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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a FREE, twice-yearly, open access, peer-reviewed, international, and e-journal, published in Indonesia, which accepts unpublished, high quality, and original research manuscripts in English, resulting primarily from quantitative, qualitative, and mixed research methodology related to or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The Indonesian Research Journal in Education (IRJE) accepts unpublished, high quality, and original research manuscripts in English, resulting primarily from quantitative, qualitative, or mixed research methodology related to or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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Editorial

In this volume (3 and issue 1), the Indonesian Research Journal in Education (IRJE) provides readers with eleven articles that explore various themes on education in Indonesia and other countries. This volume commences with the article “Alignment of Classroom Instruction with Indonesian National Standards” by **RUMTINI SUWARNO, E. VANCE RANDALL, and JULIE M. HITE**. This study examines the degree of alignment between classroom instruction and national curriculum standards involving 501 junior secondary school teachers from three western provinces in Indonesia (Lampung, Jakarta, and East Java). For the second article, **MARK GILL M. MERCADO and FLORANTE P IBARRA** concentrates on “ICT-Pedagogy Integration in Elementary Classrooms: Unpacking the Pre-service Teachers’ TPACK.” This study aimed to investigate the Technological Pedagogical Content Knowledge (TPACK) self-efficacy and ICT integration skills of elementary pre-service teachers in elementary classrooms.

Another thought-provoking article offered by **LENNY MARZULINA, DIAN ERLINA, NOVA LINGGA PITALOKA, FLORENSIA ANGGARDE PARAMIKA**, is entitled “Looking at the Link between Study Habits and Academic Achievement: The Case of Indonesian EFL Student Teachers.” The other attention-grabbing article, “The Comparison between Native Speakers of Indonesian and BIPA Learners in Producing Email Requests” is authored by **ANDIKA EKO PRASETIYO**. One eye-catching article is from **ANISSA ASTRID, RIZQY DWI AMRINA, DETA DESVITASARI, UCI FITRIANI, AISYAH SHAHAB**, “The Power of Questioning: Teacher’s Questioning Strategies in the EFL Classrooms.”

The sixth article is “The Kindergarten Teachers’ Pedagogical Competences: A Case Study” authored by **MUHAMAD TARIDI and AMRIN DONO**. One interesting article, “Making a Rhombicosidodecahedron: Mathematical Thinking Revisited” is from Turkey and authored by **ÖZLEM ÇEZİKTÜRK, SINEM İNCE, GÜLAY YALIM, KÜBRA KARADENİZ, ZÜLAL KENAR**. In this volume, IRJE publishes article on Local Content Curriculum which is written by **MICHAEL SEAN YOUNG**, “Indonesia’s Local Content Curriculum (LCC) Initiative: Decentralization and Perspectives from High School Classrooms in Banten.” In this volume, **KASIM YAHJI, CHOIRUL MAHFUD, MUHAMMAD ARFAN MU’AMMAR** contribute an article to IRJE, “Vocational Education in Indonesia Facing ASEAN Economic Community.” The tenth article is from Central Luzon State University, the Philippines, “Perceived Effectiveness on the Use of English Language in Teaching Mathematics and Science,” authored by **HUSARIDA, ROLANDO DOLLETE**.

The last article, “The Inclusive Education Program in Jambi: Voices from Insiders,” is authored by **ROSMIATI, ABDOEL GHAFAR, TABRONI, ADITYA RAHMAN**. Their study was aimed at exploring the inclusive education programs developed by the government including inclusion-education curriculum, special mentor recruitment, and infrastructure facilities in the schools.