

Institute of Research and Community Service (LPPM)

**Universitas Lancang Kuning**

P-ISSN : 2685-0540  
E-ISSN : 2685-4252

**UTAMAX**

Journal of Ultimate Research and Trends in Education

**Vol. 6 Number 3.**  
**November 2024**



**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.

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November 2024, Pekanbaru, Indonesia



Dear Readers,

It is with warm welcome and heartfelt gratitude that I present to you the third issue of *Utamax: Journal of Ultimate Research and Trends in Education* for 2024. This achievement is a testament to the collective efforts and dedication of our Editorial Board, reviewers, and the members of the LITA community. I am deeply thankful to all the contributing authors for sharing their remarkable research and insights. I would also like to extend my special appreciation to Dr. David Setiawan, Director of LPPM-Unilak, and his outstanding team for their unwavering support and inspiration, which have significantly enriched this journal's journey toward academic excellence.

This issue features seven impactful articles contributed by scholars from Qatar and various cities across Indonesia. Bizon et al. explore the relationship between self-identity status and academic achievement among senior high school students in Qatar. Their findings reveal that identity exploration supports high academic performance while reflecting students' transitional phases of self-development. Another contribution by Tanasy et al. highlights the sociocultural challenges faced by Indonesian high school exchange students. Their study focuses on linguistic and psychological strategies to overcome these barriers, adding valuable insights to the intercultural education literature.

Kusumawati et al. investigate the role of English proficiency in enhancing programming skills among Health Information Management students. Their findings emphasize the importance of integrating English into curricula to foster digital competence, even when direct correlations with programming success are nuanced. Another insightful study by Rosida and Herdi examines how English literature students apply translation theories in practice. Their work reveals the discrepancies between theoretical knowledge and real-world applications, particularly under restrictions like manual translation resources.

Siregar et al. delve into the impact of psychoeducational programs on moral resilience and psychological recovery within disaster-affected communities. Their study underscores the effectiveness of structured interventions, including economic support and verbal encouragement, in promoting optimism, religiosity, and positive behavior. Kurniawan et al. analyze the multicultural values embedded in the *Sopo Jarwo* cartoon series. Their research demonstrates how this medium fosters diversity awareness in elementary schools, showcasing lessons in tolerance, cooperation, and harmony. Finally, Hamuddin et al. present a systematic literature review on the impact of gamification on young learners' English skills. Their work highlights gamification's capacity to enhance motivation, engagement, and academic outcomes, advocating for innovative, learner-centered approaches in English language teaching.

These contributions collectively illuminate the dynamic intersections of culture, technology, and pedagogy, offering innovative solutions and fresh perspectives to address the evolving challenges of education in the 21st century. The insights provided by these studies not only enrich academic discourse but also inspire educators and policymakers to embrace forward-thinking approaches.

As the Editor-in-Chief, I am profoundly grateful for the trust and dedication of all those involved in bringing this issue to fruition. Each article reflects our unwavering commitment to advancing educational research and fostering meaningful global dialogue. I invite scholars, educators, and practitioners worldwide to contribute their work to *Utamax* and join us in our pursuit of academic excellence and international recognition.

Thank you for your continued support of this journal. I hope this issue inspires and informs your work as we collectively strive to enhance education for future generations.

Warm regards,

A handwritten signature in blue ink, appearing to read "Budi H.", with a stylized, cursive script.

Dr. Budianto Hamuddin, MESL  
Editor-in-Chief