



The 7th

2025 ICES

International Conference on
Education and Social Sciences

BOOK OF ABSTRACT

"Empowering Education and Social
Sciences for Sustainable Development,
Global Competitiveness, and Local Impact"

09-10
OCTOBER
2025



Book of Abstracts



The 7th International Conference on Education and Social Sciences
(ICESS)

*Empowering Education and Social Sciences for Sustainable Development, Global Competitiveness,
and Local Impact*

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ICESS 2025

International Conference on Education and Social Sciences

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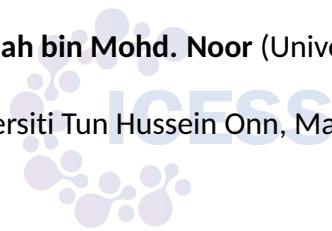
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WELCOME TO THE 7th ICESS 2025

Opening Speech - Rector of University of Mataram

Assalammu'alaikum Wr. Wb.

Honorable Rector of Universiti Tun Hussein Onn, Malaysia,
Distinguished keynote speakers, esteemed colleagues, honoured guests, and all participants of the 7th International Conference on Education and Social Sciences (ICESS),

It is with great pride and deep gratitude that I welcome you to this important conference hosted by the Faculty of Teacher Training and Education, University of Mataram, in collaboration with our esteemed partner, Universiti Tun Hussein Onn Malaysia (UTHM).

ICESS 7 is an academic gathering and a strategic step that reflects University of Mataram's vision to become an excellent and globally competitive university with tangible contributions to society. This vision aligns strongly with the Ministry of Higher Education, Science, and Technology's "Kampus Berdampak" agenda, which emphasizes that universities must produce tangible and measurable impacts for their communities, the region, and the nation.

Through ICESS 7, University of Mataram demonstrates this commitment by bringing together scholars and practitioners from various countries and institutions to discuss education and social sciences for sustainable development, global competitiveness, and local impact. This provides opportunities for emerging scholars and students to participate in academic competitions such as the poster competition, strengthening their research communication skills. Also, it encourages dissemination of knowledge beyond the event by supporting the publication of selected papers in reputable proceedings and journals.

University of Mataram views conferences like ICESS as catalysts, linking global academic networks to local needs and ensuring that research and innovation address pressing societal issues such as sustainable development, education reform, and equitable access to knowledge.

I invite all participants to use this platform to forge new collaborations, explore innovative approaches, and share insights that will help shape education and social sciences as agents of positive change.

With gratitude to our organizing committee, our co-host Universiti Tun Hussein Onn, Malaysia, our distinguished speakers, and all presenters and participants, I am pleased to declare the 7th International Conference on Education and Social Sciences officially open.

May this conference inspire us all and strengthen our resolve to make higher education a true force for impact.

Thank you.

Wassalammu'alaikum Wr. Wb.

Rector of the University of Mataram

Prof. Ir. Bambang Hari Kusumo, M.Agr.St., Ph.D.

Speech Remarks - Dean of the Faculty of Teacher Training and Education, University of Mataram

Assalammu'alaikum Wr. Wb.

Respected Rector of the University of Mataram,
Respected Rector of Universiti Tun Hussein Onn, Malaysia,
Distinguished keynote and invited speakers, honourable participants, esteemed colleagues, ladies and gentlemen

It is a great privilege for me, as Dean of the Faculty of Teacher Training and Education, University of Mataram, to welcome you to the 7th International Conference on Education and Social Sciences (ICESS 7), which is held for two days at the Lombok Astoria Hotel.

This conference highlights the faculty's commitment to internationalization and meaningful academic collaboration. Through ICESS 7, our faculty continues to build strong links with reputable institutions, such as the University of Central Florida, University of California, Kent State University, Murdoch University, Shangrao Normal University, Universiti Tun Hussein Onn Malaysia (UTHM), Universiti Pendidikan Sultan Idris (UPSI). These partnerships have enriched our research culture, expanded staff and student mobility opportunities, and created platforms for collaborative innovation in education and social sciences.

