FINAL PROJECT GUIDELINES OF FPMIPATI UPGRIS

FACULTY OF MATHEMATICS,
NATURAL SCIENCES, AND INFORMATION TECHNOLOGY EDUCATION
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
2026

DEAN'S DECISION

UNIVERSITAS PGRI SEMARANG
FACULTY OF MATHEMATICS, NATURAL SCIENCES, AND INFORMATION
Jl. Sidodadi Timur Nomor 24 - Dr. Cipto Semarang Indonesia Telp. (024) 8316377 Faks. 8448217
Email :fpmipatiupgrismg@gmail.com Homepage : www.fpmipati.upgris.ac.id

DECREE OF DEAN
FACULTY OF MATHEMATICS, NATURAL SCIENCES, AND INFORMATION TECHNOLOGY EDUCATION
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
Nomor: 13/3.3/SK/FPMIPATI/UPGRIS/III/2026
concerning
FINAL PROJECT GUIDELINES
FAKULTY OF MATHEMATICS, NATURAL SCIENCES, AND INFORMATION TECHNOLOGY EDUCATION (FPMIPATI)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG

DEAN OF THE FACULTY OF MATHEMATICS, NATURAL SCIENCES, AND INFORMATION TECHNOLOGY EDUCATION (FPMIPATI) UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG:

Considering :
a. That the Education Guidelines of Universitas Persatuan Guru Republik Indonesia Semarang state that the fineal project is a scientific work written by Undergraduate Program students at the end of their study period, and the final project writing guidelines are published by faculties within Universitas Persatuan Guru Republik Indonesia Semarang.
b. That revisions are required for the peviously published thesis guidelines.
c. That the improvements to the final project guidelines have been approved by the Senate of FPMIPATI Universitas Persatuan republik Indonesia Semarang.
d. That in connection with points (a), (b), and (c) above, it is necessary to issue a Decree.

In view of :
1. Law of the Republik of Indonesia Number 12 of 2012 concerning Higher Education.
2. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 53 of 2023 concerning Quality Assurance of Higher Education.
3. Articles of Association and Bylaws of YPLP PT PGRI Semarang juncto Amendment to Decree Determining AHU-AH 01, 08-499 dated August 18, 2010
4. Statute of Universitas Persatuan Guru Republik Indonesia Semarang Number 075/P.Y/U/Kpts/3.1/YPLP PT PGRI/V/2019
5. Decree Number 018/PR/UPGRIS/IX/2023 concerning Guidelines for Scientific Writing of Universitas Persatuan Guru Rebulik Indonesia Semarang dated September 1, 2023
6. Strategic Plan of the Faculty of Mathematics, Natural Sciences, and Information Technology Education (FPMIPATI) Universitas Persatuan Guru Republik Indonesia-Semarang Number 1.A/3.3/SK/FPMIPATI/I/2025 dated January 25, 2025
7. Decree of the Rector of Universitas Persatuan Guru Repulik Indonesia Semarang Number: 058/SK/UPGRIS/II/2023 dated February 28, 2023, concerning the appointment of the Dean of FPMIPATI Universitas Persatuan Guru Republik Indonesia Semarang for the 2023-2027 term of office

Observing : Results of the Senate Meeting of FPMIPATI Universitas Persatuan Guru Republik Indonesia Semarang on March 16, 2026

UNIVERSITAS PGRI SEMARANG

FACULTY OF MATHEMATICS, NATURAL SCIENCES, AND INFORMATION

Jl. Sidodadi Timur Nomor 24 - Dr. Cipto Semarang Indonesia Telp. (024) 8316377 Faks. 8448217
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HAS DECIDED

To Enact	:	FINAL PROJECT GUIDELINES FOR THE FACULTY OF MATHEMATICS, NATURAL SCIENCES, AND INFORMATION TECHNOLOGY EDUCATION, UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
First	:	The Final Project Guidelines as stated in the appendix are an inseparable part of this decree.
Second	:	This decision shall take effect from the date it is enacted, and if at a later date it is found that there is an error in this decision, improvements will be made accordingly.

Enacted in : Semarang
On Date : March 16, 2026
Dean,

Dr. Supandi, S.Si., M.Si.
NUPTK. 7953752653130102

FOREWORD

Praise and gratitude we offer to God Almighty, for by His grace and mercy, these Final Project Writing Guidelines for the Faculty of Mathematics, Natural Sciences, and Information Technology Education (FPMIPATI) Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS) have been completed. These guidelines are prepared as a reference for students, supervisors, and examiners in conducting and evaluating the final project, which is one of the requirements for completing undergraduate education (S1) within the FPMIPATI UPGRIS environment.

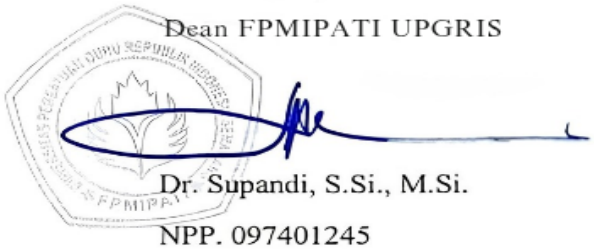
The preparation of these guidelines is based on the need to create a uniform standard in terms of writing procedures, systematics, academic ethics, and technical implementation of the final project. With these guidelines, it is hoped that students can compose their final projects systematically, structurally, and in accordance with applicable scientific principles. In addition, these guidelines also aim to facilitate supervisors and examiners in providing direction and transparent assessments.

We realize that these guidelines still have limitations and shortcomings. Therefore, constructive criticism and suggestions from all parties are highly expected for future improvements.

Finally, we hope that these guidelines will be beneficial for the entire academics community of FPMIPATI UPGRIS in improving academic quality and producing graduates who are competent, professional, and highly competitive.

Semarang, April 2026

Dean FPMIPATI UPGRIS



Dr. Supandi, S.Si., M.Si.

NPP. 097401245

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CHAPTER I
INTRODUCTION

According to LAMDIK Regulation No. 5 of 2025 on the Accreditation Instrument for Teacher Education Study Programmes (IAPS 3.0) for Undergraduate Programmes, specifically in Appendix 4 of the Accreditation Assessment Guidebook and Matrix, Undergraduate Study Programmes (Volume 4), one of the requirements for excellence is that more than 25% of students have published in accredited national journals with a minimum Sinta 4 rating in their respective fields of study over the last 5 (five) years. Furthermore, Regulation of the Minister of Higher Education, Science and Technology of the Republic of Indonesia Number 39 of 2025 concerning Quality Assurance in Higher Education implicitly grants universities the discretion to regulate and determine the forms of final assignments that can ensure the achievement of graduate competencies. In line with this, the Universitas PGRI Semarang has issued the Rector's Regulation of the Universitas Persatuan Guru Republik Indonesia Semarang, No. 018/PR/UPGRIS/IX/2023 on Guidelines for Academic Writing for Students at the Universitas PGRI Semarang. 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 thesis but also of a prototype, a project, or other similar forms of final project, to be subsequently published as a Scientific Paper (KTI).

These Final Project Guidelines are intended for students, academic supervisors, examiners, study programmes, faculties and other relevant parties to ensure the effective implementation of academic work as a form of students' final projects. These guidelines have been drawn up primarily to assist students in undertaking their Final Projects and completing their studies on time.

A. Definition

A Final Project is a research-based academic work prepared by an undergraduate student to demonstrate the achievement of learning outcomes, which may take the form of a Thesis or an Academic Paper (KTI) worth 6 credits. In preparing the Final Project, students are supervised by two Academic Supervisors appointed by a Dean's Decree.

B. Functions and Objectives

1. Functions

   The Final Project Guidelines serve as a reference for students, lecturers, and study programmes within the FPMIPATI UPGRIS, covering the stages of identifying ideas/topics, research/writing, submission, and assessment.

2. Objectives

   It is hoped that these Final Project Guidelines will assist students, supervisors, examiners, study programmes, faculties and all relevant parties in understanding the

procedures for proposing a title or topic, supervision, submitting the project and conducting the examination or presentation, as well as the assessment process, so that the entire process can run smoothly.

CHAPTER II
GENERAL PROVISIONS FOR FINAL PROJECTS

The final project for undergraduate students at FPMIPATI UPGRIS may take the form of a Thesis or a Scientific Paper (KTI); the respective provisions are outlined as follows:

A. Thesis

A Thesis may be undertaken if the student has met the following requirements.

1. Undergraduate students may begin writing their thesis once they have completed at least 120 credit points as specified in the curriculum structure of their respective study programmes, with a minimum GPA of 2.50.
2. Pass the Research Methodology course with a minimum grade of C.
3. The thesis topic may be derived from issues relevant to the student's field of interest and the programme's graduate profile. The thesis must be written in Indonesian in accordance with EYD standards.
4. Students must be assigned a thesis supervisor as determined by the programme. The assignment of a supervisor takes into account the relevance between the lecturer's expertise and the student's research interests.
5. References cited in the thesis must include at least 5 (five) international journals published within the last 5 years and 2 (two) articles published by members of the FPMIPATI UPGRIS academic community.
6. Meet any other requirements that may be set by the degree programme.

B. KTI

The KTI may be prepared once the student has met the following requirements.

1. Be registered as a student and have fulfilled administrative obligations for the current semester.
2. Have completed a minimum of 80 credits without a grade of D.
3. A minimum GPA of 2.75.
4. Have been assigned a thesis supervisor as determined by the study programme. The assignment of a supervisor takes into account the relevance between the lecturer's expertise and the student's research interests.
5. References cited in the thesis must include at least 5 (five) international journals published within the last 5 years and 2 (two) articles published by members of the FPMIPATI UPGRIS academic community
6. Meet any other requirements that may be set by the study programme.

CHAPTER III
THESIS GUIDELINES

A. Submission of Thesis Topics and Supervision

1. Supervision

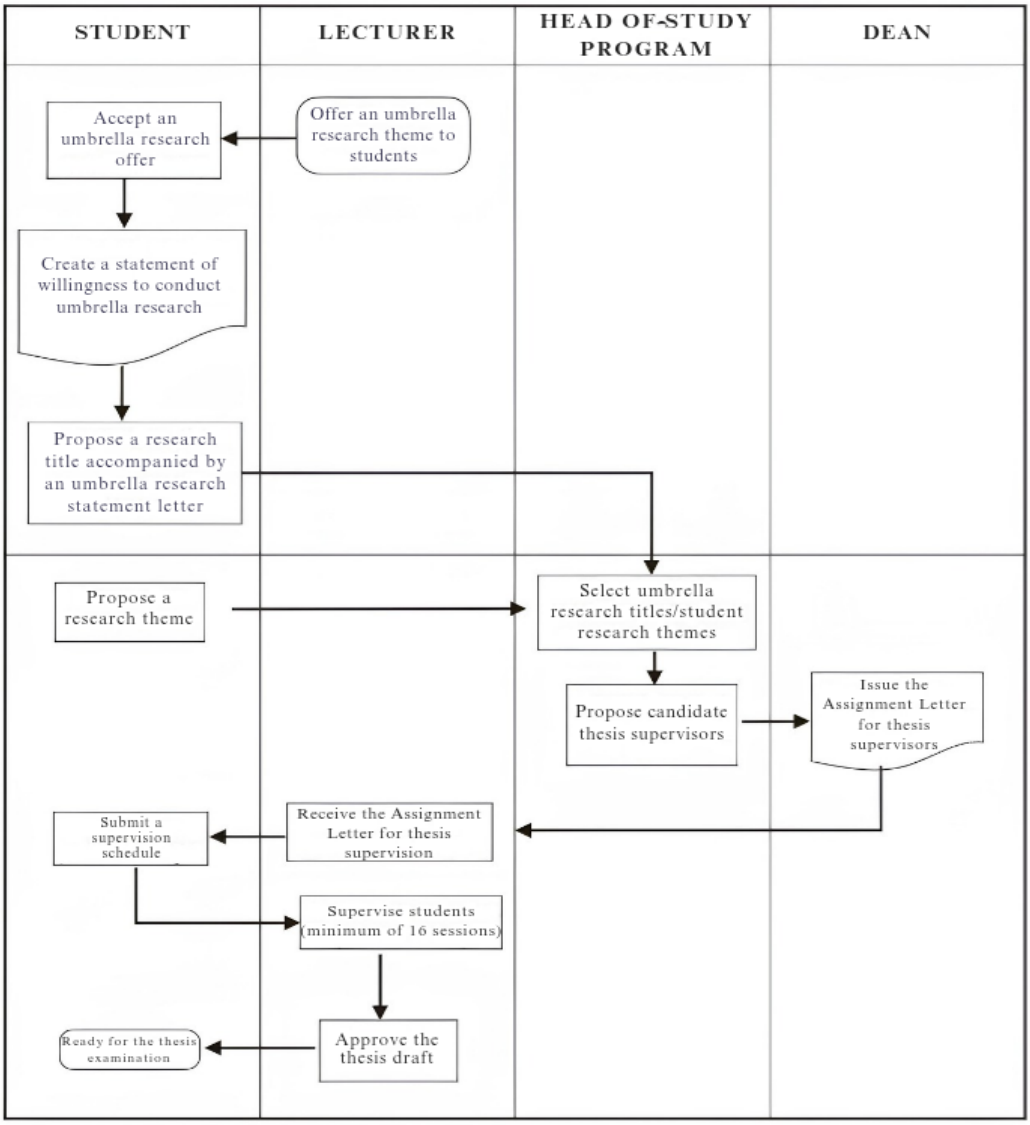
a. Students' thesis writing is supervised by two supervisors, known as the Principal Supervisor (Supervisor I) and the Co-supervisor (Supervisor II).
b. Thesis supervisors are appointed by the Dean upon the recommendation of the Head of the Study Programme based on their field of expertise.
c. Thesis supervisors are responsible for supervising and assessing the thesis.
d. The Principal Supervisor is preferably a permanent lecturer holding at least the academic rank of Lecturer or holding a Doctorate.
e. The Co-Supervisor is preferably a permanent lecturer who holds at least the academic rank of Assistant Lecturer.
f. Thesis supervisors are appointed for students in their 6th semester who have met the requirements.
g. Throughout the thesis supervision process, students complete the thesis supervision form via the Simekar website, and lecturers provide supervision notes, with a minimum of 16 supervision sessions.

