The paper’s title should be the fewest possible words that accurately describe the content of the paper (Center, Bold, 16pt)

**Haerani1, Samsuar1,2, Febriana Intan Permata Hati3 (10 pt)**

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| **Article Info** |  | **ABSTRACT** (10 PT) |
| ***Article history:***  Received mm dd, yyyy  Revised mm dd, yyyy  Accepted mm dd, yyyy |  | An abstract is often presented separately from the article, so it must be able to stand alone. A well-prepared abstract enables the reader to quickly and accurately identify the basic content of a document, determine its relevance to their interests, and thus decide whether to read the document in its entirety. The abstract should be informative and self-explanatory, clearly state the problem and proposed approach or solution, and point out significant findings and conclusions. **The Abstract should be 100 to 250 words in length.** References should be avoided, but if essential, cite the author(s) and year(s). Standard nomenclature should be used, and non-standard or uncommon abbreviations should be avoided, but if essential, they must be defined at their first mention in the abstract itself. No literature should be cited. The keyword list provides the opportunity to add 5 to 7 keywords used by the indexing and abstracting services in addition to those already present in the title (9 pt). |
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1. **INTRODUCTION (10 PT)**

The main text format consists of flat left-right columns on A4 paper (quarto). The margin text from the left and top are 2.5 cm, right and bottom are 2 cm. The manuscript is written in Microsoft Word, single space, Times New Roman 10 pt, and a maximum of 12 pages for the original research article or a maximum of 16 pages for the review/survey paper. The template can be downloaded at the website: <http://agritech.unhas.ac.id/ojs/index.php/salaga>.

The article's title should be the fewest possible words that accurately describe the paper's content. The title should be succinct, informative, and no more than 12 words in length. Do not use acronyms or abbreviations in your title, and do not mention the method you used unless your paper reports on the development of a new method. Titles are often used in information retrieval systems. Avoid writing long formulas with subscripts in the title. Omit all waste words such as "*A study of ...*", "*Investigations of ...*", "*Implementation of ...*”, "*Observations on ...*", "*Effect of.....*", “*Analysis of …*”, “Design of…”, etc. An improperly titled paper may never reach the audience for which it was intended, so be specific.

A concise and factual abstract is required. The abstract should briefly state the research's purpose, principal results, and significant conclusions. An abstract is presented separately from the article, so it must be able to stand alone. For this reason, references should be avoided, but if essential, then cite the author(s) and year(s). Also, non-standard or uncommon abbreviations should be avoided, but if essential, they must be defined at the first mention in the abstract itself. Immediately after the abstract, provide a maximum of 7 keywords, using **American spelling**, avoiding general and plural terms, and multiple concepts (avoid, for example, 'and', 'of'). Be sparing with abbreviations: only abbreviations firmly established in the field may be eligible. These keywords will be used for indexing purposes. Indexing and abstracting services depend on the accuracy of the title, extracting keywords from it is useful in cross-referencing and computer searching.

The Introduction section should provide i) a clear background, ii) a clear statement of the problems, iii) the relevant literature on the subject, iv) the proposed approaches or solutions, and v) the new values (innovations) of the research (within 3-6 paragraphs). The section should be understandable to colleagues from a broad range of scientific disciplines. The terms in foreign languages are written in italics. The text should be divided into sections, each with a separate heading and numbered consecutively (Roick & Ringeisen, 2018). The section or subsection headings should be typed on a separate line. A full article follows a standard structure: **1.** **Introduction, 2. Materials and Methods, 3. Results and Discussion,** and **4. Conclusion.** The structure is well-known as the **IMRaD** style.

The literature review in the section **“INTRODUCTION”** is used to explain the differences of the manuscript with other research/papers (research gap or innovations). In the **“MATERIAL AND METHODS,” literature review is used as a** reference for the methods used in the research and to support the analysis of the research findings in the “RESULTS AND DISCUSSION” section (Reichert et al., 2020). If the manuscript was written with really high originality, which proposed a new method or algorithm, the additional section after the "INTRODUCTION" section and before the "METHOD" section could be added to explain the theory and/or the proposed method/algorithm (Ocak & Yamaç, 2013) briefly.

