**TEMPLATE MANUSCRIPT FOR CONTRUCTIVISM: INTERNATIONALJOURNAL OF EDUCATION** ← **14pt, BOLD, UPPERCASE**

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| ***Article History***Received: xx-xx-xxxxRevision: xx-xx-xxxxAccepted: xx-xx-xxxxPublished: xx-xx-xxxx  | ***Abstract.*** Communication skills in mathematics learning are very necessary to achieve good learning outcomes. This study aims to determine students' mathematical communication skills in completing building space material. This type of research is qualitative descriptive with the number of subjects used, namely 1 person. The chosen subject is the student who obtained the highest score. The instruments used are tests and interviews. Tests are used to select subjects and interviews are conducted to determine students' reasoning abilities. The data analysis technique used is using qualitative data analysis, namely using the stages of data collection, data presentation and conclusions. Based on the results of data analysis, it is known that AW subjects meet 7 indicators of mathematical communication skills, namely subjects are able to connect real objects, images, and diagrams into mathematical ideas, subjects can explain ideas, situations, and mathematical relations orally and in writing with real objects, images, graphs, and algebra, subjects can express everyday events in language or mathematical symbols, subjects can listen, discuss, and write about mathematics, subjects can read with comprehension a written mathematical presentation, subjects can make conjectures, construct arguments, formulate definitions, and generalizations, and subjects can explain and make questions about mathematics that have been studied, while subject AB only meets 3 indicators out of 7 indicators used**Keywords:** Mathematical Communication, Build Space |
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**METHOD ← 12pt, bold, UPPERCASE**

According to Kamsurya (2020), manuscript content should, in general, be organized in the following order: *Title; Authors Name; Authors Affiliation; Abstract; Keywords; Methods; Results and Discussion; Conclusions; Acknowledgments; and References*. Manuscript document submitted to this journal (in one MS Word or PDF file)

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**CONCLUSION ← 12pt, bold, UPPERCASE**

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Recognize those who helped in the research, especially funding supporter of your research. Include individuals who have assisted you in your study: Advisors, Financial supporters, or may other supporter i.e. Proofreaders, Typists, and Suppliers who may have given materials

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Angeli, E. L. (2012). *Networks of communication in emergency medical services* (Publication No. 3544643) [Doctoral dissertation, Purdue University]. ProQuest Dissertations Publishing.

Armstrong, D. (2019). Malory and character. In M. G. Leitch & C. J. Rushton (Eds.), *A new companion to Malory* (pp. 144-163). D. S. Brewer.

Nguyen, T., Carnevale, J. J., Scholer, A. A., Miele, D. B., & Fujita, K. (2019). Metamotivational knowledge of the role of high-level and low-level construal in goal-relevant task performance. *Journal of Personality and Social Psychology, 117*(5), 879-899. http://dx.doi.org/10.1037/pspa0000166

# **FIGURE CAPTIONS**

Figure 1. A sample chart/figure



**Figure 1**. Journal of research in education

# **TABLE CAPTIONS**

**Table 1**. Formatting rules

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Object | Font | Alignment | Space above | Space below |
| Title | 14pt bold | centered | 6pt | 24pt |
| Author(s) | 11pt bold | centered | 0pt | 6pt |
| Figure title | 11pt | centered | 3pt | 6pt |