2. Procedure

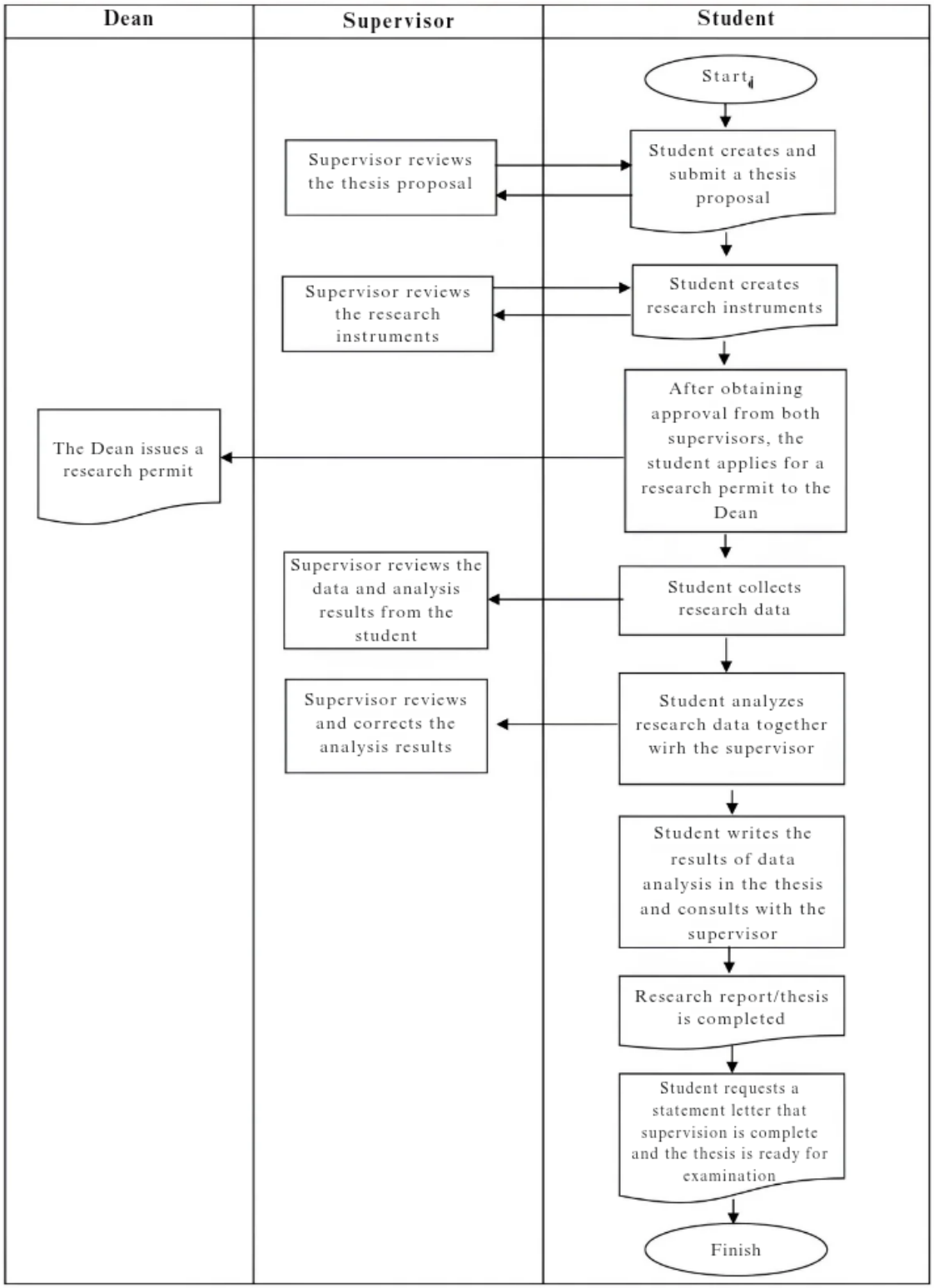
a. Students submit their thesis research topic and framework to the study programme. For students participating in a lecturer's umbrella research project, the title submission must be accompanied by a letter of consent to undertake the umbrella research.
b. The Study Programme determines the main supervisor and co-supervisor, then submits the supervisor's decision to the Dean.
c. Students submit their final project title to their Supervisor.
d. The supervisor approves the title proposed by the student.
e. Students undertake supervision with the Principal Supervisor and Co-supervisor, with a minimum of 16 supervision sessions with each supervisor.

3. Flowchart for Thesis Topic Submission and Supervision

a. Flowchart for Topic Submission



b. Thesis Supervision Flowchart



B. Thesis Implementation and Examination

1. General Provisions

a. Students have entered the thesis course in their Study Plan Form (KRS).

b. The thesis has been approved by the main supervisor and co-supervisor for examination.

c. Students must register for the thesis examination with their respective Study Programmes by submitting photocopies of the following requirements:
   1) Student ID card, proof of payment of the thesis fee, and proof of payment of tuition fees
   2) A provisional transcript stating that all courses have been passed without a grade of D, as specified in the curriculum structure of the respective study programme, with a minimum GPA of 2.50.
   3) A certificate confirming they have taken the TOEFL test with a minimum score of 400 or the EAP with a minimum score of 60 (referring to Rector's Regulation No. 015/PR/UPGRIS/VI/2023) and proven by presenting the certificate to the Head of the Study Programme, as a requirement for applying for the thesis defence.
   4) Meet any other requirements that may be set by the study programme.

d. Students must submit the thesis manuscript, which has been approved by the supervisor, no later than 3 (three) days before the examination date to each examiner.

e. The thesis examination is conducted in the form of a hearing, in accordance with the schedule determined by the study programme and evidenced by a minutes of proceedings.

f. The thesis examination is organised by an Examination Committee comprising: the Chair (Dean); the Secretary (Head of the Study Programme); and the Examination Panel.

g. The Thesis Examination Panel consists of three members appointed by the Dean upon the recommendation of the Head of the Study Programme.

h. The thesis examination takes the form of an oral examination lasting 60–90 minutes and is held in the thesis examination room.

i. If any examiner is unable to attend on the scheduled date, the committee will arrange for a substitute examiner.

j. Students must be neatly dressed in a white shirt, black trousers and a black tie for male students, and a black skirt and white headscarf for female students, along with the university gown and black brogues.

k. The conduct of the examination is recorded in the minutes of the thesis examination

l. Students must draft an article and conduct a plagiarism check, with a maximum similarity rate of 25%.

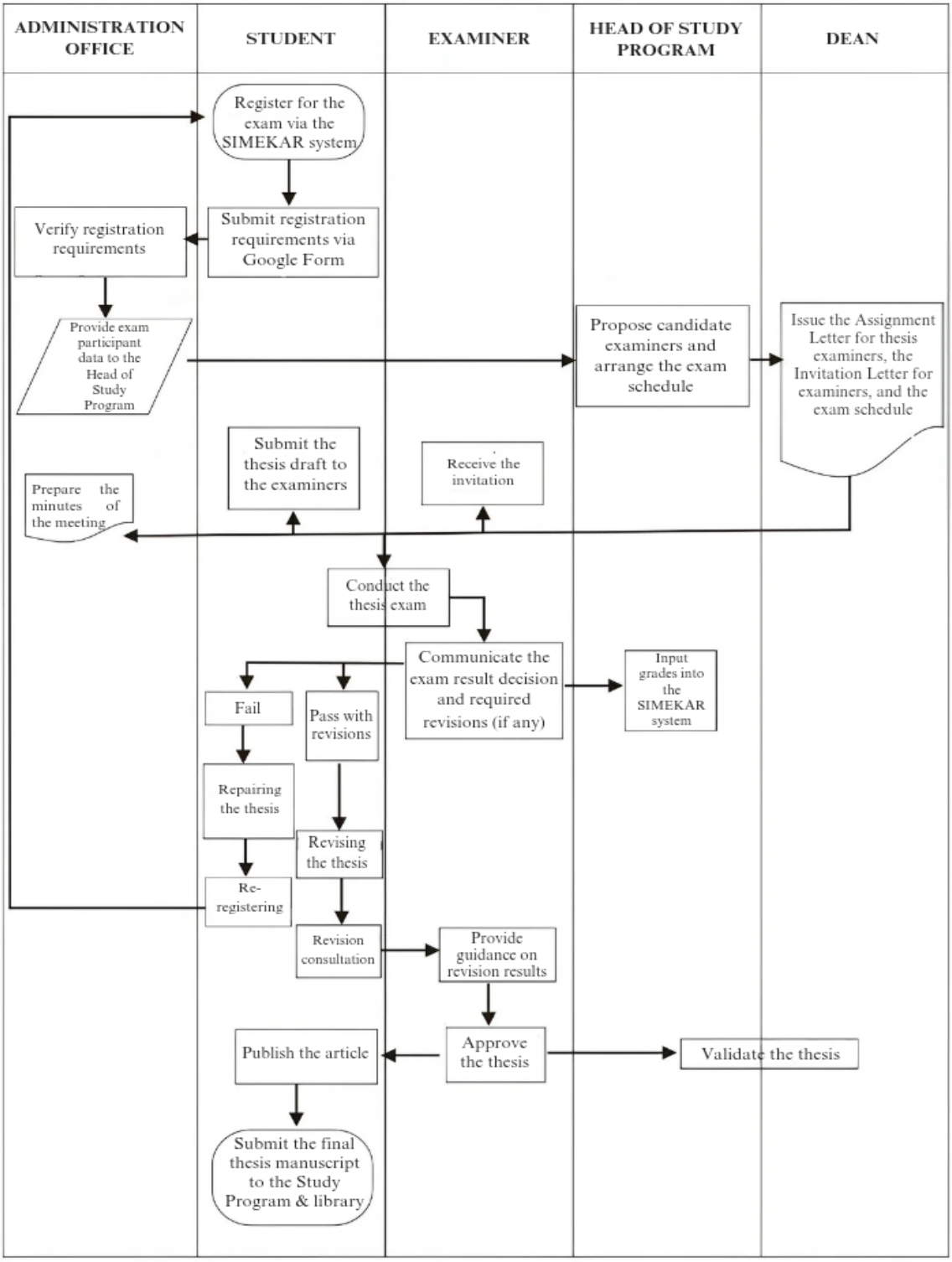
m. Students produce an article based on their thesis research to be submitted to at least a National Journal or National Seminar, with the student as the first author and the supervising lecturer included as part of the authoring team. One of the supervisors acts as the corresponding author.

2. Thesis Examination Procedure

a. Once the thesis supervision process has been completed (having attended 16 supervision sessions with each supervisor), students who are ready to sit the examination and have been approved for the examination by their supervisor must register with the programme by submitting the required academic and administrative documents.
b. The Head of the Programme proposes the examiners and the examination schedule to the Dean.
c. The Dean appoints the Thesis Examination Committee, comprising a chairperson, a secretary, and three examiners.
d. The Dean issues a Letter of Appointment to the Thesis Examination Committee.
e. The Examination Committee (examiner 1) opens the thesis examination.
f. The student presents their thesis for a maximum of 10 minutes.
g. The student defends their views and opinions against the examiners' objections and questions.
h. The panel of examiners discusses the decision regarding the thesis examination results.
i. The examination panel communicates the examination results to the student.
j. The decision on the thesis assessment is submitted to the Department to be entered into Simekar.
k. Students are deemed to have passed the thesis examination if their final thesis examination grade is at least a C.
l. Students who pass the thesis examination with the requirement to revise are obliged to submit the revised version no later than 2 weeks after the examination to the examiner.
m. Students who fail the thesis examination must sit a re-examination.
n. Thesis manuscripts that have been examined and/or finalised following revision and approved by the Examination Panel, the Head of the Study Programme, and the Dean must be submitted to the UPGRIS Library Unit in the form of a soft copy and one hard copy (in accordance with the Library Unit's regulations). Submission to the Study Programme must be in the form of a soft copy.
o. Articles resulting from the thesis that have been published or are in the accepted status, evidenced by *a Letter of Acceptance* (LoA) from at least a National Journal or a National/International Seminar, must be submitted to the Study Programme as a requirement for graduation registration. The article must include the student's name as

the first author, as well as the names of the supervising lecturers of the writing team, with the corresponding author being one of the supervising lecturers.