1. **MATERIALS AND METHODS (10 PT)**

Explaining research chronologically, including research design, research procedures (in the form of algorithms, pseudocode, or others), and data acquisition (Li & Zheng, 2018). The description of the course of research should be supported with references. Thus, the explanation can be accepted scientifically (Roick & Ringeisen, 2018). Figures and tables are presented center, as shown below and cited in the manuscript (Pressley & McCormick, 1995). For example, Figure 2(a) shows the math representation ability of students, and Figure 2(b) presents the reasoning ability of the students. The “**MATERIALS AND METHODS**” can be made in several sub-sections.

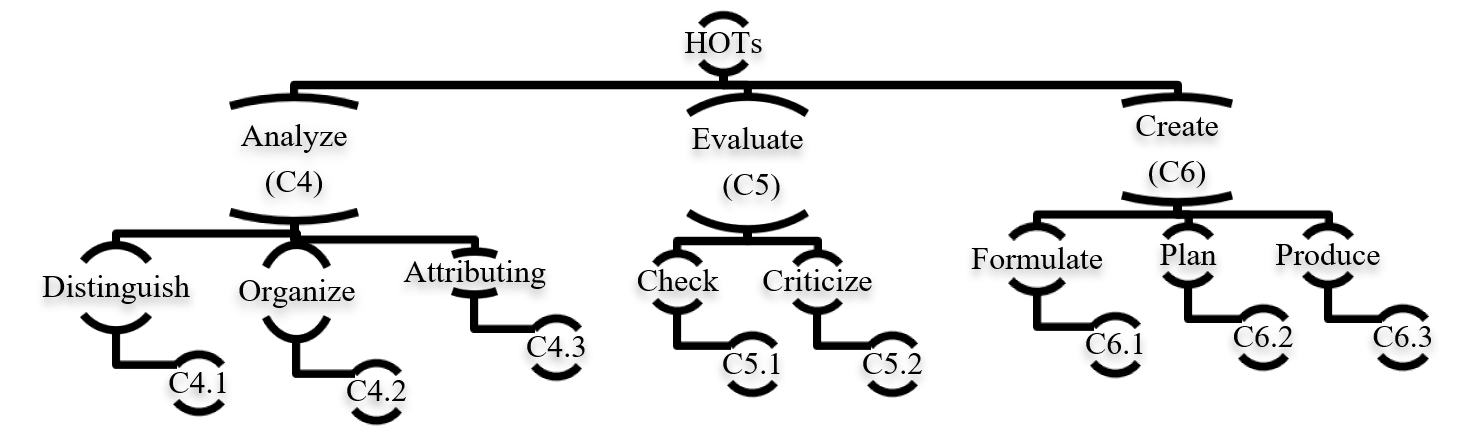
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Figure 1. The cognitive process dimension of the studies consists of analysis, evaluation, and creation. This further expands into three processes.

|  |  |
| --- | --- |
|  |  |
| (a) | (b) |
| Figure 2. Pretest, posttest, and N-gain for (a) math representation ability students and (b) reasoning ability students in conducting language classes | |

Table 1. Internal consistency reliability of biology test

|  |  |  |
| --- | --- | --- |
| SN | Indicator | Value |
| 1 | Number of Items | 60 |
| 2 | Kuder Richardson (KR-20) | 0.620 |
| 3 | Cronbach's Alpha Based on Standardized Items | 0.617 |
| 4 | Mean Item Difficulty | 0.56 |
| 5 | Mean Item Difficulty | 0.4 |

1. **RESULTS AND DISCUSSION (10 PT)**

This section explains the results of the research and presents a comprehensive discussion of the findings. Results can be presented in figures, graphs, tables, and others, enabling readers to understand the results easily (Flanagan et al., 2020). The discussion can be made in several sub-sections.

