for the 2012/2013 academic year. The sample comprised 52 pupils from classes VA and VB, selected using a Probability Sampling technique in the form of Cluster Sampling. Data for this study were obtained through tests, documentation, observation and questionnaires.

The results of the student motivation questionnaire analysis show that the classical percentage for the experimental group (82%) was higher than that of the control group (75%), and based on the results of the t-test, the calculated t-value was greater than the critical t-value ($3.064 > 1.675$). It can be concluded that the Cooperative Integrated Reading and Composition learning model is effective in enhancing students’ learning motivation. The classical achievement of the experimental group showed that the calculated t-value was greater than the critical t-value ($8.464 > 1.7$) with an achievement percentage of 89%. Meanwhile, the analysis of the control class showed that the calculated t-value was less than the critical t-value ($1.648 < 1.71$) with an achievement percentage of 62.5%. It is concluded that through the application of the Cooperative Integrated Reading and Composition learning model, students can achieve learning mastery. Furthermore, the results of the t-test on learning outcomes showed that the calculated t-value was greater than the critical t-value (4.349

> 1.675). The difference in learning outcomes was 11.5%. It is concluded that the Cooperative Integrated Reading and Composition learning model is effective in improving students’ learning outcomes.

Based on the results of this study, it is recommended that the Cooperative Integrated Reading and Composition (CIRC) model be used as one of the teaching methods available to teachers.

FOREWORD

Praise and thanks be to Allah SWT, the researcher has been able to compile and complete this final project smoothly. This final project, entitled “The Effectiveness of the Cooperative Integrated Reading and Composition Model on the Motivation and Learning Outcomes of Indonesian Language for Year 5 Pupils at SDN Bendan Ngisor, Semarang”, has been compiled to fulfil the requirements for the award of a Bachelor of Education degree.

The preparation of this final project was not without obstacles, challenges and difficulties. However, thanks to the guidance, assistance, advice, encouragement and suggestions from various parties, particularly the Supervisor, all these obstacles, challenges and difficulties were successfully overcome. Therefore, on this occasion, the author would like to express sincere gratitude to:

1. The Rector of UPGRIS who has given the author the opportunity to pursue studies at UPGRIS.
2. The Dean of the Faculty of Educationfor granting the author permission to conduct this research.
3. The Head of the Primary School Teacher Education Programme who has approved the author’s final project.
4. Supervisor Iwho has guided the author with great diligence and precision.
5. Supervisor IIwho has guided the author with great dedication.
6. The lecturers of the Study Programme, who have imparted knowledge to the author during his studies at UPGRIS.
7. The Headteacher of SDN Bendan Ngisor, Semarang,, who has granted permission the researcher to conduct research at the institution under his leadership.

Finally, the author hopes that this final project will be of benefit to educators, particularly those in secondary education.

Semarang, 20 September

2020 The Author

Appendix 13
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Appendix 17

Example of a Summary of the Final Project Supervision Process

PROGRAMME
FACULTY
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
Jalan Lontar - Dr. Cipto No. 1,
Semarang Telephone (024) 8316377

SUMMARY OF FINAL PROJECT SUPERVISION PROCESS

TIME	ACTIVITY	INITIALS

Semarang, 2 August 2020

In witness whereof,
Supervisor I

Student,

Student ID

Student ID

Notes

:

The format for supervision by Supervisor II is the same as that for Supervisor I

FINAL PROJECT FORMAT
FIP UPGRIS 2021 Style Guide

A. Paper Type, Size and Formatting

1. Paper type and size: 80 gsm A4-sized HVS paper (A4: 21.00 cm × 29.70 cm).
2. Typing: single-sided only, not double-sided, with 4 cm margins from the top and left edges of the paper, and 3 cm margins from the right and bottom edges of the paper.
3. Font: Microsoft Word (MS Word), Times New Roman, size 12.
4. Spacing: text should be left- and right-aligned, with the following spacing:
 - a. 1.5 line spacing between text (main body).
 - b. Spacing between chapter titles and the start of the text: 2.5 lines.
 - c. Spacing between sub-chapters and the text: 2 lines.
 - d. Direct quotations of fewer than 40 words (four lines) are typed within the body of the text using quotation marks, with 1.5 line spacing (in line with the body text).
 - e. Direct quotations of 40 words or more are typed single-spaced, indented, with a seven-character indent from the left margin and a three-character indent from the right margin, without quotation marks.
5. Chapters, chapter numbers and chapter titles: always typed on a new page, centred. Chapters are written in all capital letters without full stops (bold), chapter numbers are written in Roman numerals without full stops, namely: CHAPTER I, CHAPTER II, CHAPTER III, CHAPTER IV, CHAPTER V. Chapter titles: typed below CHAPTER, in all capital letters, with 1.5 line spacing in MS Word.
6. Subheadings are written with capitalised letters followed by a full stop (A., B., C., and so on), with the first letter of each word capitalised, except for conjunctions; in bold, typed from the left margin, with the following sentence as a new paragraph.
7. Sub-subheadings are written with Arabic numerals followed by a full stop (1., 2., 3., and so on), in bold, as a paragraph, with capital letters only at the start of sentences, names, and abbreviations; the following sentence is written starting from the left margin.
8. Sub-subheadings should use lowercase letters followed by a full stop (a., b., c.,

and so on), with the first letter of the sentence capitalised, and the name or abbreviation in italicised or underlined (not underlined throughout the sentence); written starting from the left margin, with the following sentence as a new paragraph.

9. Paragraphs: the first line is typed starting at the sixth space from the left margin (1.1 cm; 5 spaces left blank), the second line and subsequent lines are typed flush with the left margin.
10. Page layout: as full as possible, with no unnecessary blank spaces, except for (a) chapter breaks, (b) paragraph breaks, (c) the writing of formulas and their explanations, (d) the inclusion of figures, charts, graphs and their captions.

B. Language and Style

1. The language used in the final project is standard Indonesian, written correctly and appropriately in accordance with the revised spelling rules.
2. Sentences used must be complete, consisting of: subject, predicate, object, and modifier. Passive voice should be used to avoid the use of second-person pronouns (you), and/or third-person pronouns (he, she), whilst first-person pronouns (I, me) should be replaced with the word “author” or “researcher”.
3. Foreign words, which are not Indonesian (including Javanese or other regional languages), should be italicised or underlined for each word, not underlined throughout the sentence.
4. Words with connotative meanings are written in quotation marks.
5. All punctuation marks (full stop, comma, semicolon, exclamation mark, colon, question mark, quotation marks) are written without spaces.

C. Writing Numbers

1. Numbers are expressed numerically

Use numbers to express:

- a. All numbers 10 or higher (two digits or more)
 - 12 cm wide
 - 15th trial
 - 10% remaining
 - 13 entries
 - age 25
 - 105 stimulus words

- 10th-year student
 - Two-digit or higher numbers should be written using Arabic numerals, for example: “Following the amendments, the 1945 Constitution consists of more than **150** articles”, not “Following the amendments, the 1945 Constitution consists of more than one hundred and fifty articles”.
- b. All numbers below 10 grouped for comparison with numbers 10 and above (and appearing in the same paragraph)
- 3 out of 21 analyses
 - of 10 requirements ... the 5th requirement
 - 5 out of 13 lines
 - in the 2nd and 11th grades ... 2nd-grade pupils
 - in 2 trials ... in the remaining 18 trials
 - 4 out of 40 stimulus words
 - in 7 books ... in 12 books
 - the 6th group ... 12 groups
 - Items 1 and 12 of the full list of 15
 - 2 out of 20 answers
 - the toys include 14 balloons, 3 stuffed animals, and 5 balls
 - 25 words ... 8 verbs, 12 nouns, and 5 adverbs
 - but
 - 15 innate characteristics across each of the four checklists (in this case, the innate characteristics and the checklists are not being compared; they are items from different categories)
- c. A number followed by a unit of measurement
- A 5-mg dose
 - with 10.54 cm of
- d. A number expressing statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, percentiles and quartiles
- multiplied by 3
 - by a factor of $2\frac{1}{2}$
 - 0.33 of
 - more than 5% of the sample
 - the first quartile

- a ratio of 16:1
- e. A number indicating time, date, age, sample or population size, scores and points on a scale, a specific sum of money, and a figure as a number
 - in approximately 3 years
 - 2 weeks ago
 - 3 hours 34 minutes
 - at 12:30
 - 5 June 1982
 - 2-year-old
 - 3 subjects
 - score of 4 on a 7-point scale
 - paid Rp. 5 each
 - numbers on the scorecard are 0–6
- f. A number indicating a specific position in a numbered sequence, sections of books and tables, each number in a list of four or more numbers
 - Level 8 (but the eighth level)
 - Group 3
 - Table 3
 - page 71
 - Chapter 5
 - row 5
 - words 1, 3, 4, and 7, in order