3. Thesis Examination Procedure Flowchart



C. Types of Research, Structure and Formatting

1. Types of Research

Educational research is a process of seeking knowledge that is expected to be useful in developing new theories and resolving problems related to issues, particularly in the field of education. Consequently, educational research cannot be conducted haphazardly without regard for scientific principles. Research must be conducted based on the principles of logical thinking and carried out repeatedly, given that research never stops at a specific point in time (Lincoln and Guba 1986). In logical thinking, a researcher must be able to combine existing theories or ideas with facts in the field and do so systematically. It can therefore be said that research is a process carried out systematically to generate *knowledge,* characterised by two processes, namely: (1) a never-ending process of inquiry, and (2) a process that is subjective in nature because the research topic, research model, research object and analytical tools are highly dependent on the researcher's subjectivity (Lincoln and Guba 1986). In essence, research is not a value-free activity.

Broadly speaking, research is categorised into quantitative research, qualitative research, research and development *(R&D),* and *mixed-methods* research.

a. Quantitative Research

Quantitative research is research based on the philosophy of positivism; it is used to investigate specific subjects, sampling techniques are carried out randomly, data collection uses research instruments, the data and data analysis are quantitative/numerical (using statistical models), and it aims to test pre-established hypotheses. Examples of quantitative research include: experiments, correlation studies, and surveys.

1) Experimental Research

An experiment is an observation carried out under artificial conditions, which are created and controlled by the researcher. Thus, experimental research is research conducted by manipulating the subjects or objects (things and issues) of the study and comparing them with a control group.

Experimental research is generally regarded as the type of research that provides the most reliable information, both in terms of internal validity and external validity. The aim of experimental research is to investigate the possibility of a cause-and-effect relationship in one or more control groups that have not been subjected to the treatment.

There are several designs or layouts in experiments. *Experimental designs* are all processes required in planning and conducting an experiment. Experimental designs are used to obtain the maximum amount of information regarding how to conduct an experiment and how the planning and implementation processes work. Experimental designs can be grouped into two categories: experimental designs in the field of education usually employ *quasi-experiments*, whilst experimental designs in non-educational fields employ *true*

experiments.

2) Correlational Research

Correlational research is a type of research involving data collection to determine whether there is a relationship and the degree of relationship between two or more variables. This research is conducted when we wish to ascertain the existence and strength of the relationship between related variables in a researched object or subject. The existence of this relationship and the degree of the variables are important, because by knowing the degree of the relationship, researchers will be able to develop it in accordance with the research objectives.

Correlational research is sometimes referred to as associational research. In associational research, the relationship between two or more variables is examined without any attempt to influence them. In its simplest form, correlational research investigates the possible relationship between just two variables, although it is common to investigate more than two variables. Unlike experimental research, however, there is no manipulation of variables in correlational research.

Types of correlational research include: correlation research, predictive research, and multivariate correlation.

3) Survey Research

Survey research is research that takes a sample from a population and uses questionnaires or data sheets as the primary tools for collecting data. In the narrow sense, survey research is often referred to as descriptive research, that is, the search for facts with appropriate interpretation.

Descriptive research examines issues within society, the norms that prevail in society, and specific situations, including relationships, activities, attitudes, views, ongoing processes, and the influences of a particular phenomenon. The aim of descriptive research is to provide a systematic, factual, and accurate account of the facts and characteristics of a population or a specific area. Descriptive research conducted in the field or a specific area (in the field of biology), also known as field (environmental) research, is the study of a number of external conditions that influence the life of organism or populations; life organisms within their environment; and the interactions between organisms and other organisms, and between organisms and their environment.

b. Qualitative Research

Qualitative research, or *naturalistic inquiry,* is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviour. Qualitative research is a distinct tradition within the social sciences that fundamentally relies on observing people in their own environments and engaging with them in their own language and terminology. Qualitative research is also defined as research that examines the quality of relationships, activities, situations, or

materials, with a strong emphasis on comprehensive description in depicting the details of everything that occurs in a particular activity or situation. A research design is the plan, structure, and strategy of the research, organised in such a way that the researcher can obtain answers to the research questions. A research plan is the overall scheme or programme of the research. This programme covers everything the researcher will undertake, from topic selection, formulation of the research problem, data collection and recording, data analysis, to drawing research conclusions. The research structure is the framework, pattern, and configuration of research elements connected in specific, clear ways. Research strategy concerns how research objectives are achieved and how problems encountered in the research are addressed (Kerlinger, 1990). The elements of a qualitative research design are as follows: (1) defining the research problem, (2) determining the suitability of the paradigm for the research problem, (3) determining data sources, (4) determining research procedures, (5) determining research instruments, (6) determining data collection and recording procedures, (7) determining data analysis procedures, and (8) determining data validity checking procedures. In qualitative research, data collection is carried out in a natural setting (under natural conditions). Data collection techniques include: *(1) participant observation,* (2) *in-depth interviews,* (3) documentation, and (4) triangulation. Data analysis in qualitative research is carried out before entering the field, whilst in the field, and after completing fieldwork. Analysis prior to entering the field is conducted on data from preliminary studies or secondary data, which will be used to determine the research focus. Data analysis in the field includes: (1) data reduction, which involves summarising, selecting key points, and focusing on important aspects; (2) data display, which involves presenting data in the form of brief descriptions, charts, and relationships between categories; and (3) data conclusions/verification, which involves drawing preliminary, provisional conclusions.

When testing the validity of qualitative data, different terms are used compared to quantitative research. The validity of qualitative data includes: (1) credibility (internal validity), which can be achieved through extended observation, diligence, triangulation, and discussion with peers; (2) transferability (external validity), where the researcher must produce a clear, detailed, systematic, and credible report, achieved through an audit of the research process conducted by an independent auditor, and (3) confirmability (objectivity), which involves testing the research results in relation to the process undertaken.

Types of qualitative research include ethnography, *case studies, document studies, natural observation, focused interviews,* phenomenology, *grounded theory, and historical research.*

c. Research and Development

Research and development is a research method used to produce a specific product and test the effectiveness of that product. Research and development is

longitudinal in nature.

Research and development in this discussion is limited to research and development in the field of education, with examples of educational media products. Research and development can be carried out through the following steps: 1) needs analysis; 2) identification of potential and problems; 3) information gathering; 4) product design; 5) design validation; 6) design refinement; 7) limited product testing; 8) product revision; 9) extensive product testing; 10) product refinement.

d. Mixed Methods Research

A mixed methods research design is a procedure for collecting, analysing, and 'combining' quantitative and qualitative methods within a single study or a series of studies to understand the research problem (Creswell, Plano & Clark, 2011).

The basic assumption is the combined use of quantitative and qualitative methods. Based on this assumption, this approach provides a better understanding of the research issues and questions than if the methods were used in isolation.

In addition to the research methods mentioned above, other research methods relevant to the competencies of first-cycle students may also be used.

2. Structure of the Thesis Proposal

a. Qualitative Research Proposal

COVER PAGE

TITLE PAGE

APPROVAL PAGE

I. INTRODUCTION
   - A. Background
   - B. Problem Identification
   - C. Research Focus
   - D. Research Questions
   - E. Research Objectives
   - F. Research Benefits

II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK
   - A. Theories / Information Related to the Research Subject and Variables in the Research Focus
   - B. Theoretical Framework

III. RESEARCH METHOD
   - A. Research Location and Target
   - B. Research Timeline
   - C. Determination of research subjects
   - D. Research Instruments
   - E. Subject Selection Techniques
   - F. Data Collection Techniques

G. Data Analysis Techniques
H. Data Validity Checking Techniques

RESEARCH SCHEDULE

REFERENCES

APPENDIX (If any)

b. Proposal for a Quasi-Experimental Study (Field of Education)

COVER PAGE

TITLE PAGE

APPROVAL PAGE

I. INTRODUCTION
   A. Background
   B. Research Question
   C. Research Objectives
   D. Research Benefits
   E. Definition of Terms

II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK
   A. Theoretical Framework
   B. Conceptual Framework
   C. Hypotheses

III. RESEARCH METHOD
   A. Research Location and Time
   B. Population and Sample
   C. Experimental Design
   D. Sampling Techniques
   E. Research Variables
   F. Data Collection Techniques
   G. Research Instruments
   H. Research Procedures
   I. Data Analysis and Interpretation

RESEARCH TIMELINE

REFERENCES

APPENDIX

c. Proposal for a *True* Experimental Study (Non-Educational Field)

COVER PAGE

TITLE PAGE

APPROVAL PAGE

I. INTRODUCTION
   A. Background
   B. Research Problem
   C. Research Objectives
   D. Research Benefits
   E. Definition of Terms

II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK
   A. Theoretical Framework
   B. Conceptual Framework
   C. Hypotheses

III. RESEARCH METHOD
   A. Location and Time
   B. Tools and Materials Used
   C. Research Variables
   D. Experimental Design
   E. Research Procedure
   F. Data Analysis and Interpretation

RESEARCH SCHEDULE

REFERENCES

APPENDIX (If Any)

d. Survey Research Proposal (Descriptive)

COVER PAGE

TITLE PAGE

APPROVAL PAGE

I. INTRODUCTION
   A. Background
   B. Research Problem
   C. Research Objectives
   D. Research Benefits
   E. Definition of Terms

II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK
   A. Theory (relating to the research subject and research variables)
   B. Theoretical Framework

III. RESEARCH METHOD
   A. Research Location and Time
   B. Population and Sample
   C. Sampling Techniques

D. Research Instruments
E. Research Procedures
F. Data Analysis and Interpretation

RESEARCH TIMETABLE

REFERENCES

APPENDIX (if any)

e. Field Research Proposal (Environment)
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TITLE PAGE

APPROVAL PAGE

I. INTRODUCTION
A. Background
B. Research Problem
C. Research Objectives
D. Research Benefits
E. Definition of Terms

II. LITERATURE REVIEW
A. Theories Related to the Research Subject
B. Theories Related to Environmental Conditions
C. Edaphic, Climatic, and Biotic Factors (Adapted to requirements)
D. Theories Related to Ecophysiology
E. Theories Related to Observation Techniques (Data Collection), Data Analysis and Interpretation
F. From the theories listed above, select the most appropriate and relevant ones.

III. RESEARCH METHOD
A. Research Location and Time
B. Materials and Equipment Used
C. Research Procedure / Sampling and Selection
D. Data Collection Techniques
E. Data Analysis and Interpretation

RESEARCH TIMETABLE

REFERENCES

APPENDIX (if any)

f. Research and Development Proposal
COVER PAGE

TITLE PAGE

APPROVAL PAGE

I. INTRODUCTION

A. Background
B. Problem Statement
C. Research Objectives
D. Research Benefits

II. LITERATURE REVIEW
A. Theoretical Framework
B. Conceptual Framework
C. Expected Outputs

III. RESEARCH METHOD
A. Preliminary Study
B. Product Design
1. Product Plan
2. Expert validation
3. Product Revision

C. Product Testing
1. Research Subjects
2. Data Collection Techniques
3. Research Instruments
4. Data Analysis and Interpretation
5. Product Revision

RESEARCH SCHEDULE

REFERENCES

APPENDICES (if any)

3. Report/Thesis Structure

a. Qualitative Research Report

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D. Research Question
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A. Theories / Information Relevant to the Research Subject and Research Focus
B. Theoretical Framework

CHAPTER III. RESEARCH METHODOLOGY
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H. Data Validity Checking Techniques
I. Data Analysis Techniques

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CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS
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b. Quasi-Experimental Research Report (Field of Education)

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B. Research Questions
C. Research Objectives
D. Research Benefits
E. Definition of Terms

CHAPTER II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

A. Theoretical Framework
B. Theoretical Framework
C. Research Hypotheses

CHAPTER III. RESEARCH METHODOLOGY

A. Research Location and Time
B. Experimental Design
C. Population and Sample
D. Sampling Techniques
E. Research Variables
F. Data Collection Techniques
G. Research Instruments
H. Research Procedures
I. Data Analysis and Interpretation

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings
B. Discussion

CHAPTER V. CONCLUSION AND RECOMMENDATIONS ( )

C. Conclusions
D. Recommendations

REFERENCES

APPENDIX

c. True Experimental Research Report (Non-Educational Field)

