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45. Nanik P. Lestariningsih, Scopus ID: 57193453730; Biology Education, Institut Agama Islam Negeri Palangka Raya, Palangkaraya, Central Kalimantan
46. Assoc. Prof. Dr. Sri Endah Indriwati, Scopus ID: 57200105598; Department of Biology, Faculty of Mathematics and Natural Science, Universitas Negeri Malang, Semarang street No.5, Sumbersari, Lowokwaru, Malang, East Java,
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59. Muhammad Zulhariadi, Biology Education, Universitas Nahdlatul Wathan, Mataram, West Nusa Tenggara, Indonesia
60. Assoc. Prof. Dr. Tien Aminatun, Scopus ID: 57195472427; Biology Study Programme, Faculty of Mathematics and Natural Science, Yogyakarta State University, the Special Region of Yogyakarta, Indonesia
61. Dr. Bonita Hirza, Department of Mathematics Education, University of Muhammadiyah Palembang, South Sumatera, Indonesia

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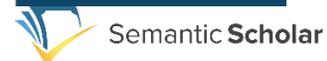
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In Introduction, Authors should state the objectives of the work at the end of introduction section. Before the objective, Authors should provide an adequate background, and very short literature survey in order to record the existing solutions/method, to show which is the best of previous researches, to show the main limitation of the previous researches, to show what do you hope to achieve (to solve the limitation), and to show the scientific merit or novelties of the paper. Avoid a detailed literature survey or a summary of the results. **Do not describe literature survey as author by author, but should be presented as group per method or topic reviewed which refers to some literatures.**



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Basically, this section describes the way the research was done. The main materials must be written here: (1) research design; (2) population and samples; (3) sample collection techniques and instrumental development; (4) data analysis techniques.

The specification and type of tools and materials must be written in case the researches have been conducted by using them.

The qualitative research, such as classroom action research, case studies, and so forth, need to mention the researcher attendance, research subject, and participated informants, as well as the methods used to explore the data, research location, research duration, and the description of research results validation.

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g. Results and Discussion

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h. Conclusion

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3. Book:

Zastrow, C., Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Empowerment series: Understanding human behavior and the social environment* (11th Ed.). Boston, MA.: Cengage Learning. Retrieved from <https://www.cengage.co.uk/books/9781337556477/>

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5. Chapter in edited book

Groundwater-Smith, S. (2007). As rain is to fields, so good teachers are to students. In S. Knipe (Ed.), *Middle years schooling: Reframing adolescence* (pp. 151-170). Frenchs Forest, N.S.W: Pearson Education Australia. Retrieved from <https://trove.nla.gov.au/work/34614596?selectedversion=NBD41331657>

Ashurst, P. R., Hargitt, R., & Palmer, F. (2017). Environmental issues. In P. R. Ashurst, R. Hargitt, & F. Palmer (Eds.), *Soft drink and fruit juice problems solved* (2nd Ed., pp. 195–199). Woodhead Publishing. doi: <https://doi.org/10.1016/B978-0-08-100918-5.00012-6>

6. Thesis and dissertation, research reports:

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Miladan, N. (2016). *Communities' contributions to urban resilience process : a case study of Semarang city (Indonesia) toward coastal hydrological risk*. Architecture, space management. Université Paris-Est. Retrieved from <http://www.theses.fr/2016PESC1010.pdf>

7. Articles from the websites:

European Commission. (2019, January 11). Early childhood education and care. Retrieved

from https://eacea.ec.europa.eu/national-policies/eurydice/content/early-childhood-education-and-care-56_en

Adams, R. (2018, August 22). Girls with top science GCSEs 'deterred from study at higher level'. The Guardian. Retrieved

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The specification and type of tools and materials must be written in case the researches have been conducted by using them.

The qualitative research, such as classroom action research, case studies, and so forth, need to mention the researcher attendance, research subject, and participated informants, as well as the methods used to explore the data, research location, research duration, and the description of research results validation.

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CONCLUSION

This part provides the summary of results and discussion which refers to the research aims. Thus, the new principal ideas, which are essential part of the research findings, are developed.

The suggestions, which are arranged based on research discussed-findings, are also written in this part. These should be based on practical activities, new theoretical development, and/or advance research.

ACKNOWLEDGMENT

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