ICESS 7 also allows the Faculty of Teacher Training and Education to advance the university's global competitiveness by connecting local researchers and students with international networks. Our faculty plays a vital role in bridging academic research with practical impact on communities, in alignment with the university's vision of becoming a leading higher education institution with global competitiveness."

I encourage all participants, especially our young researchers and students, to take advantage of the opportunities for publication in the conference proceedings and reputable journals and to use this event to develop partnerships that extend beyond the conference.

On behalf of the Faculty of Teacher Training and Education, University of Mataram, I sincerely thank the co-host (Universiti Tun Hussein Onn Malaysia), speakers, participants, and committee members whose dedication has made this conference possible. We believe the conversations and collaborations fostered here will help shape education and social sciences that are globally excellent yet deeply impactful for our communities.

Thank you, and I wish everyone a fruitful and inspiring conference.

Wassalammu'alaikum Wr. Wb.

Mataram, 9th October 2025

Dean of the Faculty of Teachers Training and Education, University of Mataram

Drs. Lalu Zulkifli, M.Si., Ph.D.

Opening Remarks

Welcome Speech from the 7th ICESS Chairperson

Assalammu'alaikum Wr. Wb.

Respected Rectors, Vice-Rectors, Deans, honourable keynotes and invited speakers, distinguished presenters, participants, guests, ladies and gentlemen,

Good morning and welcome to the 7th International Conference on Education and Social Sciences, which is themed "Empowering Education and Social Sciences for Sustainable Development, Global Competitiveness, and Local Impact."

We are gathered at the Lombok Astoria Hotel, Mataram, West Nusa Tenggara, on October 9th–10th, 2025, for two days of academic exchange and collaboration. The program features plenary sessions led by our keynotes and invited speakers, parallel sessions presenting a wide range of research studies, and poster sessions that showcase innovative ideas.

We are honored to welcome distinguished keynote speakers, including Dr. Donita Grissom from the University of Central Florida, Dr. Zhenyu (David) Zhang from Murdoch University, Dr. Na Jiang from Shangrao Normal University, and Prof. Dr. Arifuddin from University of Mataram. Alongside them, we have invited speakers from Kent State University, Universiti Tun Hussein Onn Malaysia, Universiti Pendidikan Sultan Idris (UPSI) Malaysia, the University of California, Universitas Pendidikan Ganesha, and University of Mataram.

This year, ICESS 7 has drawn 31 online and 21 onsite presentations, showcasing diverse perspectives from domestic and international institutions. In addition, we are pleased to highlight the participation of 38 posters in the Poster Competition, which is open to students. This competition provides a valuable platform for emerging researchers to present their ideas visually and receive feedback from peers and experts.

As we embark on this academic journey together, I invite all participants to engage actively, contributing to thoughtful discussions, exchanging ideas, and seeking opportunities to share and gain knowledge. ICESS 7 also offers publication opportunities in the conference Proceedings, which are published in Atlantis Press and nationally accredited journals, giving your work visibility internationally and within Indonesia.

On behalf of the organizing committee, I extend our heartfelt gratitude to Vice Rectors, the Dean, and Vice Deans of the Faculty of Teacher Training and Education, University of Mataram, for their support. We also proudly acknowledge our co-host, Universiti Tun Hussein Onn Malaysia, whose partnership has made this conference possible.

May these two days be filled with meaningful dialogue, new insights, and lasting collaborations.

Thank you all for being here in person or online. Let us make the 7th ICESS a memorable and impactful event.

Wassalammu'alaikum Wr. Wb.

Mataram, 9th October 2025

7th ICESS Chairperson

Boniesta Zulandha Melani, M.A., Ph.D.

