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The mission of the *IRJE (Indonesian Research Journal in Education)* 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a FREE, twice-yearly, open access, peer-reviewed, international, and e-journal, published in Indonesia, which accepts unpublished, high quality, and original research manuscripts in English, resulting primarily from quantitative, qualitative, and mixed research methodology related to or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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Focus and Scope IRJE (The Indonesian Research Journal in Education) accepts unpublished, high quality, and original research manuscripts in English, resulting primarily from quantitative, qualitative, or mixed research methodology related to or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), IRJE (Indonesian Research Journal in Education) provides readers with sixteen articles that explore various themes on education in Indonesia and other countries. This volume commences with the article “Principals’ Perceptions on Admission Services in Kwara State Secondary Schools, Nigeria: A Phenomenology Approach” which is written by *YUSUF SULEIMAN, ZAHYAH HANAFI, MUHAJIR THANSLIKAN*. This study examines principals’ perceptions on admission services in Kwara state secondary schools, Nigeria. For the second article, *DINDA PERMATASARI, HERRI MULYONO, FERAWATI FERAWATI* concentrates on “examining the contributing factors to this anxiety among pre-service teachers performed the teaching of English as a foreign language (EFL) during their practicum in primary and secondary schools in Indonesia. Another thought-provoking article offered by *HILMAN QUDRATUDDARSI, RENUKA V SATHASIVAM, HUTKEMRI*, is entitled “Difficulties and Correlation between Phenomenon and Reasoning Tier of Multiple-Choice Questions: A Survey Study.” The other attention-grabbing article, “Developing an Indonesian Reading Proficiency Test for BIPA Learners” is authored by *ANDIKA EKO PRASETIYO*. One eye-catching article is from *ROSARIO F. QUICHO*, “Motivational Framework of Academic Scholars and Student Leaders: Comparative Analysis on Achievement and Mastery Goals.”

The sixth article is “Anagram Based L2 Activation” authored by *ZSÓFLA LENGYEL*. One interesting article, “Young Agriculturists’ Journey: The Agricultural Science and Technology School Tracer Study” is authored by *REGIDOR G. GABOY, TEODORA T. BATTAD, SOLEDAD S. MINA-ROGUEL, ROJELITO F. SISON*. In this volume, IRJE publishes article on “Ambivalent Attitudes to Regional Dialects in Hungary: Investigating Students and Teachers” which is written by *ANDREA PARAPATICS*. In this volume, *DANILO V. ROGAYAN JR, JOCELYN R. BAUTISTA* contribute an article to IRJE, “Filipino Students’ Preferred Motivational Strategies in

Science: A Cross-Sectional Survey.” The tenth article is “Gender Differences in Verbal Fluency and Language Dominance by Arab Students” authored by *DARIN NSHIWI, FAILASOFAH*.

The other article, “English Exposure from Digital Media and its Influence on Communicative Competence: Students’ Perspectives and Experiences,” is authored by *EDDY HARYANTO, URIP SULISTIYO, POVI FRANSISKA, IMELDA YOSE*. Additionally, *MOGANADASS RAMALINGAM, SITI HAJAR HALILI, SAEDAH SIRAJ* contribute an article to IRJE, “Experts’ Agreement of the Personalized m-Learning Curriculum Model Based on Fuzzy Delphi Method.” One interesting article from *LIUBOV DARZHINOVA* in this volume is “Processing of Written Sentences on the Example of Russian-English Bilinguals.” *AHMAD NIZAR RANGKUTI* also writes an article, “Analyzing Difficulties in Problem Solving of the Polygon Area for Elementary Students.” The other great article is authored by *ERYANSYAH, ERLINA ERLINA, FIFTINOVA FIFTINOVA, ARI NURWENI*, “EFL Students’ Needs of Digital Literacy to Meet the Demands of 21st Century Skills.” The last interesting article is written by *HADIYANTO*, “The EFL Students’ 21st Century Skill Practices through E-Learning Activities.”