2. Numbers expressed in words

Using words to express:

- a. Numbers under 10 that do not represent exact measurements and that are not grouped for comparison with numbers 10 or more
 - two or three times
 - the only person who
 - two words that mean
 - five experiments
 - three requirements
 - seven lists
 - test t one party

- nine words each
 - three-dimensional figures
 - eight points
 - four answers
 - six sessions
 - nine pages
 - Three-way interaction
 - Single-digit numbers within the text (main body) are written in words, for example: “This final project is organised into **five** chapters”, not “This final project is organised into 5 chapters”.
- b. The numbers zero and one should be written out in words if this makes the text easier to understand than using numerals, or if the words do not appear in a context with numbers 10 and above.
- zero-based budgeting
 - single-line sentence
 - In any case, one answer is valid (but in any case, 1 out of 15 answers is valid.)
- c. A number that begins a sentence, heading, or title. (Wherever possible, repeat the sentence to avoid beginning with a number.)
- Ten subjects participated.
 - Forty-nine per cent of the sample showed an increase; 2% showed no change.
 - Four subjects improved, and four subjects did not improve.
 - As the beginning of a sentence, numbers are written in words. For example, “**Five** chapters of this final project cover ...”, or “**One hundred and fifty** articles of the amended 1945 Constitution are ...”, not “5 chapters of this final project cover ...” or “150 articles of the amended 1945 Constitution are ...”. In principle, sentences always begin with a letter, not a number.
- d. Common fractions
- one-fifth of the class
 - a two-thirds majority
 - minus three-quarters

- e. Universally accepted conventions
 - The Twelve Apostles
 - Fourth of July
 - The Ten Commandments

3. Combining numbers and words to express numbers

Using a combination of numbers and words to express:

- a. Large numbers rounded
 - nearly 3 million people
 - a budget of 2.5 billion rupiah
- b. Words that describe characteristics
 - 2 two-way interactions
 - ten 7-point scales
 - twenty 6-year-olds
 - the first 10 items

4. Ordinal numbers

Treating ordinal numbers (except percentiles and quartiles) as cardinal numbers

- second-order factors
- fourth levels
- fifth list for Year 12 students
- the first item of the 75th experiment (Item 1 of Experiment 75)
- the 2nd and 11th rows
- the first and third groups
- the third column

5. Decimal fractions

Place the decimal point on the line, not above it. Use a zero before the decimal point if the number is less than 1.

0.23 cm, 0.48 s (in Indonesian, the full stop is replaced by a comma: 0,23; 0,48)

Exception: Do not use a zero in front of a decimal number if the number cannot be greater than 1 (e.g. correlation, proportion, and statistical significance levels).

$$r = -0.96, \quad p < 0.05$$

Decimal numbers are written with four digits after the decimal point, for example: “The correlation coefficient between variables X and Y is 0.6783”, not “The correlation coefficient between variables X and Y is 0.68”.

6. Arabic and Roman numerals

Use Arabic numerals rather than Roman numerals whenever possible. Exception: If Roman numerals form part of established terminology, do not change them to Arabic numerals; for example, use ‘Type II error’.

7. Decimal points

Use a full stop between groups of three digits in numbers 1,000 or more. Except:

page number	page 1029
repeating numbers	00110010
key numbers	290466960
temperature	3071 °F
sound frequency designation	2000 Hz
degree of freedom	F (24, 1000)
the digits of a decimal number	4,900.0744

8. The plural of the number

To form the plural of numbers, whether expressed as digits or in words, add an: ones, tens, hundreds, thousands, millions, billions, trillions.

D. Tables, Figures and Formulas

1. Table titles, written with a capital letter at the start of each word and for names or abbreviations, are placed above the table, centred, with Arabic numerals, without full stops, and single-spaced.
2. Table captions (if any) should be written with a capital letter at the start of each line, single-spaced, placed below the table, starting flush with the left-hand edge of the table.