* 1. **Sub-section 1**

Equations should be placed at the center of the line and provided consecutively with equation numbers in parentheses flushed to the right margin, as in (1). The use of Microsoft Equation Editor or MathType is preferred.

) (1)

where:

Ev is….

E is…..

All symbols used in the equations should be defined in the following text.

* 1. **Sub-section 2**

Proper citations of other works should be made to avoid plagiarism.

3.2.1. Sub-sub-section 1

For any reference with more than 3 or more authors, only the first author will be written followed by *et al*. Examples of reference items of different categories are shown in the “**References”** section.

3.2.2. Sub-sub-section 2

Each item in the references section should be typed using 8 pt font size.

1. **CONCLUSION (10 PT)**

Provide a statement that what is expected, as stated in the "INTRODUCTION" section, can ultimately result in the "RESULTS AND DISCUSSION" section, so there is compatibility. Moreover, it can also be added the prospect of developing research results and application prospects for further studies (based on results and discussion).

**ACKNOWLEDGEMENTS (10 PT)**

The author, thanks .... In most cases, sponsor and financial support acknowledgments.

**REFERENCES (10 PT)**

The editorial team will ensure that the research references are credible in terms of number and quality. It is recommended that **at least 80 percent of literature sources be** taken from primary references (journals and research articles) published in the last ten years of the total bibliography. Primary references must also be closely related to the theme or problem being studied. Meanwhile, self-citations in your scientific papers should cover no more than 30 percent of the total bibliography. The bibliography shall be written following the **American Psychological Association (APA) Style**. A more complete guide can be accessed at (<https://apastyle.apa.org/style-grammar-guidelines/references/examples>). Use tools such as **EndNote**, **Mendeley**, or **Zotero** for reference management and formatting, and choose **APA style**. Please use a consistent format for references-see examples (8 pt):

1. **Journal**

**Reference in writing (citation)**

*One author*

......................... (Mellers, 2000). Or Mellers (2000) ............................................

*Two authors*

......................... (Schafer & Kang, 2008). Or Schafer & Kang (2008) .................

*Three to six authors or more*

......................... (Skenderian et al., 2008). Or Skenderian et al. (2008) ..............

**Reference at the end of the writing (bibliography)**

*One author*

Mellers, B.A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin*, 50(2), 49-52. <https://doi.org/10.1037/ppm0000185>

*Two authors*

Schafer, J.L. & Kang, J. (2008). Average causal effects from nonrandomized studies: A practical guide and simulated example. *Psychological Methods*, 13, 379-313. <https://doi.org/10.1037/ppm0000185>

*Three to six authors or more*

Skenderian, J., Siegel, J.T., Crano, W.D., Alvaro, E.E., & Lac, A. (2008). Expectancy change and adolescents’ intentions to use marijuana. *Psychology of Addictive Behaviours,* 22, 563-569. <https://doi.org/10.1037/ppm0000185>

1. **Conference proceedings**

**Reference in writing (citation)**

*One author*

......................... (Duckworth, 2019). Or Mellers (2019) ............................................

*Two authors*

......................... (Duckworth & Quirk, 2019). Or Duckworth & Quirk (2019) .................

*Three to six authors or more*

......................... (Duckworth et al., 2019). Or Duckworth et al. (2019) ..............

**Reference at the end of the writing (bibliography)**

Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D. (2019). Cognitive and noncognitive predictors of success. Proceedings of the National Academy of Sciences, USA, 116(47), 23499–23504. <https://doi.org/10.1073/pnas.1910510116>

1. **Books**
   1. **Books by chapters**

**Reference in writing (citation)**

......................... The elucidation of the potency of infant-mother relationships shows how later adaptations echo the quality of early interpersonal experiences (Harlow, 1958, chap. 8).