COVER PAGE

TITLE PAGE

APPROVAL PAGE

ABSTRACT

FOREWORD

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I. INTRODUCTION

A. Background
B. Research Problem
C. Research Objectives
D. Research Benefits
E. Definition of Terms

CHAPTER II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

A. Theoretical Framework
B. Conceptual Framework
C. Research Hypotheses

CHAPTER III. RESEARCH METHODOLOGY

A. Research Location and Time
B. Tools and Materials Used
C. Research Variables
D. Experimental Design
E. Research Procedures
F. Data Analysis and Interpretation

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION

A. Research Findings
B. Discussion

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

C. Conclusions
D. Recommendations

REFERENCES

APPENDIX

NB: In this non research the implementation in education are presented from the title to the conclusion.

d. Survey Research Report (Descriptive)

COVER PAGE

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LIST OF APPENDICES

CHAPTER I. INTRODUCTION

A. Background
B. Research Problem
C. Research Objectives
D. Research Benefits
E. Definition of Terms

CHAPTER II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

A. Theories Related to the Research Subject and Research Variables
B. Theoretical Framework

CHAPTER III. RESEARCH METHODOLOGY

A. Research Location and Time
B. Population and Sample
C. Sampling Techniques
D. Research Instruments
E. Data Collection Techniques
F. Data Analysis and Interpretation

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings
B. Discussion

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions
B. Recommendations

REFERENCES

APPENDIX

e. Research and Development Report

COVER PAGE

TITLE PAGE

APPROVAL PAGE

ABSTRACT

FOREWORD

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ILLUSTRATIONS

CHAPTER I. INTRODUCTION

A. Background
B. Statement of the Problem
C. Research Objectives
D. Research Benefits

CHAPTER II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

A. Theoretical Description
B. Theoretical Framework

CHAPTER III. RESEARCH METHODOLOGY

A. Preliminary Study
B. Product Design
    1. Product Design
    2. Expert validation
    3. Product Revision
C. Product testing
    1. Research Subjects
    2. Data Collection Techniques
    3. Research Instruments
    4. Data Analysis and Interpretation
    5. Product Revision

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings
    1. Results of the preliminary study
    2. Product design
    3. Expert Validation Results
    4. Limited trial results
B. Discussion

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

C. Conclusion
D. Recommendations

REFERENCES

APPENDIX

D. Proposed Research

1. Cover Page

The Cover Page must include: the title of the research proposal (criteria for formulating the title will be outlined in the thesis title section); the text of the research proposal for the thesis; the university emblem or logo; the student's name and student ID number; the name of the institution; the name of the city; and the month and year of submission of the research proposal.

2. Approval Page

The approval page contains the approval of the first and second supervisors, with their signatures and the date of approval.

3. Introduction

The elements contained in the introduction are as follows: background, research questions (identification of the problem, selection of the problem, and formulation of the problem), research objectives, benefits or contributions of the research results, and definitions of terms/operational variables.

4. Literature Review

The literature review contains theories or information derived from a review of relevant literature, and literature containing previous or recent research findings related to the proposed study.

In quantitative research, a literature review can be used to construct a conceptual framework and research paradigm, as well as to formulate hypotheses.

A conceptual framework is a conceptual map of how theory relates to various factors that have been identified as significant issues.

A good conceptual framework will explain, in theoretical terms, the links between the variables to be studied. Therefore, the relationships between independent variables need to be explained theoretically and the dependent variable. If the study includes moderator and intervening variables, it is also necessary to explain why these variables need to be included.

A good conceptual framework should also include the following: (i) an explanation of the variables to be studied; (ii) the conceptual framework must be able to demonstrate and explain the links/relationships between the variables under study and the underlying theory; (iii) the conceptual framework must also be able to explain whether the relationship between variables is positive or negative, symmetrical, causal, or interactive.

The conceptual framework must then be presented in the form of a flowchart known as ae research paradigm (Sugiyono 2010, and Sugiyono 2011) or a problem constellation (Chourmain 2008), so that others can understand the conceptual framework presented in the research.

A research hypothesis is a provisional answer to the research problem, the validity of which still needs to be tested empirically. A hypothesis is the best prediction of the relationship between variables, or a tentative solution to a problem.

5. Research Methods

Research methods generally comprise: materials, techniques and procedures. Materials relate to the subjects, substances and tools used; techniques relate to the use of tools or instruments; and procedures are the steps (methodology) of the research, from preparation to data analysis and interpretation.

In quantitative research, the following is a comprehensive description of the elements contained within the research method:

1. Research Location and Time

2. Subject
3. Population and Sample
4. Sampling Techniques
5. Data Sources
6. Materials
7. Tools or Instruments Used
8. Research Variables
9. Research Design
10. Procedure
11. Data Collection Techniques
12. Data Analysis and Interpretation
13. Data Validity Checking Techniques

Meanwhile, qualitative research methods comprise the following elements.

1. Reasons for using qualitative methods
2. Research location
3. Selection of research subjects
4. Research instruments
5. Data collection techniques
6. Data analysis techniques
7. Data validity testing techniques

6. Research Schedule

The research schedule outlines the stages of the research and details the activities for each stage. The research schedule is presented in the form of a table or matrix, containing the types of activities (from the initial proposal of the title to the completion of the thesis and examination) and the timing of these activities. The timing of activities is broken down into months and/or weeks. Example of a research schedule:

7. Bibliography

The bibliography or reference list is an alphabetical list containing references that contain material relevant to the field of study or research being conducted, and which are actually cited in the text. This can be done using citation management applications such as Mendeley, Zotero, Endnote, etc., and the formatting follows APA style *(American Psychological Association).*

E. Research Report (THESIS)

The elements contained within a thesis are not always the same from one thesis to another, depending on the type of research.

1. Cover Page

The front cover page contains: the thesis title, the word ‘thesis’, the university emblem, the student’s name and student number, the name of the institution, the city name, and the year of completion.

2. Title Page

The *title* page contains: the thesis title, the purpose of the thesis, the student's name and student number, the name of the institution, the city name, and the year of completion. The title page is printed on white paper, the same as that used for the main text of the thesis.

3. Approval Page

The approval page contains information stating that the thesis has been completed and is ready for examination. The approval page is signed by the first supervisor and the second supervisor. The approval page does not need to be included in the binding.

4. Certification Page

The thesis approval page contains information stating that the thesis has been defended before the Faculty Thesis Examination Committee and has been deemed to meet the requirements for the award of a Bachelor of Education degree. The approval page is signed by the Dean as Chair of the Examination Committee, the Head of the Study Programme as Secretary of the Examination Committee, the first supervisor and the second supervisor as examiners, and the third examiner.

5. Abstract

The abstract is not an integral part of a scientific work, but rather an addition intended to convey the content of the scientific work concisely. The abstract consists of 75–250 words, which fully, comprehensively, and clearly explain the entire content of the scientific manuscript. The information contained in the abstract is as follows:

a. A summary of the main issues and the reasons for conducting the research.
b. The research objectives.
c. Research methods.
d. Results, the significance of the results including the level of significance, and
e. Conclusions.

The abstract is written with single vertical spacing and justified. The spacing between lines or paragraphs is one and a half lines, or six points from the line above. Keywords, consisting of 3–6 words, are written below the abstract.

6. Foreword

The introduction contains information regarding the events preceding the conduct of the research or scientific activity, not information regarding the research itself. The introduction may also contain an explanation by the author or researcher as to why the research was conducted, the ideas underlying the research, and the author's hopes regarding the benefits or usefulness of the scientific paper or thesis written.

7. Table of Contents

The table of contents is an outline of the thesis along with its page numbers. The material included in the table of contents consists of appropriate headings that reflect the entire content of the thesis; it may also be supplemented with second-level headings and third-level headings.

8. List of Tables

If the thesis contains a large number of tables, a separate page listing the table titles

and their page numbers should be included after the table of contents. However, if there are only one or two tables, a list of tables is not required.

9. List of Illustrations

Illustrations include: photographs; line drawings; graphs; pie charts, box plots, flowcharts, bar charts or block diagrams; maps; and floor plans. As with the list of tables, if there are only one or two illustrations, a list of illustrations is not required. The minimum number of tables or illustrations for which a list should be provided depends on the author's judgement or 'discretion'.

10. List of Appendices

Appendices included in the thesis must be listed in a list of appendices along with their page numbers. The appendices that need to be included and listed are those containing important and relevant information to the sections of the thesis, but which cannot be included in the main text.

11. Introduction (Chapter I)

The key sections contained within the introduction of the thesis are as follows.

1. Background to the problem (theoretical and historical).
2. The problem.
3. Research objectives.
4. Benefits / contributions of the research findings.
5. Definition of terms/operational variables.

12. Literature Review (Chapter II)

The information contained in the literature review for a thesis is almost the same as that found in the literature review of a research proposal, or perhaps it has been expanded by adding new information obtained during the course of the research. In a research report (thesis), the hypothesis (if any) is included in the introduction.

13. Research Methodology (Chapter III)

The description of the research methods in the thesis may be the same as that in the research proposal, provided there are no changes or modifications to the research subject, materials, and equipment to adapt to conditions at the time of the research, or provided no difficulties arise.

If difficulties arise, the difficulties encountered and the ways of overcoming them need to be stated, so that other researchers who will conduct research in a similar field can avoid similar difficulties.

14. Research Results (Chapter IV)

The research results will answer the researcher's questions. Therefore, the results form a crucial part of the scientific report (thesis). The presentation of research results begins with a general overview of what has been examined or studied. The first or second sentence of the results description should function like a news lead in a newspaper: concise, clear, and containing only the main events, the most important facts, and the most interesting points, where the key findings are quickly presented. This is followed by subsequent paragraphs providing detailed information, in a sequence of data that logically

supports (or contradicts) the hypothesis, and answers the research questions stated in the introduction.

Research data and findings may be presented not only in narrative form but also in the form of tables and visual aids such as photographs, line drawings, graphs, diagrams, charts, floor plans and maps, arranged in accordance with the research problem or objectives to be achieved.

15. Discussion (Chapter V)

In the discussion, the reader is guided through logical and acceptable reasoning to reach a conclusion. The main information that needs to be presented in the discussion includes the following.

1. The researcher's interpretation of theoretical opinions or perspectives and evaluation of their research results, explaining the reasons behind them.
2. An explanation of whether, based on the research results, the research problem has been answered or resolved.
3. An explanation of whether the hypotheses put forward in the introduction (if any) have been proven.
4. An explanation of whether the research objectives have been achieved.
5. Whether the research results have answered the questions that motivated the research.
6. An explanation of the relationship between the research results or the researcher's findings and previous research results, including a discussion of previous findings by other researchers, and whether they are consistent or inconsistent.
7. Strong reasons if there are inconsistencies or differences between the research results or the researcher's findings and previous research results.

If there are doubts regarding the results—whether they are flawed or do not support the hypothesis—it must be explained why this is the case; whether the research method is flawed, whether it can be improved, and so on, so that readers are provided with comprehensive, precise and accurate information.

16. Conclusions and Recommendations

a. Conclusion

A conclusion is a statement of opinion made on the basis of research findings and/or *premises* through *inference.*

Inference is a way of stating something that is unknown or not yet known, based on what is already known; or a thought process that moves from observation, through knowledge and belief, to a conclusion.

There are several types of inference, namely those based on research findings, which include: generalisation (induction), specialisation (deduction), cause-and-effect relationships, causal-effect generalisation, and those based on premises: argument, analogy, and syllogism.

b. Recommendations

Recommendations are the author's advice regarding what needs to be done or should be undertaken, based on the data presented and the conclusions drawn, as stated in the research report (thesis). Do not advise readers to continue or refine their

own research.

Conclusions and recommendations reveal the author's or researcher's ability to think, unlike research results, which more accurately describe the researcher's working methods.

17. Bibliography

The method for compiling a reference list for a thesis is the same as that for a research proposal. However, the references included in the thesis reference list may differ from those in the research proposal reference list. The number may increase, as new references are obtained to support the research findings, or it may decrease because some material from the research proposal is not included in the thesis, using the APA (American Psychological Association) style.

All references cited in the text must be included in the reference list; conversely, all references in the reference list must appear in the text or thesis manuscript as cited sources.

The references used should be up-to-date. 'Up-to-date' here means 'the last ten years', i.e. references published no more than 10 years prior to the writing of the research proposal or thesis. Therefore, it is more appropriate to use scientific journals rather than textbooks.

References published more than 10 years ago may still be used as references, provided they are not used to support research findings or as a comparison in the discussion.

18. Appendices

The use of additional information in the form of appendices is intended to enhance the clarity of the main body of the research report (thesis). Appendices present information deemed too lengthy, extensive, or complex to include within the main body of the report or thesis. Consequently, information that is important and relevant to sections of the thesis but cannot be incorporated into the main text may be included in the appendices.

