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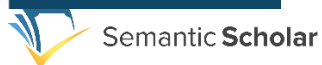
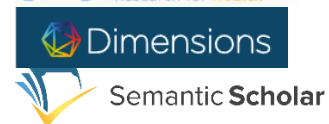
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g. Results and Discussion

This section is the main part of the research result article in which the "fix" results are served. The data analysis processes, such as statistical computing and hypothesis testing, are not necessary to be served. The materials reported are the analysis results and hypothesis testing results. In addition, tables and graphics are also can be showed to enunciate the verbal narration. Tables and images must be given a comment or discussion. The details of qualitative research written in some sub-topics which directly related to the focused category.

The discussion of article aims to: (1) answer the problems and research questions; (2) show the ways the findings obtained; (3) interpret the findings; (4) relate the finding results to the settled-knowledge structure; (5) bring up new theories or modify the exist theories.

In discussion, it is the most important section of your article. Here you get the chance to sell your data. Make the discussion corresponding to the results, but do not reiterate the results. Often should begin with a brief summary of the main scientific findings (not experimental results).

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Research results must be clearly concluded in answering the research questions. Interpreting the findings should be done by using logics and present theories. The findings in form of facts found in the research fields are integrated to previous researches or present theories. This must be supported by reliable references. In case the researchers bring a new theories, the old theories can be confirmed or rejected, or modify the old theories.

In some cases, it is unavoidable to organize an article by making sub-headings. Thus, this is the format to write JPBI manuscripts with sub-headings. In this section, there are specific rules which cannot be separated in an articles.

h. Conclusion

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

Conclusions should answer the objectives of the research. Tells how your work advances the field from the present state of knowledge. Without clear Conclusions, reviewers and readers will find it difficult to judge the work, and whether or not it merits



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

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Hasnat, G. N. T., Kabir, M. A., & Hossain, M. A. (2018). Major environmental issues and problems of South Asia, Particularly Bangladesh. In C. M. Hussain (Ed.), *Handbook of Environmental Materials Management* (pp. 1–40). Switzerland: Springer Nature. doi: https://doi.org/10.1007/978-3-319-58538-3_7-1

Slavoljub, J., Dragica, G., Zorica, P. S., Zivkovic, L., & Sladjana, A. (2015). To the environmental responsibility among students through developing their environmental values. In *Procedia - Social and Behavioral Sciences* (Vol. 171, pp. 317–322). doi: <https://doi.org/10.1016/j.sbspro.2015.01.128>

3. Book:

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

Alberts, B., Johnson, A., Lewis, J., Raff, M., Roberts, K., & Walter, P. (2002). *Molecular biology of the cell* (4th Ed.). New York, US: Garland Science. doi: <https://doi.org/10.2460/ajvr.75.7.613>



4. Book with editor:

Flemming, N. C., Harff, J., Moura, D., Burgess, A., & Bailey, G. N. (Eds.). (2017). *Submerged landscapes of the European continental shelf: Quaternary paleoenvironments*. Hoboken, NJ: John Wiley & Sons, Inc. Retrieved from <https://books.google.co.id/books?isbn=1118927508>

5. Chapter in edited book

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

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

6. Thesis and dissertation, research reports:

Bennett, K. (2003). *Structures in early childhood learning* (Unpublished doctoral dissertation). University of Cape Town, Cape Town.

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

7. Articles from the websites:

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

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

Adams, R. (2018, August 22). Girls with top science GCSEs 'deterred from study at higher level'. The Guardian. Retrieved from <https://www.theguardian.com/education/2018/aug/22/girls-top-science-gcse-deterred-study-higher-level-ifs-report>

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INTRODUCTION (*Heading 1*) (bold, 12pt)

This section could also provide the expected results. The introduction must be written in single line spacing. The introduction comprises of: (1) research problem; (2) insight and problem solve planning; (3) summary of theoretical studies and the results of the present study (state of the art), related to the observed problems (gap), and (4) research aims.

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

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

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

It is suggested that the authors avoid organizing the article content into the smaller parts than second subheading in this section. However, in case of unavoidable factors, the writing style must follow the "Results and Discussion" section.

RESULTS AND DISCUSSION

This section is the main part of the research result article in which the "fix" results are served. The data analysis processes, such as statistical computing and hypothesis testing, are not necessary to be served. The materials reported are the analysis results and hypothesis testing results. In addition, tables and graphics are also can be showed to enunciate the verbal narration. Tables and images must be given a comment or discussion. The details of qualitative research written in some sub-topics which directly related to the focused category.

The discussion of article aims to: (1) answer the problems and research questions; (2) show the ways the findings obtained; (3) interpret the findings; (4) relate the finding results to the settled-knowledge structure; and (5) bring up new theories or modify the exist theories.

Research results must be clearly concluded in answering the research questions. Interpreting the findings should be done by using logics and present theories. The findings in form of facts found in the research fields are integrated to previous researches or present theories. This must be supported by reliable references. In case the researchers bring a new theory, the old theories can be confirmed or rejected, or modify the old theories.

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The extensions of common abbreviation, such as UN, SI, MKS, CGS, sc, dc, and rms are not necessity to be described. However, it is crucial to give the extension for uncommon abbreviations or acronyms which made by authors. For instance: OIDDE (Orientation, Identify, Discussion, Decision, and Engage in behavior) learning model can be used to train mastering solving problem skills. It is suggested to not using abbreviation or acronyms in the manuscript title, unless unavoidable.

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Units in articles must be written by considering the below conditions.

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CONCLUSION

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

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

ACKNOWLEDGMENT

This section can be written in case there are certain parties need to be acknowledged, such as research sponsors. The acknowledgement must be written in brief and clear. In addition, avoid the hyperbole acknowledgment.

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