Timetable

Thursday, 9th of October

KS: Keynotes Speaker, **IS:** Invited Speaker, **P:** Presenter

TIME	Event Rundown		Responsible Person
8:00–8:30	Registration and Networking		Committee
8:30–8:45	Opening Acts/National Anthem		MC
8:45–8:55	Traditional Dance Performance		MC
8:55–9:00	Welcoming report by the Chair of the Committee		MC
9:00–9:05	Welcoming speech by Dean of FKIP University of Mataram		MC
9:05–9:15	Welcoming speech by the Rector of University of Mataram		MC
9:15–9:20	Opening Prayers		Dr. Saharudin, S.S., M.A.
9:20–9:30	Photo Session		MC
9:30–9:40	Break		Comm
9:27–9:30	Taking Group Pictures		Comm
9:40–12:00	KS	 Donita Grissom, Ph.D. University of Central Florida, USA From Stressed Classrooms to Optimal Learning: Teacher Wellness, SEL, Brain Science, and ESL Strategies	Ahmad Junaidi, Ph.D
09:40–12:00	KS	Dr. Na Jiang Shangrao Normal University, People Republic of China Lifelong Learning as a Driver for Sustainable Development, Global Competitiveness, and Local Impact	Ahmad Junaidi, Ph.D
11:30–12:00	Discussions		
12:00–13:30	Break		MC
13:30–15:40	Parallel Sessions		Moderator
15:40–16:00	Break		MC
16:00–17:00	Poster Presentation Session		Comm

Friday, 10th of October

TIME	Event Rundown		Responsible Person
8:00–8:30	Registration and Networking		Committee
8:30–10:00	KS	Dr. Zhenyu (David) Zhang College of Business, Murdoch University, Australia Why Curriculum Transformation Matters: Innovation, Sustainability, and Global Competence	Hartati Suryaningsih, S.Pd., M.M., M.A.
8:30–10:00	KS	Prof. Dr. Arifuddin, M.Pd. University of Mataram, Indonesia Prospective Impact of the Doctoral Program of Education Faculty of Teacher Training and Education University of Mataram on Sustainable Educational Tourism	Hartati Suryaningsih, S.Pd., M.M., M.A.
09:30–10:00	Discussions		Moderator
10:00–11:30	Parallel Session I		Comm
11:30–13:30	Break		MC
13:30–15:00	Parallel Session II		Comm
15:00–15:30	Awarding Best Presenters and Participants		MC
15:30–16:00	Closing Remarks by the Dean of FKIP Unram		MC





**Detailed Schedule of Parallel Sessions
The 7th ICES 2025**

Thursday, 9th October 2025 Room 1 (Offline)				
Moderator: Dr. Ahmad Sirulhaq, MA				Technician: Fathoroni, M.Pd PIC: Marlinda Ramdhani, M.Pd
No	Time (WITA/GMT+8)	Role	Authors	Title
1	13.30–14.00	Invited Speaker	Lalu Muhammad Hayyanul Haq, SH., LLM., Ph.D Faculty of Law, Social Sciences, And Political Science University of Mataram	Optimising Intellectual Property and Artificial Intelligent Governance for Empowering People's Economy-based Sustainable Environment and Tourism: A Systems Thinking Approach in Expanding Public Welfare within Indonesia's Legal Pluralism Framework
	14.00 – 14.10	Q n A		
2	14.10–14.20	Presenter 1	Rizky Amelia, Fitria Fitria, Heppy Mutammimah, Noor Aina Herliana	The Effect of Mobile Learning Application Use on Vocational Students' English Proficiency
3	14.20–14.30	Presenter 2	Muhammad Hifdzi Adini, R. Ati Sukmawati, Suedati Amalia, Harja Santana Purba	Development of Interactive Learning Media Based on GeoGebra on the Topic of Relations and Functions in the Context of Wetland Culture
4	14.30–14.40	Presenter 3	Ari Yono, Harja Santana Purba, Muhammad Hifdzi Adini, R. Ati Sukmawati	Feasibility Evaluation of the Ubuntu Operating System in Supporting Learning Activities in the Computer Education Study Program, FKIP ULM
5	14.40–14.50	Presenter 4	Muslihatun Maulidian	Exploring Digital Parenting Practices among Parents of Young Children in East Lombok Regency within the Context of Society 5.0
6	14.50 -15.00	Presenter 5	Rahma Pitria Ningsih, Elsa Rosalina, Nasrullah Nasrullah, Vebrianti Umar, Yansyah Yansyah	Exploring the Efficacy of TikTok and Edlink in Enhancing ESP Students' Speaking Skill: A Mixed-Method Study on Mechanical Engineering Students
7	15.00 – 15.10	Presenter 6	Rizky Amelia, Nurhidayati Nurhidayati, Noor Aina Herliana, Nurfitriah Nurfitriah, Nisa Mahbubah	Implementing Case-Based Learning in English Language Teaching: An Exploratory Action Research in an ESP Context
8	15.10–15.20	Presenter 7	Athok Fu'adi	The Role of Organizing, Controlling, and Supervision in Enhancing Management and Leadership Effectiveness at Islamic Higher Education Institution
9	15.20 – 15.30	Presenter 8	Mahyuni Mahyuni, Sukardi Sukardi, Yunita Arian Sani Anwar, Lalu Ali Wardana, Sri Wahyuni	Empirical Study Of Sustainability Competency Among University Students