Materials commonly included in appendices include:

1. Lesson Plans (RPP) for educational research.
2. Instruments (test instruments, questionnaires and similar instruments).
3. Tables containing data that are too long and require many columns.
4. Raw data.
5. Supporting illustrations.
6. Statistical or mathematical calculations.
7. Transcripts of dialogues.
8. Extended analysis.
9. Notification letters, brochures or leaflets.
10. Official documents or certificates.
11. Recommended reading list.

When including information in the appendix, it is necessary to consider the overall effect. Do not include or move information to the appendix if this will make it more

difficult for the reader to understand the main topic of the thesis.

F. Writing Guidelines

1. Formatting

A well-presented academic paper (thesis) will attract attention and encourage readers to engage with it. The quality of an academic paper depends not only on the sections or elements it contains, but also on the techniques used in its composition or the style of writing.

a. Font

All research proposals and theses, from the front cover to the back cover (excluding the title and name of the institution on the cover and title page, headings and subheadings within the text, as well as appendices not produced by the author, or complex and intricate tables) must be written in Roman numerals (*Times New Roman*) in 12 pt font size. However, for the following:

1) Scientific names of organisms from the genus level downwards, namely: genus, species, subspecies, or variety;
2) Book titles, journal names, and newspaper names, or other bibliographic sources cited within the text or in the reference list;
3) Foreign expressions whose spelling has not yet been adapted; these are written in *italics*.

b. Paper

Research proposals and theses are written on 80 gsm HVS paper, A4 size, and only on one side of the page (not double-sided). The thesis cover is made of buffalo paper (dark blue) reinforced with thick cardboard and laminated (hard cover).

c. Layout

Layout refers to the systematic arrangement of the elements of an academic paper (thesis) on a page, so that it appears attractive and is easy to read and understand.

1) Page Margins

The margins for research proposals and theses are set as follows.

a) Top margin: 4 cm from the top edge of the paper.
b) Bottom margin: 3 cm from the bottom edge of the paper.
c) Left margin: 4 cm from the left edge of the paper.
d) Right margin: 3 cm from the right edge of the paper.

2) Head*ings*

Generally, in academic manuscripts there are three types of headings: first-level headings (chapter headings), subheadings, and paragraph headings.

a) First-Level Headings

The first-level heading, also commonly known as the chapter heading, is written in all capital letters, beginning with the word CHAPTER followed by a Roman numeral (except for the preface, table of contents, list of tables, list of illustrations, abstract, and bibliography) and centred, hence the name

"capital-centred heading". In research proposals and theses, first-level headings begin on a new page and are written in bold.

b) Subheadings

Subheadings, which include second-level headings, third-level headings, and so on, are headings that begin at the left margin, and

is not followed by a sentence, and is therefore known as a "free-standing side heading". Second-level headings begin with a capital letter, starting from the left margin (left indentation 0 cm, by 0.63 cm). Third-level, fourth-level and subsequent headings are written with an indentation (left indentation in multiples of 0.63 cm, by 0.63 cm) from the subheading above. The first letter of each word is capitalised, except for: di, ke, dari, dan, yang, untuk, or words which, according to Indonesian spelling rules, must be written in lower case. Subheadings are written in bold.

c) Paragraph Headings

A paragraph heading (paragraph head) is a heading that begins at the left margin—with appropriate indentation—ends with a full stop, and is separated from the following sentence by a hyphen (—) or two dashes (--). Paragraph headings are written in lower case, except for the first letter of the first word, or of words which, according to Indonesian spelling rules, must be written with a capital letter, and are written in bold.

3) Line Spacing

Research proposals and theses are written with one-and-a-half (1.5) vertical spacing, whilst abstracts; table titles and elements within tables; figure captions; and individual bibliography entries in the reference list are written with single vertical spacing, though there is 1.5 vertical spacing between each bibliography entry.

The first line beneath a first-level heading (chapter heading) is aligned to the left margin and indented by 24 pt (via the paragraph format). Second-level headings are indented by 18 pt from the line above. Third-level headings are indented by 12 pt from the line above.

The formatting of fourth-level headings and subsequent levels is the same as for third-level headings. Indentation corresponds to the heading level. Paragraph headings are spaced 12 pt from the line above and are followed by the text.

The spacing between the text and the table title is 18 pt, the spacing between the table title and the top border of the table is 6 pt, the spacing between the bottom border of the table and the table source (if any) is 6 pt, and the spacing between the table source and the text below it is 18 pt.

The spacing between text and illustrations is 18 pt, the spacing between illustrations and the title or caption is 6 pt, and the spacing between the caption and the line below it is 18 pt. These Guidelines for Writing Theses and Scientific Articles have been written in this manner.

4) Spacing between Words

The spacing between words in a line must not be too wide. The permitted spacing is one horizontal space or the equivalent of one character. If using justified alignment, hyphenation must be applied according to syllables to achieve a single horizontal space.

Hyphenation is indicated by a hyphen (-). When hyphenating words, ensure that each part retains a meaningful context to avoid confusion; for example, the word "pembelajaran" should not be split into "pembela-" and "jaran". Similarly, there must be no single letter at the right margin or a single letter at the left margin.

5) Paragraphs

Each paragraph must contain a single main idea. The first line of each paragraph—except the first line under a first-level heading or chapter heading—is indented by the default tab stop length (1.27 cm). These Guidelines for Writing Theses and Scientific Articles are formatted in this manner.

6) Page Numbers

Page numbers are placed in the top right-hand corner of the page (header), 2.0 cm from the top edge of the page and 3 cm from the right-hand edge, using Arabic numerals.

The page number on which the first-level heading (chapter heading) appears is placed in the footer, centred, or 11.5 cm from the left-hand edge of the page and 1.5 cm from the bottom edge of the page.

An easy way to set page numbers is via the header and footer settings. For the header: 2 cm from the edge, right-aligned; and for the footer: 1.5 cm from the edge, centred.

Numbering starts from the introduction as page one (1), and for the pages before the introduction, starting from the cover page up to the table of contents, they are numbered with small Roman numerals (i, ii, iii, iv) in the centre of the footer.

7) Section Headings

First-level headings or chapter headings are numbered with Roman numerals, preceded by the word "CHAPTER". The number is written above the chapter heading, without a full stop at the end (CHAPTER I, CHAPTER II, CHAPTER III, and so on).

Second-level headings are numbered with capital letters, separated by full stops (A., B., C., and so on). Third-level headings are numbered with Arabic numerals separated by full stops (1., 2., 3., and so on).

Level 4 headings are numbered using lowercase letters, separated by a full stop (a., b., c., and so on).

Level 5 headings are numbered with Arabic numerals followed by a closing parenthesis, without a full stop: 1), 2), 3) and so on.

Level 6 headings are numbered with lowercase letters followed by a closing parenthesis, without a full stop: a), b), c), and so on.

d. Scientific Name

The writing of research proposals and dissertations for the Biology Education Study Programme inevitably involves the use of the scientific names of organisms. It is therefore considered necessary to provide guidance on how to write them.

The use of a local or regional name (vernacular name) for an organism should be accompanied by the scientific name the first time it is used in the text, where possible including the author's name. Subsequently, the genus name may be abbreviated, except when mentioning it alongside other genera with the same initials.

Example;

Cacabean (*Ludwigia hyssopifolia* (G. Don) Exell) may subsequently be written as *L. hyssopifolia*. Brobos kebo (*Ludwigia crustacea* (L.) F.v.M) may subsequently be written as *L. crustacea*. If both species are written together: *Ludwigia hyssopifolia* and *Lindernia crustacea,* not *L. hyssopifolia,* and *L. crustacea.*

Cultivated varieties are referred to by the *cultivar* name and are written by placing single quotation marks before and after the *cultivar* designation, or preceded by the abbreviation "CV." For example, the name of the Arjuna maize cultivar is written as: Maize "Arjuna" or *Zea mays "Arjuna"*, or *Zea mays CV. Arjuna.*

e. Writing Numbers

Whole numbers below 10 are written out in full, unless the number is part of a sequence, or precedes an abbreviation of a unit of measurement, or precedes the word "per cent".

Standalone fractions are written out in full, whilst fractions combined with whole numbers are written as numerals. Do not begin a sentence with a number. However, if this cannot be avoided, the number must be written out in full.

f. Units

Units are written in abbreviated form and are not followed by a full stop. For example: Rp (rupiah); m (metre); kg (kilogram). When written in the text, the unit 'per cent' is not written as '%' but is spelled out as 'per cent'. The '%' symbol is used in mathematical calculations or in tables.

g. Sentence Structure

The language used in the writing of research proposals and theses is standard written Indonesian, and constitutes a scientific register. Sentences must demonstrate a logical relationship with one another. Therefore, sentence structure in the writing of research proposals and theses must demonstrate three qualities: clarity, conciseness, and communicativeness.

Clarity.—can be achieved by explicitly stating the elements that function as the

subject, predicate, object, and their modifiers. Every sentence structure should contain at least a subject and a predicate, or may also include an object and a complement (as required). *The explicit* identification of these elements will facilitate the reader's understanding of the content of the research proposal and thesis.

Clarity.—is linked to meaning. In the writing of research proposals and dissertations, this clarity should be reflected in an unambiguous interpretation of the text's content. In other words, there should be a single, shared interpretation between the reader and the writer. Avoid the repetitive use of words within a single sentence, as clarity is also linked to the economy of language.

Communicative.—relates to the reader's understanding of the research proposal or thesis. A text is considered communicative if it is presented logically and systematically. Logicality is evident in the author's careful, meticulous, and objective reasoning. Logicality is a key characteristic of academic discourse. Logical relationships are characterised by connections between parts within a sentence, between sentences within a paragraph, and between paragraphs within a text, which, amongst other things, demonstrate cause-and-effect relationships, parallel relationships, or relationships of possibility.

h. Form and Word Choice

The use of Indonesian word forms in the writing of research proposals and dissertations should follow standard word formation systems, including the development of word meanings.

i. Use of Letters and Punctuation

To meet the criteria for standard written Indonesian, in addition to adhering to the rules governing sentence structure and word choice, the correct use of upper-case letters, lower-case letters, italics and punctuation is absolutely essential. Therefore, knowledge of the use of letters and punctuation is essential. Given the extensive coverage of the use of letters and punctuation, students who are about to write research proposals and dissertations are advised to study the Revised Indonesian Spelling (EYD) Edition V as the new guideline for writing in Indonesian, as per the Decision of the Head of the Language Development and Guidance Agency, Ministry of Education, Culture, Research and Technology (Kemendikbudristek) Number 0424/I/BS.00.01/2022.

j. Common Errors

In the writing of research proposals and dissertations, common errors are frequently encountered, including the following.

1) The use of conjunctions such as: whereas, so that, and, placed at the beginning of a sentence.

2) The use of capital letters after a colon (:) in a running sentence.
3) The prepositions di and ke, which are written in the same way as the prefixes di- and ke-.

2. In-text Citations

Citations use the parenthetical reference technique (author, year:page number). An example of citing a source in a quotation is as follows.

a. **Primary Sources**

The citation/quotation from a primary source is as follows.

If the source is cited at the beginning of the paragraph:

According to Sugiyono (2010:59), research...

If the source is cited at the end of the paragraph:

.....(Sugiyono, 2010:59).

The reference you have read is listed in the Bibliography:

Sugiyono (2010). *Quantitative, qualitative, and R&D educational research methods*. Bandung: Alfabeta Publishers.

b. **Secondary Sources**

When quoting from an author cited in another source, this is referred to as a secondary source. In such cases, the citation is written as in the following example.

If the source is cited at the beginning of the paragraph:

Fawcett (as cited in Polit & Beck, 2008) outlined the four main concepts…

or

Fawcett (in Polit & Beck, 2008) outlined the four main concepts…

If the source is cited at the end of the paragraph:

.....(Fawcett as cited in Polit & Beck, 2008).

or

.....(Fawcett in Polit & Beck, 2008).

The References section lists the source you have read:

Polit, D. F., & Beck, C. T. (2008). *Nursing research: Generating and assessing evidence for nursing practice* (8th ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.

3. Writing the References

References should, as far as possible, be from publications within the last 10 years. Priority should be given to primary sources such as research reports (including theses and dissertations), research articles in journals, conference proceedings and/or scientific journals. Theses may not be cited from blogs. The reference list is organised as shown in the following example, arranged alphabetically and chronologically, whilst the citation style used is APA *(American Psychological Association)*.

Basic Format:

Calfee, R. C., & Valencia, R. R. (1991). The APA Guide to Preparing Manuscripts for Journal Publication. Washington, DC: American Psychological Association.

Editor, No Author:

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). Consequences of growing up poor. New York, NY: Russell Sage Foundation.

Author and Editor:

Plath, S. (2000). The Unabridged Journals. K. V. Kukil (Ed.). New York, NY: Anchor.

Translation:

Laplace, P. S. (1951). A Philosophical Essay on Probabilities. (F. W. Truscott & F. L. Emory, Trans.). New York, NY: Dover. (Original work published 1814)

Edition of the Work:

Helfer, M. E., Kempe, R. S., & Krugman, R. D. (1997). The Battered Child (5th ed.). Chicago, IL: University of Chicago Press.