Example:

Table 4.13

Frequency Distribution of Daily Test Scores in Mathematics Taken by Forty Madrasah Ibtidaiyah Students

Score (X)	Symbols/Bars/Tallies	f
10	//	2
9	///	3
8	////	5
7	////	5
6	//// //	10
5	//// //	7
4	////	5
3	///	3
T o t a l		40 = N

Note:

1. Table numbers are ordered by chapter. Table 4.13 refers to the 13th table in Chapter IV.
2. To denote a variable (in the example above, the value variable), the letters X, Y or Z are generally used.
3. N stands for Number of Cases, which replaces the symbol Σf (= sum of frequencies), as it is considered more concise.
3. Tables longer than one page are accompanied by column numbers
4. The source of the table is written below the table with a single-line spacing
5. The formula title, written with a capital letter at the start of each word and for names or abbreviations, is placed above the formula, centred. The sequence number uses Arabic numerals according to the chapter, placed at the right margin.
6. Formula notes, written with a capital letter at the start of the line, single-spaced, are placed at the bottom left of the formula.

Example:

Product Moment Correlation Formula

$$r_{xy} = \frac{\Sigma XY - \left\{ \frac{(\Sigma X)(\Sigma Y)}{N} \right\}}{\sqrt{\left\{ \Sigma X^2 - \frac{(\Sigma X)^2}{N} \right\} \left\{ \Sigma Y^2 - \frac{(\Sigma Y)^2}{N} \right\}}} \quad (3.1)$$

Notes:

r_{xy} = Correlation coefficient between variables X and Y

ΣX = Total score for X

ΣY = Total score for Y

ΣXY = Total sum of the products of X and Y

7. The title of a figure, graph or histogram is written with the first letter of each word capitalised, placed below the figure, graph or histogram, centred with a sequential Arabic numeral without a full stop.
8. Captions for figures, graphs or histograms are written with a capital letter at the start of the line, placed below the title, starting from the left-hand edge of the figure, graph or histogram.

Example:

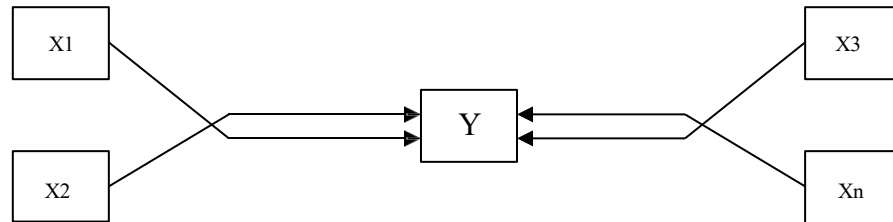


Figure 3.5: Variables Influencing Prosocial Behaviour Notes:
3.5: Figure 5 of Chapter III Y

Y : Prosocial behaviour
 X1 : Parents
 X2: Peers
 X3: Teachers
 Xn : Other unmeasured variables

E. Numbering System

1. Page numbering

- a. The title page, up to the list of appendices, is numbered sequentially using lowercase Roman numerals without any additional symbols, and placed at the bottom centre, namely: i, ii, iii, iv, v, and so on.
- b. From Chapter I onwards up to the list of appendices, Arabic numerals are used without any additions, namely 1, 2, 3, 4, 5, and so on.
- c. On pages containing chapter titles, the page number is placed at the bottom centre, one cm from the bottom margin, whilst on other pages without chapter titles, the page number is placed in the top right-hand corner, one cm from the top margin.

2. Numbering and writing of chapter titles

- a. Chapter numbers use uppercase Roman numerals without dots, namely: CHAPTER I, CHAPTER II, CHAPTER III, CHAPTER IV, and CHAPTER V. They are centred on the first line and stand alone, not joined to the chapter title, and are printed in bold.

- b. Chapter titles are written in all capital letters, centred, below the word ‘Chapter’, without underlining, without full stops, and in bold.

3. Numbering and writing of chapter subheadings

- a. The sequential numbering of chapter subheadings uses capital letters with full stops, namely: A., B., C., D., and so on.
- b. Chapter subheadings are indented from the left margin, with the first letter of each word capitalised, in bold, without underlining or full stops, and the following line forms a new paragraph, indented from the sixth character from the left margin (leaving five spaces).

4. Numbering of chapter subheadings

- a. The numbering of sub-subheadings uses Arabic numerals with a full stop, namely: 1., 2., 3., and so on.
- b. Chapter sub-subheadings are written with capital letters only at the beginning of the first word of the sentence, except for names and/or abbreviations, as a new paragraph, in bold, without underlining, without full stops, and the following sentence starts from the left margin.

