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The mission of the *Indonesian Research Journal in Education (IRJE)* is to serve as a vital and international forum for a different group of scholars and researchers who are of interest in exchanging ideas in order to enrich the theory, policy, and practice of education in Indonesia and around the world and who can grasp a noteworthy voice in discussions and decision-making around issues of education. IRJE is a FREE, twice-yearly, open access, peer-reviewed, international, and e-journal, published in Indonesia, which accepts unpublished, high quality, and original research manuscripts in English, resulting primarily from quantitative, qualitative, and mixed research methodology related to or associated with education. All research articles appearing in IRJE have undergone a thoroughly peer-review.

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The Indonesian Research Journal in Education (IRJE) accepts unpublished, high quality, and original research manuscripts in English, resulting primarily from quantitative, qualitative, or mixed research methodology related to or associated with education. These issues include, but not limited to, practices, policies, and research in education from early childhood education to higher education which cover the areas of instruction, learning, teaching, curriculum development, educational policy, language education and policy, bilingual education, multicultural education, art education, teacher education, educational technology, educational developments, educational psychology, and international education in Indonesia and other parts of the world.

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Indonesian Research Journal in Education (IRJE) is indexed by
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Editorial

In this volume (2 and issue 2), the Indonesian Research Journal in Education (IRJE) provides readers with seven articles that explore various themes on education in Indonesia and other countries. This volume commences with the article “**The Development of Reflective Thinking in the First Six Years of Teaching**” by **KÁLMÁN SÁNTHA**, an associate professor at University of Pannonia, Faculty of Modern Philology and Social Sciences, Institute of Education. His study was to investigate the development of reflective thinking in the first six years of a beginner teacher’s career. The results show that continuous reflection contributes to the differentiation of pedagogical knowledge. For the second article, **CECEP SOMANTRI** concentrates on “**Decentralization and Effective Educational Leadership: Expectation versus Reality.**” His study was conducted to explore what research says about the challenges of decentralization to the existing leadership cultures in schools so that their effectiveness is further improved.

Another interesting article offered by **KOMILIE SITUMORANG**, is entitled “**Indonesian Students’ Acquisition of English Address Terms: A Case Study in a University in the United Kingdom.**” Her study explored on how the transfer of Indonesian Address Terms (ATs) influenced the production of English ATs and in what ways Indonesian students accommodated the acquisition of the English ATs during the study abroad. The other interesting article “**Perceptions and Actions of Educational Policy Makers regarding Parental Engagement in Education**” is authored by **WAHYUDDIN**. His study aimed to examine perceptions and actions of educational policy makers regarding parental engagement in children’s education within a district in West Sulawesi Province, Indonesia. One attention-grabbing article is from Jordan. “**The Involvement of the Twelfth Grade English Textbook in Jordan: An Analytical Study**” is authored by **RAMI ABU SA’ALEEK**. Her study aimed at investigating the involvement degree for the 12th grade English language textbooks in Jordan through analyzing the presentation of educational content and the activities. The findings of the study showed that the decrease of students’ involvement in educational content in the English language textbook for 12th grade.

The sixth article, “**Fighting against Corruption through Character Education: The Voices of Indonesian Primary School Teachers**” is authored by **MUHAMMAD SOFWAN, PANUT SETIONO, AHMED ELSAYED MOHAMED ELSAYED, FERDIAZ SAUDAGAR**. They focused on elaborating the importance of character education to fight against corruption for primary school students. Their findings show that character education is important for tackling corruption behaviors from early ages, shaping students’ mind towards the danger of corruption, producing excellent students with a good moral and behavior, and influencing teachers’ perception towards corruption.

The last article for this issue, “**Measuring Indonesian Students’ Lexical Diversity and Lexical Sophistication**” is written by **FAILASOFAH, HAZIM TAISIR DAYIJ ALKHRISHEH**. Their study was to look at a description of Indonesian EFL students’ vocabulary knowledge - their lexical diversity (how many different words students used) and lexical sophistication (how many advance words students used) in the English production. They concluded that as foreign language learners, lower level of proficiency participants could produce more lexically rich texts than higher level participants and vice versa.