Articles or Chapters in Edited Volumes:

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), Gender issues across the life cycle (pp. 107–123). New York, NY: Springer.

Multi-volume books:

Wiener, P. (Ed.). (1973). Dictionary of the History of Ideas (Vols. 1–4). New York, NY: Scribner's.

Journal Article:

Light, M. A., & Light, I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. Law Enforcement Executive Forum Journal, 8(1), 73–82.

Scruton, R. (1996). The eclipse of listening. The New Criterion, 15(3), 5–13.

Magazine Article:

Henry, W. A., III. (9 April 1990). Making the grade in today's schools. Time, 135, 28–31.

Electronic journal article without a DOI (Digital Object Identifier):

Bernstein, M. (2002). 10 tips on writing for the living Web. A List Apart: For People

Who Make Websites, 149. Retrieved from http://www.alistapart.com/articles/writeliving

Electronic journal article with DOI (Digital Object Identifier):

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. European Journalof Marketing, 41, 1245–1283. doi:10.1108/03090560710821161

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. Health Psychology, 24, 225–229. doi:10.1037/0278-6133.24.2.225

E-book:

De Huff, E. W. (n.d.). Taytay's tales: Traditional Pueblo Indian tales. Retrieved from http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html

Theses, Dissertations:

Biswas, S. (2008). Dopamine D3 receptor: A neuroprotective treatment target in Parkinson's disease. Retrieved from ProQuest Digital Dissertations. (AAT 3295214)

Adams, R. J. (1973). Building a foundation for evaluation of instruction in higher education and continuing education (Doctoral dissertation). Retrieved from http://www.ohio link.edu/etd/

Online Encyclopaedias and Dictionaries:

Feminism. (n.d.). In Encyclopædia Britannica online. Retrieved from http://www.britannica.co m/EBchecked/topic/724633/feminism

CHAPTER IV
GUIDELINES FOR RESEARCH PAPERS

A. Criteria

The criteria for the KTI are as follows.

1. The topic of the KTI may be derived from issues relevant to the student's field of study or area of expertise, based on research findings (not review articles) or other academic activities, including participation in an internship or work placement, teaching assistance at an educational institution, research, humanitarian projects, entrepreneurial activities, independent studies/projects, village development or thematic practical work courses (KKNT).
2. The KTI is written by the student 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 approved by a Dean's Decree.
    a. The KTI is published in accredited journals, either nationally (Sinta 1 to 4) 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 4 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 4 journal and the presentation during the dissemination.
3. Research papers in non-educational fields must include educational applications in both the design and the report.

B. Requirements

The preparation of the final project is undertaken once students have met the following requirements.

1. Registered as a student and have fulfilled administrative obligations for the current semester.

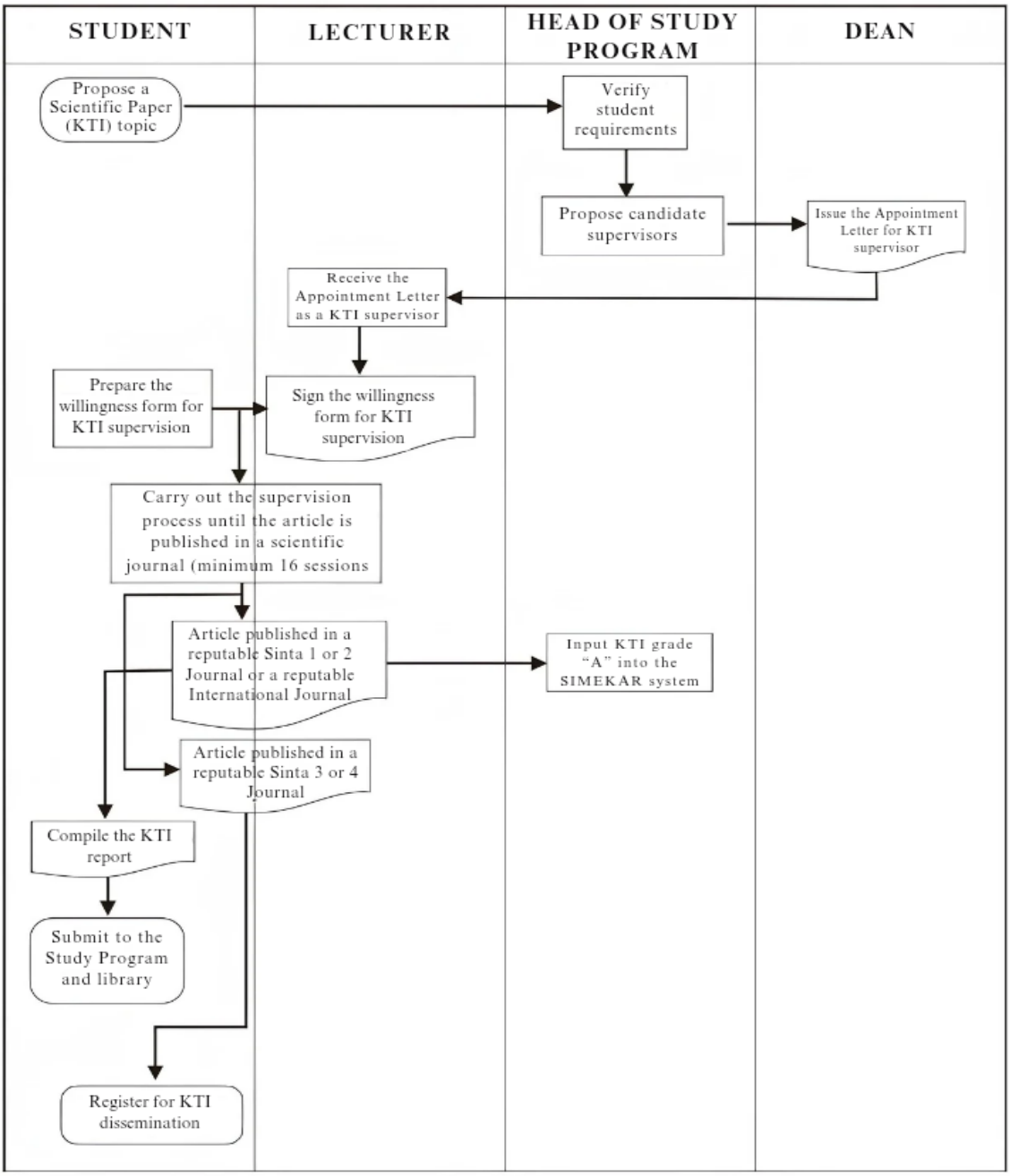
2. Have completed a minimum of 80 credits without a grade of D.
3. A minimum GPA of 2.75.
4. Have been assigned a KTI supervisor as determined by the study programme.
5. References cited in the thesis must include at least 5 (five) relevant articles published by members of the FPMIPATI UPGRIS academic community and in international journals within the last 5 years.
6. A minimum of 25 references (5 of which must be from international journals)
7. Must meet any other requirements that may be set by the study programme.

C. Procedure

The procedure to be followed by students when selecting a KTI is as follows.

4. Students submit their research project topics to the head of the study programme.
5. The head of the study programme checks the requirements of the student and the prospective supervisor.
6. The head of the study programme proposes two prospective supervisors to the dean, taking into account the student's thesis topic.
7. The Dean issues a decision on the supervisor
8. Students who have received the thesis supervisor appointment letter prepare a consent form for the supervisor and obtain the supervisor's signature; thereafter, students may commence supervision and proceed with the thesis proposal.
9. A minimum of 16 supervision sessions must be documented via the Simekar website by both the student and the lecturer.
10. The research proposal is written in the form of a research design, complete with research instruments, under the guidance of the supervising lecturer.
11. Once approved by both supervisors, the student carries out data collection and proceeds to draft the article.
12. Under the guidance of the supervising lecturers, the student selects a journal for publication and one of the supervisors acts as the corresponding author.
13. Submission of the article to the journal is carried out with the approval of both supervisors (approval form attached).
14. Compiling the KTI report.
15. For student articles published in Sinta 1, Sinta 2 or reputable international journals, students may be declared to have passed without undertaking dissemination; they need only submit the KTI report to the Department
16. For student articles published in Sinta 3 or Sinta 4 journals, dissemination is mandatory

The process for submitting and supervising KTI is as follows.



D. Submission of Supervising Lecturers

Each student is given the opportunity to choose their supervisor. The selection of supervisors (main supervisor and co-supervisor) is regulated by each study programme, and supervisors are appointed in the 6th semester. The appointment of supervisors is made via a Dean's Decree, taking into account the expertise of the lecturer/supervisor, the distribution of student choices, and their chosen pathway.

The principal supervisor (Supervisor 1) should preferably be a permanent lecturer holding at least the academic rank of Lecturer or a PhD. The co-supervisor (Supervisor 2) should preferably be a permanent lecturer who already holds an academic functional rank.

E. Supervision

1. Supervision Period

   According to Rector's Regulation No. 004/PR/UPGRIS/III/2023 of 2023, the supervision period for a research paper 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, in the interests of the student's academic progress.

2. Supervisor Requirements

   Supervisor I and Supervisor II for students undertaking a KTI must meet the following requirements.

   a. Supervising lecturers must be active lecturers within the study programme who have been granted authorisation via a Dean's Decree.
   b. Supervisors I and II have the same rights and authority to supervise, and:
      1) be able to cooperate with fellow supervisors and students,
      2) prioritise academic interests and the interests of students,
      3) support the students under their supervision to ensure timely completion, and
      4) schedule supervision sessions at least once a week, with a minimum total of 16 sessions.
   c. A supervisor who, for whatever reason, is unable to continue supervising may be replaced by another supervisor appointed by the Head of the Study Programme by means of a Dean's Decree.
   d. In the supervision process, the supervisor is accountable to the Head of the Study Programme.

3. Supervision Process

   The supervision process can be divided into three parts based on its objectives, but these three elements form a single sequence within the supervision process aimed at the completion of the final project. The three stages of the supervision process are: (a) supervision of planning and the research process; (b) supervision of

article writing, and (c) supervision publication articles starting from *submission*, *acceptance*, *revision*, to publication.

F. Preparation of the KTI Report

The structure of the KTI report is as follows.

a. Preliminary Section
   1) Cover in dark blue (logo, title, purpose of the report, name and student ID number, faculty, university, and year of approval (example in the Appendix).
   2) Title

      This page has the same layout as the outer cover, printed on white paper similar to the rest of the document.
   3) Certification
   4) Statement
   5) Motto and Dedication
   6) Foreword

b. Main Section
   1) Published articles
   2) For pure research articles, accompanied by the implementation of research findings in education

c. Concluding Section
   1) Research data appendix
   2) Author's biography
   3) Article submission approval form by supervisors 1 and 2
   4) Evidence of correspondence
   5) Evidence of 16 Supervision Sessions
   6) Minutes of dissemination (following the dissemination process)

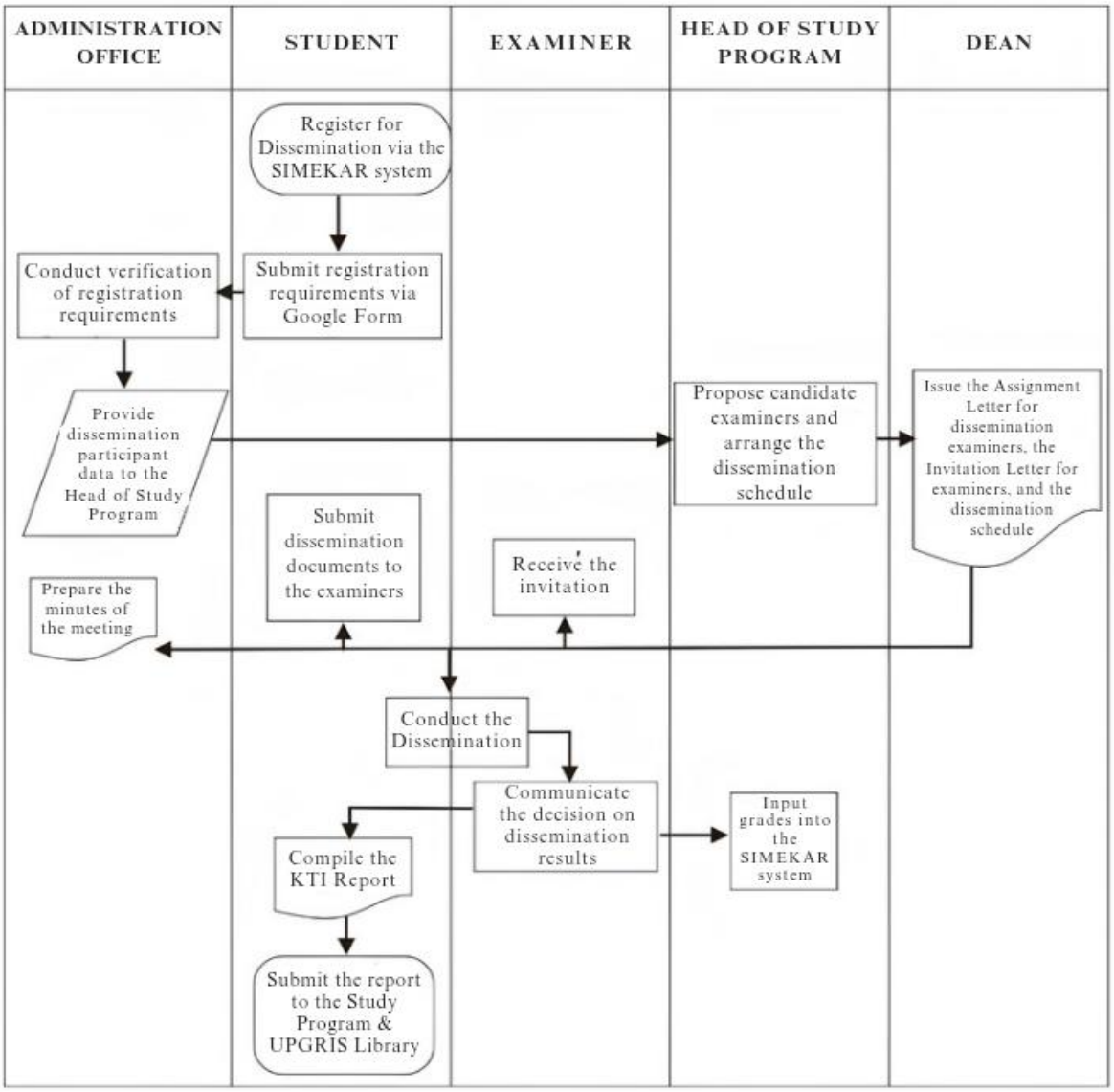
G. Procedure for Dissemination of Research Papers