5. Numbering of sub-subheadings

- a. Sub-subheadings are numbered using lowercase letters with a full stop, namely: a., b., c., and so on.
- b. Sub-subheadings are written with capital letters only at the beginning of the first word of the sentence, except for names and/or abbreviations; they start from the left margin, are not in bold but are italicised or underlined, without a full stop, and the following sentence forms a new paragraph.

6. Subsequent numbering, following sub-subheadings

- a. Subsequent numbering: unless strictly necessary or required, sequential numbering should not be used.
- b. If it is necessary and required to continue numbering sequentially, the following numbering sequence may be used: 1), 2), 3), and so on without a full stop; sub-sections: a), b), c), and so on without a full stop; sub-sections: (1), (2), (3), and so on without a full stop; and sub-sections (the last ones): (a), (b), (c), and so on without a full stop.
- c. To maintain the density of the content across the entire page and avoid unnecessary blank spaces, numbering following sub-subheadings of a chapter or numbering of sections that are not headings may be placed

within the body of the text, with full parentheses. Note the following example (numbering, paragraphs, bold/italics!).

CHAPTER
X
CHAPTER
TITLE

A. Chapter Subtitle

..... (1) (2)

..... (3) (4)

1. Chapter sub-subheadings

.....

.....(a).....(b)..... (c).....

2. Chapter sub-subheadings

.....

a. Chapter sub-subheading

.....: (1), (2)

....., (3)

b. Chapter sub-subheading

.....

.....: (1), (2), (3)

B. Chapter Subheading

1.

2.

.....

C. Chapter Subheading

.....

.....

F. Notation

1. Use APA (American Psychological Association) notation or “in-text citations” (body notes) including: author’s name, year: page number (Moleong, 2000: 15); or: According to Moleong (2000: 15)
2. There are many variations!

G. Bibliography

1. Arranged in alphabetical order, including: author's name, year, book title, city of publication, and publisher. Example: Geertz, Clifford. 1960. Abangan, Santri, Priyayi in Javanese Society. Jakarta: Pustaka Jaya.
2. If there are three authors in the text, list all of them; if there are more than three authors, list the first author followed by 'et al.'; in the Bibliography, list all authors regardless of number.
3. Items in the Bibliography must be found within the text, and vice versa.
4. There are so many variations!

H. Some Common Mistakes

Common Mistakes	The Correct Way
theoretical study . parents . effectiveness . eaten . buried . where . beside . amongst them . conclusion . increasingly . we . we . they . skills . mind / mindset . intelligence . analysis . 21st century . 21st century . teaching and learning . definition, redefinition . essence . practice . between X and Y . the relationship between X and Y . $H_1: r_{hit} > r_{tab}$ OR $t_{hit} > t_{tab}$. H_0 was accepted	. theoretical study . parents . effectiveness . eaten . at the grave / buried . in which case . besides . amongst them . conclusion . increasingly . we . we . they . skills . mind / mindset . intelligence . analysis . 21st century . 21st century . teaching and learning . definition and redefinition . essence . practice . between X and Y . the relationship between X and Y . $H_1: r_{hit} \geq r_{tab}$ OR $t_{hit} \geq t_{tab}$. H_0 is not rejected

I. Which is the correct spelling of

alphabet/a	activities	amphibian
reliable/reliable	analysis/analysis	queue/queue
pharmacy	principle	athlete
atmosphere	call to prayer	not yet
stuffy/stuffy	tomorrow	biosphere
	chilli/chilli	scholar/scholar
list/list	decorative	decree
detail	diagnosis	durian
effective	effectiveness	extra
elite	blow/blow	facsimile
February	foundation	formal
photo	frequency	nutrition
rehearsal	hut	hadith
memorise	essence	hierarchy
hypothesis	certificate	imagination
appeal/appeal	sense/sense	realisation
suck/suck	wife	permission
schedule	corpse	general
in fact	because/because	career
charisma	category	commodity
complete	creative	quality
receipt	damp	hole
creature	mosque	method
striking/conspicuous	billion	visible
breath	advice	negative
country	number/number	November
object	objective	understand
think	practice	province
report card	risk	secretary
system/system	standardisation	subject
engineering	technology	

STUDY PROGRAMME

GUIDANCE AND COUNSELLING



PRIMARY SCHOOL TEACHER
TRAINING



EARLY CHILDHOOD EDUCATION
TEACHER TRAINING



Main Building, 1st Floor
(1.07)



Excellent



Excellent



Excellent



fipupgris.ac.id



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