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**Editorial Page**

Utamax is an international journal of education aiming to build bridges between research and policy and address issues of concern to the different levels and types of education, transversal topics and 'big issues' for policy agendas. This includes an active and ongoing discussion of national and international education policy. The journal is also concerned with teaching and teacher education in general and devoted to all concerned with education and moral values.

Utamax: Journal of Ultimate Research and Trends in Education is an international journal published triannual in March, July and November. The journal is dealing and committed to no single approach, discipline, methodology or paradigm to address the ultimate or 'big issues' of research and deliver the current trends in education. Authors must register to this journal before submitting their work, and they must follow the journal's Author Guidelines. Article submission is made through the online submission system of this journal. Further inquiries may be addressed to the Editors at utamax@unilak.ac.id

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Foreword From the Editor in Chief

July 2023, Pekanbaru, Indonesia



Dear Readers,

As the Editor-in-Chief of Utamax: Journal of Ultimate Research and Trends in Education, it is with great pleasure that I extend a warm welcome to the second issue for the year 2023 - Volume 5, No.2. We are thrilled to present an array of exceptional articles that offer valuable insights into current trends and issues within the field of education.

I would like to express my heartfelt gratitude to all the esteemed contributing authors, diligent reviewers, devoted members of LITA, and the current Editorial Board members for their unwavering commitment and dedication in bringing this issue to fruition. It is through your invaluable contributions that Utamax has become a renowned platform for disseminating knowledge in the education sector. My special thanks also go to Dr. David Setiawan M.T., the director of LPPM-Unilak, and his team for their invaluable support, which has been instrumental in ensuring the success of Utamax Journal.

The latest issue of Utamax Journal encompasses seven papers, each authored by experts from various affiliations across the globe. These diverse contributions delve into a wide range of topics within the field of education, offering profound insights and practical solutions to pressing challenges. This issue of Utamax Journal is indeed a must-read for anyone interested in staying abreast of the latest trends and research in education. The compilation of these valuable insights from such a diverse pool of experts is sure to inspire new ideas and advancements in the field of education.

Rhoda C. Tique's study addresses the growing demand for globalization and quality education, emphasizing the significance of international experiences in enhancing the professional abilities of student teachers. The research underlines the importance of the internationalization of education and its role in meeting the demands of the global community, contributing to the welfare of future teachers who will serve 21st-century learners worldwide and aligning with UNESCO's Sustainable Development Goal number 4.

The research by Andjarwati Sadik et al. provides valuable insights into the effectiveness of a 480-class hour reading strategies training program for improving the reading ability of academic staff in Eastern Indonesia. The study highlights the necessity for participants to possess adequate English proficiency and dedicated focus during the training, shedding light on the optimal training duration needed for language skill development. By recognizing the significance of empowering educators with strong language skills, this research adds valuable insights to existing literature and offers practical implications for policymakers and institutions.

Dio Anggara's study addresses the impact of social support on the welfare of migrant students receiving affirmation scholarships in Papua and the 3T Region of the University of Indonesia. The findings emphasize the pivotal role of emotional support, networking, and information in enhancing student welfare, contributing to the understanding of social support dynamics among affirmed scholarship migrant students. The research holds substantial implications for policymakers, educational institutions, and practitioners working in the field of migrant education.

Airlangga Auliarachman Diadi et al.'s study highlights social interactions among students at SMA IT Plus Bina

Bangsa Sejahtera Bogor, with a specific focus on the role of gadgets. The research explores key patterns of social interaction, emphasizing the significance of interpreting gadget-mediated communication to avoid misunderstandings. By offering novel insights into social interactions in the digital era, this study has important implications for educators, parents, and policymakers in promoting responsible gadget use and fostering supportive social environments in schools.

Iskandar's study presents the design of the 21st Century Learning Approach with the TPACK Integrated PJBL Model as a valuable framework for promoting entrepreneurship skills among students. The research identifies differences in knowledge and perception of TPACK integration in learning among PAI teachers and emphasizes the need for further development to enhance their technological competence. It also observes positive influences on students' interest in entrepreneurship, providing a foundation for future research to evaluate the process of empowering student entrepreneurship interest through the TPACK-integrated PjBL model.

Dilla Rifa Oktriani et al.'s study highlights the Bina desa program's effective strategies in addressing the character crisis in children, showcasing its focus on character development, a comprehensive curriculum, recruitment and training of volunteers, and integration of experiential learning theory. The study underscores the program's success in instilling KITA PEKA values in children and emphasizes the significance of the program's evaluation process for continuous improvement. The Bina desa program serves as a model for other similar initiatives, fostering empowered individuals who contribute positively to society.

Lastly, Roni Rodiyana et al.'s study focuses on the development of teaching material products and their assessment through teacher and student response tests at SDN Tonjong I. The research highlights the effectiveness of learning videos in delivering diverse content to third-grade students, both in offline and online settings. The study's findings underscore the potential of learning videos in elementary schools, promoting their integration and enhancing educational practices.

To all our authors, reviewers, and contributors, we extend our sincere gratitude for their exceptional contributions to this issue. We encourage academics, researchers, and practitioners of teaching and learning from all corners of the world to engage in our mission of advancing education through innovative research and collaboration. We eagerly anticipate receiving submissions for future issues of Utamax Journal of Ultimate Research and Trends in Education.

Best of Luck

Utamax Editorial Team



Budianto Hamuddin
Editor-in-Chief