**Reference at the end of the writing (bibliography)**

Harlow, H.F. (1958). *Biological and biochemical basis of behavior. In* D.C. Spencer (Ed.), Symposium on interdisciplinary research (pp. 239-252). Madison: University of Wisconsin Press.

* 1. **Books without chapters**

**Reference in writing (citation)**

*One author*

........................ (Skinner, 1969). Or Skinner (1969) ...........................................

*Two authors*

........................ (Wimmer & Dominick, 1997). Or Wimmer & Dominick (1997) ...

*Three or more authors*

......................... (Johnson et al., 2005). Or Johnson et al. (2005) ......................

**Reference at the end of the writing (bibliography)**

*One author*

Skinner, B.F. (1969). *Contingencies of reinforcement*. New York: Appleton-Century-Crofts.

*Two authors*

Bremner, G. & Fogel, A. (Eds.). (2001). *Blackwell handbook of infant development*. Malden, M.A.: Blackwell.

*Three or more authors*

Johnson, L., Lewis, K. Peters, M., Harris, Y., Moreton, G., & Morgan, B. (2005). *How far is far?* London: McMillan.

* 1. **Books without authors**

**Reference in writing (citation)**

......................... (Art Students International, 1988). Or Art Students International (1988) ............................................................................................

**Reference at the end of writing (bibliography)**

*Art students international*. (1988). Princeton, N.J.: Educational Publications International.

* 1. **Books with editions/versions**

**Reference in the writing (citation)**

......................... (Latif & Ibrahim, 1996). Or Latif & Ibrahim (1996) ......................

**Reference at the end of the writing (bibliography)**

Latif, Y. & Ibrahim, I.S. (1996). *Bahasa dan kekuasaan: Politik wacana di panggung Orde Baru*. Bandung: Mizan.

* 1. **Translated books**

**Reference in the writing (citation)**

......................... (Severin & Tankard, 2005). Or Severin & Tankard (2005) ........

**Reference at the end of the writing (bibliography)**

Severin, W.J. & Tankard, J.W., Jr. (2005). *Teori komunikasi: Metode dan terapan di dalam media massa* (5th ed.). (S. Harianto, Trans.). Jakarta: Kencana.

* 1. **Books in volumes**

**Reference in the writing (citation)**

......................... (Wilson & Fraser, 1988-1990). Or Wilson & Fraser (1988-1990) ...................................................................................................................

**Reference at the end of writing (bibliography)**

Wilson, J.G. & Fraser, F. (Eds.). (1988-1990). *Handbook of wizards* (Vols. 1-4). New York: Plenum Press.

* 1. **More than one work by the same author**

**Referencing in writing (citation)**

......................... (Willmott, 2004, 2006). Or Willmott (2004, 2006) .....................

**Referencing at the end of writing (bibliography)**

Willmott, W.F. (2004). *Rocks and landscapes of the national parks of Southern Queensland*. Brisbane: Geological Society of Australia, Queensland Division.

Willmott, W.F. (2006). *Rocks and landscapes of the national parks of Central Queensland*. Brisbane: Geological Society of Australia, Queensland Division

* 1. **Books are written by an agency or an institution**

**Reference in writing (citation)**

......................... (Queensland Health, 2002). Or Queensland Health (2002) .....

**Reference at the end of the writing (bibliography)**

Queensland Health. (2002). *Best practice guidelines for the management of type 1 diabetes in children and adolescents*. Brisbane, Qld.: Queensland Health.

* 1. **Books edited by an editor.**

**Reference in writing (citation)**

......................... (Friedman & Wachs, 1999). Or Friedman & Wachs (1999) ......

**Reference at the end of the writing (bibliography)**

Friedman, S.L. & Wachs, T.D. (Eds). (1999). *Measuring environment across the lifespan: Emerging methods and concepts.* Washington, D.C.: American Psychology Association.

1. **Other sources**
2. **Magazine or newspaper articles**

**Reference in writing (citation)**

......................... (Rood, 2005). Or Rood (2005) ..................................................

