

## **Index of Author**

### **Volume 26, Issue 1**

Anggaunitakiranantika 1  
Eriyanti, Linda Dwi 33  
Habibi, Zaki 63  
Hadi Makmur, Muhammad 33  
Iannone, Aniello 81  
Ikawati, Nuri 17

Intansari, Diah Ayu 33  
Muhammad, Ali 49  
Mulyanto, Jesslyn Giovanni 98  
Sahide, Ahmad 49  
Widhiyoga, Ganjar 17  
Yoyo 49

## **Index of Subject**

### **Volume 26, Issue 1**

creative collective 63  
dynamic power relation 17  
ethnography 63  
ethno-religious identity 98  
freedom of speech 81  
General Elections in Indonesia 81  
health system resilience 17  
Indonesian Chinese-Muslims 98

migrant workers 33  
protection policy 33  
social broker 17  
The Arab Spring 49  
urban creativity 63  
women farmworkers 1  
working performance 1

## About Author

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**Mulyanto, Jesslyn Giovanni** acquired her Master's and Bachelor's in Communications from Airlangga University. She graduated with both degrees in five years as a Fast-Track program awardee. Her interest mainly lies in the intersection of identity, social media, and democracy during elections in Indonesia. Her current research aims to further explore the use of anti-Chinese narrative as computational propaganda, in response to the advanced threats to democracy in the social media age. For her master's, she studied the anti-Chinese computational propaganda strategies and their continuity in two Indonesian presidential elections. While for her bachelor's, she explored the socio-psychological notions of Intergroup Threat Theory and Chomsky's Propaganda Model (PM) to understand the articulation of the anti-Chinese narrative during the 2019 Indonesia presidential election.

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**Volume 10, No. 3, Maret 2007**

Kebijakan Sosial Politik

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**Volume 11, No. 2, November 2007**

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- Polling sebagai Ekspresi Opini Publik, Pilar Kelima Demokrasi?

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- Revitalisasi Model Penanganan Anak jalanan di Rumah Singgah
- Pengetahuan Ekologi Tradisional Masyarakat Orang Asli Jakun dalam Menilai Ekosistem Servis di Tasik Chini, Malaysia
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# **AUTHOR GUIDELINES FOR JURNAL ILMU SOSIAL DAN ILMU POLITIK (JSP)**

1. The manuscript is written in English, including research outcomes, field research or literary research and articles reflecting sociopolitical phenomena.
2. The manuscript is typed using Microsoft Word program on A4 paper, around 6,000-7,000 words in Palatino Linotype size 11 pts and 1.5 space.
3. The writing system for research outcome consists of:

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The title should not exceed 14 words; it should be clear, concise, and informative. Abbreviations should be avoided.

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The name of the author is written **without** any academic degree, followed by the name of author's institution, located under the title of the article. In case manuscript written by a team, the editor is only in contact with the main author or the first mentioned author. The main author must include his/her correspondence address or email.

## **Abstract with keywords**

The abstract and keywords must be written in English. The length of each abstract is around 200-250 words, while the limit of key words is 3-5 words. The abstract, at the least, must contain the aim, methods, and result of the research.

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The introduction should contain (sequentially) the general background and research question or hypothesis. If there is literature review, it can be included in this chapter. The study objective should be written at the end of the introduction.

## **Methods**

The research methods should elaborate on the method utilized in addressing the issues including the method of analysis. It should contain enough details allowing the reader to evaluate the appropriateness of methods as well as the reliability and validity of findings.

## **Results**

The author should explain the results of research (what was discovered) in detail.

## **Discussion**

The research result and discussion section contain results of the research finding and their ensuing discussions. The finding acquired from the results of the conducted research should be written with the supplementary support of adequate data. The research results and findings should be able to resolve or provide explanations to the question stated in the introduction.

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The concluding statement should contain summary and suggestion. The summary should exemplify the answers provided to the hypothesis and/or research objectives or acquired findings. The summary should not contain repetition of research results and discussions, and it should instead contain a summation of research results and findings as expected in the research objective

or hypothesis. The suggestions should present matters that will subsequently be conducted in relation to the research's ensuing concepts.

## References

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## Books

Anderson, B. (1983). *Imagined communities*. London: Verso.

## Book chapter

Smith, F. M., & Jones, W. (2004). The college student. In C. Wood & M. Meyer (Eds.), *Cross-cultural education* (pp. 75-105). London, Canada: MacMillan.

## Journal article

Lee, K. (2004). Reading and learning strategies: recommendations for the 21<sup>st</sup> century. *Journal of Developmental Education*, 28(2), 2-15.

## Journal article with DOI

Kusumaningrum, D. (2016). Interdependence versus truth and justice: lessons from reconciliation processes in Maluku. *Jurnal Ilmu Sosial dan Ilmu Politik*, 20(1), 15. doi: 10.22146/jsp.17998

Smith, G. (2012). Barthes on Jamie: myth and the tv revolutionary. *Journal of Media Practice*, 13, 3-17. doi: 10.1386/jmpr.13.1.3\_1

## Journal article on website

Austin, D. (2009). Fatty acids, breastfeeding and autism spectrum disorder. *E-journal of Applied Psychology*, 5(1), 49-52. Retrieved from <http://ojs/lib.swin.edu.au/>

## Newspapers article

Fung, M. (2006, December 12). Asthma rates are increasing. *Winnipeg Free Press*, pp. C4.

**Newspaper article on website**

Harris, M. (2011, August 16). Grades improve if classes start later, studies find. *The Calgary Herald*. Retrieved from <http://www.calgaryherald.com/>

**Website**

Buzan, T. (2007). Mind maps. Retrieved September 3, 2009, from [http://www.buzanworld.com/Mind\\_Maps.htm](http://www.buzanworld.com/Mind_Maps.htm)

**Website document**

TransCanada. (2006). *Annual report*. Retrieved from [http://www.transcanada.com/investor/annual\\_reports/2006/media/pdf/TransCanada\\_2006\\_Annual\\_Report.pdf](http://www.transcanada.com/investor/annual_reports/2006/media/pdf/TransCanada_2006_Annual_Report.pdf)

**Book translation**

Mancusa, S., & Viola, A. (2015). *Brilliant green: The surprising history and science of plant intelligence* (J. Benham, Trans.). Washington, DC: Island Press.

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ISSN 1410-4946 (Print)



1410 4947

ISSN 2502-7883 (Online)



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