Students whose articles are published in Sinta 3 to 4 journals are required to participate in the KTI dissemination following the procedure below.

1. Register for the dissemination of research papers via the academic programme/Simekar.
2. Submit screenshots of journal accreditation and article publication.
3. Submit three printed copies of the research paper, approved by the supervisor.
4. Submit the similarity check results with a maximum similarity rate of 25%.
5. Submit screenshots of the manuscript correspondence process from submission, review to publication.
6. Have taken the TOEFL test with a minimum score of 400 or the EAP with a minimum score of 60 (referring to Rector's Regulation No. 015/PR/UPGRIS/VI/2023 Article 9) and provide proof by presenting the certificate.

7. The study programme appoints examiner 1, examiner 2 and examiner 3, as well as the time for the dissemination of the KTI.
8. 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.
9. The results of the KTI dissemination are presented by the panel of examiners after the dissemination has been completed.
10. 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 the PGRI University of Semarang repository.

The dissemination process is illustrated as follows.



H. Assessment

Assessment of the KTI is carried out once the scientific article has been published, with the following assessment criteria.

1. Special recognition is given to articles accepted/published in Sinta 1 to Sinta 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 3 to Sinta 4 accreditation are assessed based on the assessment guidelines with a dissemination mechanism.

I. Code of Ethics

A KTI is a type of academic paper written by students. Therefore, students must adhere to the code of ethics governing the principles of scientific research, including:

1. Honesty

   Reporting data, results, and research methods honestly. Do not engage in *fabrication* (creating or falsifying data or research results), *falsification* (manipulating materials, equipment, or research processes; altering data or research results so that they do not correspond to actual conditions), or *plagiarism* (copying or stealing the work of others or one's own work and presenting it as one's own). Plagiarism is not tolerated.

2. Objectivity

   Avoid research bias in data analysis, data interpretation, and reporting research results as per the data obtained.

3. Integrity

   Obtaining informed consent prior to conducting research and adhering to the rules set out and agreed upon in the informed consent form, for example, informing research subjects of the research objectives, duration, and procedures; recognising the rights of research subjects to withdraw from participation in the research; explaining as clearly as possible the risks, discomfort, and consequences that may arise as a research subject, as well as the benefits of the research; the limits of confidentiality in the research; and research contact details should research subjects wish to obtain further information about the research or its results.

4. Transparency

   Willing to share data, results, ideas, instruments, or research resources required by other scientists where necessary, provided this does not breach the privacy or confidentiality of research subjects.

5. Responsible publication

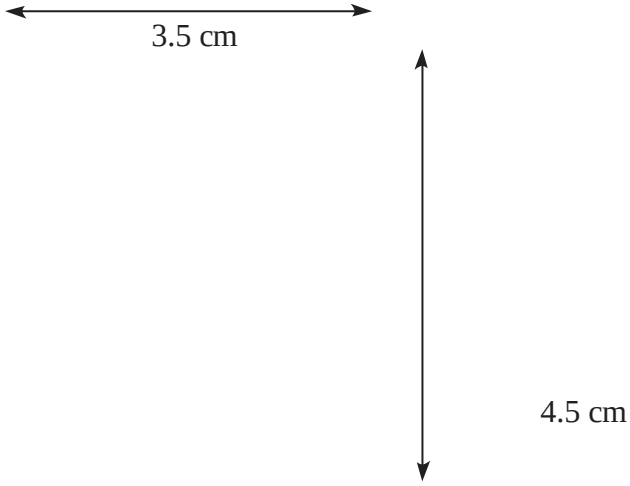
   Publish scientific articles honestly based on research findings and avoid duplicate publication. Violations of the code of ethics for final-year projects and scientific publications (particularly those relating to plagiarism) are regulated by Ministry of Education Regulation No. 17 of 2010 on the Prevention and Handling of Plagiarism in Higher Education. Articles 12 (1) 1 and 2 explicitly state the sanctions for acts of plagiarism for students, lecturers, researchers, and educational staff. Article 12 Paragraph 1 states: "students proven to have committed acts of plagiarism may be subject to sanctions in the form of a reprimand, a written warning, and the cancellation of their marks".

APPENDIX

Appendix 1. Example of a Thesis Research Proposal Cover Page (colour print)

IMPROVING LEARNING OUTCOMES IN THREE-DIMENSIONAL MATHEMATICS THROUGH VISUALISATION IN YEAR 10 AT SMAN 8 SEMARANG

Thesis Research Proposal



Submitted by

(Student Name) Student ID (070000)

MATHEMATICS EDUCATION PROGRAMME

FACULTY OF MATHEMATICS, NATURAL SCIENCES

AND INFORMATION TECHNOLOGY

UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG

OCTOBER 2026

Appendix 2. Sample Thesis Research Proposal Approval Form

APPROVAL PAGE

Thesis Research Proposal Entitled

IMPROVING LEARNING OUTCOMES IN THREE-DIMENSIONAL MATHEMATICS THROUGH VISUALISATION IN YEAR 10 AT SMAN 8 SEMARANG

submitted by (Student Name)

Student ID 1230000

has been approved for implementation.

Semarang, ...

Supervisor I	Supervisor II
…….	…….
NUPTK	NUPTK

Approved by,

Dean of FPMIPATI

……

NUPTK

Appendix 3. Example of a Thesis Cover (cover printed in colour)

IMPROVING LEARNING OUTCOMES IN THREE-DIMENSIONAL MATHEMATICS THROUGH VISUALISATION IN YEAR 10 AT SMAN 8 SEMARANG

THESIS

3.5 cm

4.5 cm

by

(Student Name) Student ID 1230000

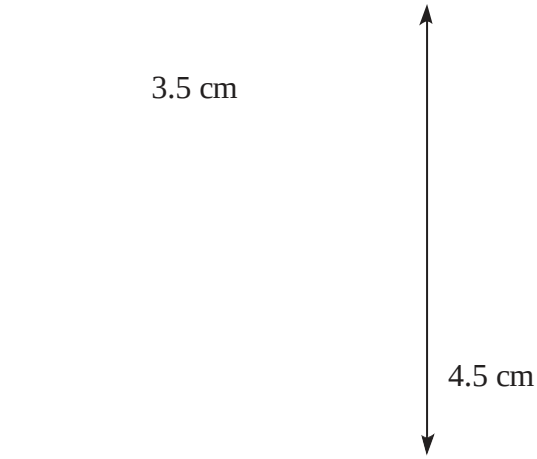
MATHEMATICS EDUCATION PROGRAMME FACULTY OF MATHEMATICS, NATURAL SCIENCES
AND INFORMATION TECHNOLOGY
UNIVERSITY OF THE INDONESIAN TEACHERS' UNION, SEMARANG MONTH YEAR

Appendix 4. Thesis Title Page

IMPROVING LEARNING OUTCOMES IN THREE-DIMENSIONAL MATHEMATICS THROUGH VISUALISATION IN YEAR 10 AT SMAN 8 SEMARANG

Thesis

Submitted to the University of the Teachers' Union of the Republic of Indonesia, Semarang, to fulfil one of the requirements for the completion of Bachelor's Degree Programme in Mathematics Education



by

(Student Name) Student ID 1230000

MATHEMATICS EDUCATION PROGRAMME FACULTY OF MATHEMATICS, NATURAL SCIENCES
AND INFORMATION TECHNOLOGY
UNIVERSITY OF THE UNION OF TEACHERS OF THE REPUBLIC OF INDONESIA, SEMARANG OCTOBER 2026

Appendix 5. Example of Thesis Approval

APPROVAL PAGE

Thesis Entitled

IMPROVING LEARNING OUTCOMES IN THREE-DIMENSIONAL MATHEMATICS THROUGH VISUALISATION IN YEAR 10 AT SMAN 8 SEMARANG

prepared by (Student's Name)

NPM 1230000

has been approved and is ready for examination. Semarang,

.....

Supervisor I	Supervisor II
…….	…….
NUPTK	NUPTK

Appendix 6. Example of Thesis Approval

APPROVAL PAGE

Thesis Entitled

IMPROVING LEARNING OUTCOMES IN THREE-DIMENSIONAL MATHEMATICS THROUGH VISUALISATION IN YEAR 10 AT SMAN 8 SEMARANG

Prepared and compiled by (Student Name)

Student ID 1230000

was defended before the Examination Board on Thursday, 27 September 2026 and has been declared eligible to receive the degree of Bachelor of Education

Examination Committee

Chair	Secretary
…….....	…….....
NUPTK	NUPTK

Examiner

1. ……..... (. .....)
   NUPTK
2. ……..... (. .....)
   NUPTK
3. ……..... (. .....)
   NUPTK

Appendix 7. Example of a Statement of Authenticity

DECLARATION

I declare that the contents of this thesis are entirely my own work and do not constitute plagiarism or the work of others, either in part or in full. Any opinions or findings of others included in this thesis have been quoted or referenced in accordance with the code of academic ethics.

Semarang, ...2026

Stamp 10,000

(Student Name)
Student ID.

Appendix 8. Example of a Scientific Publication Template or Adapted to the Target Journal

TITLE (IN INDONESIAN) [TIMES NEW ROMAN, 12 pt BOLD AND ALL CAPS (except scientific names, as per conventions) MAXIMUM 20 WORDS]

Author 1[1*] , Author 2[2] , etc. [Times New Roman 10 pt, Bold, Names Must Not Be Abbreviated and Titles Must Be Omitted]

[1] *Institutional Affiliation (Author 1) Address of Author 1's institution*

[2] *Institutional Affiliation (Author 2) Author 2's institutional address*

*Corresponding author: *abcd@email.com*

Manuscript received: dd/mm/yy; Revised: dd/mm/yy; Approved: dd/mm/yy

ABSTRACT

The abstract is written in Indonesian using Times New Roman 12 pt font, consisting of 200–250 words written in a single paragraph. The abstract contains a summary of the manuscript, including the background, research objectives, brief methods, results, conclusions, and implications of the research findings.

Keywords: contain 3–6 words or phrases arranged in alphabetical order [Times New Roman 12 pt, single spacing, line spacing before and after 0, first letter of each keyword capitalised, and separated by semicolons (;)]

ABSTRACT

Title in English [Times New Roman 12 pt, bold, not more than 15 words]. *The abstract is written in English using Times New Roman 12 pt, consisting of 200–250 words, written in a single paragraph. The abstract contains the background, research objectives, brief methods, results, conclusions, and implications of the research findings.*

Keywords*: 3–6 keywords arranged in alphabetical order [Times New Roman 12 pt, single spacing, line spacing before and after 0, initial capital letter and separated by a semicolon (;)]*

INTRODUCTION

[unnumbered, written in capital letters, bold and centred 12pt, line spacing before 0, after 10pt]

The introduction should provide a clear and concise background to the research problem, explaining why it needs to be addressed through this study. The novelty of the research should be highlighted by referring to previous research findings. The research objectives are stated at the end of the introduction. The first line of each paragraph should be indented by 1 cm. [written without a subheading, Times New Roman, 12 pt]

MATERIALS AND METHODS

[no numbering, written in capital letters, bold and centred 12pt, line spacing before 0 after 10pt]

This section contains information on the research subjects, equipment and materials, research procedures, analytical techniques and data interpretation (presented in subheadings [first letter capitalised, Times New Roman, 12 pt, bold and italicised]. Methods must be written clearly, in detail, and with reference to the literature. Where possible, the materials used should be described in detail (including the source of the materials, strain or clone numbers, reference sources for research instruments, etc.). For specific analytical instruments and materials, the brand or model must be stated. The design of data collection or analysis should also be explained. It must also be described in detail if the method used is a new method that has not yet been published. [Times New Roman, 12 pt].