**Reference at the end of the writing (bibliography)**

Rood, L. (2005, December 31st). The steep costs of driving drunk. *Des Moines Register*, p. A12.

1. **Magazine or newspaper articles with no author**

**Reference in writing (citation)**

......................... (Meeting the Needs, 2001). Or Meeting the Needs (2001) ........

**Reference at the end of the writing (bibliography)**

Meeting the Needs of Counsellors. (2001, May 5th). *The Courier-Mail*, p. 22.

1. **Thesis, doctoral thesis, or a research paper**

**Reference in writing (citation)**

......................... (Caravaggio, 1992). Or Caravaggio (1992) ...............................

**Reference at the end of the writing (bibliography)**

Caravaggio, Q.T. (1992). Trance and clay therapy. Unpublished master's thesis, Lesley University, Cambridge, M.A.

1. **Published conference paper**

**Reference in writing (citation)**

......................... (Bohrer et al., 1995). Or Bohrer et al. (1995) ............................

**Reference at the end of the writing (bibliography)**

Bohrer, S., Zielke, T., & Freiburg, V. (1995). Integrated obstacle detection framework for intelligent cruise control on motorways. Paper presented at IEEE Intelligent Vehicles Symposium*.* Detroit, M.I.: Piscataway.

1. **Unpublished conference paper**

**Reference in writing (citation)**

......................... (Bowden & Fairley, 1996). Or Bowden & Fairley (1996) ............

**Reference at the end of the writing (bibliography)**

Bowden, F.J. & Fairley, C.K. (1996, June). *Endemic STDs in the Nothern Territory: Estimations of effective rates of partner change*. Paper presented at Scientific Meeting of the Royal Australian College od Physician, Darwin.

1. **Government Report**

**Reference in writing (citation)**

........................ (Queensland Health, 2005). Or Queensland Health (2005) ......

**Reference at the end of the writing (bibliography)**

Queensland Health. (2005). *Health systems review final report*. Brisbane: Queensland Government.

1. **Indirect citation**

**Reference in the writing (citation)**

......................... Schramm (referred from Severin & Tankard, 2005).

**Reference at the end of the writing (bibliography)**

Severin, W.J. & Tankard, J.W., Jr. (2005). *Teori komunikasi: Sejarah, metode, dan terapan di dalam media massa* (fifth edition). Jakarta: Prenada Heda.

*See the examples:*

**REFERENCES**

Flanagan, A.M., Cormier, D.C., & Bulut, O. (2020). Achievement may be rooted in teacher expectations: examining the differential influences of ethnicity, years of teaching, and classroom behaviour, *Soc. Psychol. Educ.*, 23, 1429–1448. https://doi.org/10.1007/s11218-020-09590-y.

Li, S & Zheng, J. (2018). The relationship between self-efficacy and self-regulated learning in one-to-one computing environment: The mediated role of task values. *Asia-Pacific Educ. Res.*, 27(6), 455–463,. https://doi.org/10.1007/s40299-018-0405-2.

Ocak, G & Yamaç, A. (2013). Examination of the relationships between fifth graders’ self-regulated learning strategies, motivational beliefs, attitudes, and achievement, *Educ. Sci. Theory Pract.*, 13 (1), 380–387.

Pressley, M & McCormick, C.B. (1995). *Advanced educational psychology for educators, researchers, and policymakers*. New York, USA: HarperCollins College Publishers.

Reichert, F., Lange, D., & Chow, L. (2020). Educational beliefs matter for classroom instruction: A comparative analysis of teachers’ beliefs about the aims of civic education. *Teach. Teach. Educ.*, 98, 1–13. https://doi.org/10.1016/j.tate.2020.103248.

Roick, J & Ringeisen, T. (2018). Students’ math performance in higher education: examining the role of self-regulated learning and self-efficacy. *Learn. Individ. Differ.*, 65, 148–158, https://doi.org/10.1016/j.lindif.2018.05.018