If there are subheadings, they must follow the same format, as shown in the example below

RESULTS AND DISCUSSION

[no numbering, written in capital letters, bold and centred 12pt, line spacing before 0 after 10pt]

This section presents the research results and discussion in a clear and informative manner. Research results may be supplemented with tables, graphs (figures), and/or charts and explained in sentence form to facilitate understanding of the results. The Results section contains no references.

Tables should be formatted without vertical lines (as in the example). Tables should have a title at the top of the table (left-aligned). Figures should have a caption below the figure, with the words “Table” and “Figure” in bold. Table and figure captions should be numbered sequentially. Figures are presented without borders in JPG/JPEG format with a resolution of 300 dpi. [Times New Roman, 12 pt].

The discussion section presents the results of data analysis, interprets the findings logically, and relates them to relevant references. [Times New Roman 12, 1.5 line spacing, 0 before and 10 after line spacing, sub-sections in bold]

Table 1. Table titles are written with single spacing if more than one line, left-aligned, without a full stop at the end [Times New Roman, 12 pt]

No	Abcde	Fghij	Column
1	Ddddddddddd	123	1111111111
2	Gggggggggggggg	456	2222222222
3	Hhhhhhhhhh	789	3333333333

[Table text font: Times New Roman, 11pt, single spacing, line spacing before and after 0]

Figure 1. Figure captions are written with single spacing if more than one line, left-aligned, without a full stop at the end [Times New Roman, 12 pt]

CONCLUSION
[no numbering, written in capital letters, bold and centred 12pt, line spacing before 0 after 10pt]

The conclusion contains a brief summary of the research results and discussion, as well as answers to the research questions. [Times New Roman 12, 1.5 line spacing, written as a narrative in one paragraph]

ACKNOWLEDGEMENTS (If applicable)
[unnumbered, in capital letters, bold and centred 12pt, line spacing before 0 after 10pt]

Acknowledgements should be included where appropriate, addressed to those who have played a significant role in the research, such as research funders and those who have assisted in the conduct of the research (whether organisations or individuals). [Times New Roman 12, 1.5 line spacing, written as a single paragraph]

REFERENCES
[unnumbered, written in capital letters, bold and centred 12pt, line spacing before 0 after 10pt]

The reference list must follow the 6th edition of *the APA (American Psychological Association)* style guide, and the use of the Mendeley application for reference management is recommended. A minimum of 10 references must be included, comprising 80% scientific journals and 20% other sources. The reference list must consist of sources published within the last 10–5 years and be arranged in alphabetical order. [Times New Roman, 12 pt]

a. Journal

Maehara, S., Simanjuntak, P., Kitamura, C., Ohashi, K., & Shibuya, H. (2011). Cinchona alkaloids are also produced by an endophytic filamentous fungus living in the cinchona plant. *Chemical & Pharmaceutical Bulletin*, 59(8), 1073–1074. https://doi.org/10.1007/s11418-009-0380-2. [Full journal title] [includes article DOI]

Nofita, D., & Nurlan, D. S. (2020). Comparison of total phenolic content between 70% ethanol extract and aqueous extract of surian leaves (Toona sureni Merr.). Sainstek: Journal of Science and Technology, 12(2), 79–84. http://ecampus.iainbatusangkar.ac.id/ojs/index.php/sainstek/article/view/2331 [Full journal title] [if no DOI is found, include the article URL]

b. Book

Soemirat, J. (2005). Environmental toxicology. Yogyakarta: Gadjah Mada University Press.

c. Book Chapter

Herrmann, R. K., & Finkle, F. (2016). Linking theory to evidence in international relations. In W. Carlsnaes, T. Risse, & B. A. Simmons (Eds.), *Handbook of international relations* (pp. 119–136). London, England: Sage.

d. Unpublished academic work (thesis/dissertation)

Johnson, S. (2013). Style strategies (Master's thesis). UCOL, Whanganui School of Design, Whanganui, New Zealand.

Perdana, D. F. P. (2019). Differences in the effects of fishing net games and cat-and-mouse games on improving agility (Doctoral dissertation, State University of Semarang). Retrieved from http://lib.unnes.ac.id/37121/

e. Articles from the Internet

Brown, H. (2018). Citing computer references. (12 October 2018). Retrieved from http://neal. Ctstaten.edu/history/cite.html.

f. Article in proceedings

The Intergovernmental Panel on Climate Change [IPCC]. (2017). Climate change 2017: Impacts, adaptation and vulnerability contribution of working group II to the fourth assessment report of the Intergovernmental Panel on Climate Change (IPCC), M. L. Parry, O. F. Canziani, J. P. Palutikof, P. J. van der Linden, and C. E. Hanson (Eds.). Cambridge University Press, Cambridge.

Appendix 9. Format of the Letter of Declaration of Selection of Research Paper

STATEMENT

To the Head of the Study Programme _____

With respect,

the undersigned,

Name : _____

Student ID : _____

hereby declare that I have chosen a scientific thesis as the form of my final assignment in order to complete my undergraduate studies at the University of the Indonesian Teachers' Union, Semarang. I am willing to follow the procedures for writing a scientific thesis until its completion with full responsibility.

Semarang,

The undersigned,

_____

NPM

Appendix 10. Letter of Consent for the Umbrella Study

STATEMENT OF CONSENT FOR UMBRELLA RESEARCH

The undersigned:

Full Name : _____
Student ID : _____
Study Programme : _____

Hereby declare in all sincerity that I **am WILLING** to be part of the research team (select the appropriate option) in the umbrella research project entitled:

"_____"

conducted by:
Principal Investigator : _____
NIDN : _____
Funding Body : Mandiri/Internal/External …(Specify)

I have drawn up this declaration of my own free will and without coercion from any party, and I undertake to comply with the applicable research regulations and ethical standards.

This statement has been drawn up for use as intended.

__(Place)_____, _*(Date)*_____*20..*

The declarant,

Signed

Full name

Appendix 11. Format of Consent to Act as a Thesis Supervisor

STATEMENT OF WILLINGNESS TO ACT AS A THESIS SUPERVISOR

The undersigned

1. Name : _____
   NUPTK : _____, and
2. Name : _____
   NUPTK : _____

declare their willingness to act as Supervisor I and Supervisor II for students' academic papers,

Name: _____

Student ID: _____

Thesis title: _____

and undertake to carry out the academic paper supervision procedures with full responsibility until completion.

Semarang, ……..

The undersigned

Supervisor I	Supervisor II
_____	_____
NUPTK	NUPTK

Appendix 12. Format for Proposing a Title/Topic and Supervisor for KTI

PROPOSAL FOR A TITLE AND SUPERVISOR FOR KTI

To the Head of the Study Programme _____

Yours faithfully,

the undersigned,

Name : _____

Student ID : _____

hereby submit a research paper with the proposed title/topic:

_____

_____

_____

_____

Semarang, _____

Applicant

_____

Student ID

	Approved	
		Acknowledged
Supervisor I	Supervisor II	Head of Programme
_____	_____	_____
NUPTK	NUPTK	NUPTK

Appendix 13. Article Submission Approval Form

ARTICLE SUBMISSION APPROVAL

To: Head of the Study Programme _____
With respect,
the undersigned,
Name : _____
Student ID : _____
Title of Research Paper :
" _____
_____
_____
_____ "
declares that the research paper with the above title is indexed in Sinta 1/2/3/4* or an international journal* and is ready for submission to:
Journal Name : _____
Sinta/Quartile* : _____
with the following attachments:

1. Screenshot of of of accreditation Journal on the https://sinta.kemdikbud.go.id/ or the accreditation certificate of the target journal
2. Scientific Research Article
3. Printed proof of maximum similarity of 25%

Semarang, _____
Applicant

_____
Student ID

Approved by

Supervisor I

_____
NUPTK

Supervisor II

_____
NUPTK

*Cross out as appropriate.

Appendix 14. Registration Form for the Dissemination of Scientific Papers

REGISTRATION FOR THE DISSEMINATION OF SCIENTIFIC PAPERS

To: Head of the Study Programme _____
With respect,
the undersigned,
Name : _____
Student ID : _____
Title of the Research Paper :
"_____
_____
_____
_____"
indicates that the research paper with the above title has been published in a Sinta 3 or 4-indexed journal and is ready for dissemination. As a requirement for registering the dissemination of the research paper, I have attached the following.

1. Journal Cover Page
2. Table of Contents
3. Research Article
4. Printout showing a maximum similarity of 25%

Semarang, _____
Registrant

_____
Student ID

Approved by

Supervisor I

_____
NUPTK

Supervisor II

_____
NUPTK

Appendix 15. Minutes of the Dissemination

MINUTE OF MEETING

On …, the … day of …, in the month of …, in the year …, based on the composition of the examination panel for the dissemination of KTI publication articles,

1. Name : (Dean) Position : Chair
2. Name : (Head of Programme) Position : Secretary
3. Name : _____
4. Position : Examiner for Dissemination I
5. Name : _____
6. Position : Dissemination Examiner II

declare that the manuscript the article the publication the work the scientific " ..... " scientific entitled compiled by

Name :
Student ID :
Study Programme :
has been disseminated and received a mark of …...

This minutes of the dissemination of the scientific paper are drawn up for the information and use of the relevant parties as required.

Chair

Secretary

Dean

Head of Programme

Dissemination Examiner

Dissemination Examiner II

Name

Name

Approved by
the Dean

NUPTK
Name

Appendix 16. KTI Approval Page

APPROVAL PAGE

The KTI manuscript entitled "....." prepared by

Name : _____

Student ID : _____

Study Programme: _____

was presented on …, …, …, …, …, and has been declared eligible to receive a Bachelor's degree.

Semarang,……

Dissemination Committee

Chair	Secretary
(Dean)	(Head of the Study Programme)
NUPTK	NUPTK

1.	Name of Examiner for Dissemination I	(.....)
	NUPTK	(.....)
2.	Name of Dissemination Examiner I	(.....)
	NUPTK	(.....)
3.	Name of Dissemination Examiner I	(.....)
	NUPTK	(.....)

Appendix 17. Checklist of Requirements for Thesis Examination Registration

Checklist of Requirements for Thesis Examination Registration

Name :

Student ID :

No.	Requirements	Tick (V) if applicable
1	Copy of Student ID	
2	Proof of payment of thesis fees	
3	Proof of payment of tuition fees	
4	A provisional transcript confirming that all modules have been passed without a grade of D and with a minimum GPA of 2.50	
5	Certificate confirming that the applicant has taken the TOEFL test with a minimum score of 400 or the EAP with a minimum score of 60	
6	Proof of at least 16 mentoring sessions	
7	Additional requirements from the programme:	

Approved b,

the Head of Programme ……..

(…….....……)

Appendix 18. Checklist of Requirements for Dissemination of Research Papers

Checklist of Requirements for Dissemination of Research Papers

Name :

Student ID :

No.	Requirements	Tick (V) if meets
1	Proof of registration for the dissemination of scientific papers through the study programme/Simekar,	
2	Proof of a screenshot of the journal's accreditation (Sinta 3 or Sinta 4) and article publication,	
3	Submit three printed copies of the research paper that have been approved by the supervisor,	
4	Submit the similarity check results with a maximum similarity rate of 25%.	
5	Submit screenshots of the manuscript correspondence process from submission, review to publication,	
6	Proof of TOEFL test results with a minimum score of 400 or EAP with a minimum score of 60 (referring to Rector's Regulation No. 015/PR/UPGRIS/VI/2023 Article 9) and as evidenced by with presenting the certificate	

Approved by,

Head of Programme ……..

(……)

Appendix 19. Checklist of Requirements for Final Project Documentation

Checklist of Requirements for Final Project Documentation

Name :

Student ID :

No.	Requirements	Tick (V) if meets
1	FC Certified copy of latest diploma	
2	Copy of Identity Card	
3	Photocopy of Family Card	
4	Certificate of Graduation signed by the Head of the Study Programme	
5	Passport-sized photograph	
6	Statement of Wearing a Headscarf	
7	Statement of Discrepancy in Data	
8	Copy of EAP Certificate	
9	Copy of Competency Test Certificate	
10	Scan of Competency Training Certificate	
11	Proof of *Letter of Acceptance* (LoA)/publication in a journal (minimum national journal) or conference for **Final Year Thesis** or Proof of publication of an article in a journal with a minimum Sinta 4 ranking for **the Final Research Project**	