10	15.30 – 15.40	Presenter 9	Muh. Syahrul Qodri	Form/Concept Of Pepaosan Traditional Performance Sasak Lombok
	15.40 – 16.00	Q n A		

Poster Presentation Sessions

No	Time (WITA/GMT+8)	Role	Authors	Remarks
1	16.00 - 17.00	Participants of Poster Presentations	To be detailed on-site.	Please attend the sessions and interact with the participants

**Thursday, 9th October 2025
Room 2 (Online)**

Moderator: La Ode Alfin Haris Munandar, M.Pd.			PIC: Aulia Dwi Amalina Wahab, M.Pd	
No	Time (WITA/GMT+8)	Role	Authors	Title
1	13.30-14.00	Invited Speaker	Dr. Mazlina Universiti Pendidikan Sultan Idris (UPSI), Malaysia	Transformative Practices in Education for Sustainable Development in Early Childhood
	14.00-14.10	Q n A		
2	14.10-14.20	Presenter 1	Satria Wijaya, Boniesta Melanie, I Karta, Yunita Anwar	Innovation of Contextual-Based English Teaching Materials for Basic Culinary
3	14.20-14.30	Presenter 2	Tania Dewi Lestari	Persepsi Guru PJOK Terhadap Implementasi Kurikulum Deep Learning
4	14.30-14.40	Presenter 3	Wardana Lalu Ali	An Analysis of the Integration of Education for Sustainable Development (ESD) in Indonesian Curriculum
5	14.40-14.50	Presenter 4	Asrin Asrin, Hikmah Ramdhani Putri, Mazlina Che Mustafa, Mohammad Archi Maulyda, Norazilawati Abdullah, Siti Rahaimah Ali	Unraveling The Dynamics Of Principals' Perceptions, Beliefs, And Acceptance Of Curriculum Changes: A Comparative Study Of Indonesia And Malaysia
6	14.50-15.00	Presenter 5	Arifuddin	Exploration of the variety and choice of edu-tourism activities in Lombok Indonesia
7	15.00-15.10	Presenter 6	Muhammad Nadzrin khairuddin, Nor Haniza Mohamad	Active Learning and English Classroom Behaviour: A Qualitative Research on Standard 4 Pupils in Malaysia
	15.10-15.40	Q n A		



Thursday, 9th October 2025 Room 3 (Online)				
Moderator: Shakina binti Shahlee			PIC: Fidiani Fidiantara, M.Pd.	
No	Time (WITA/GMT+8)	Role	Authors	Title
1	13.30-14.00	Invited Speaker	I Putu Indra Kusuma, <u>S.Pd.</u> , <u>M.Pd.</u> , Ph.D. Universitas Pendidikan Ganesha	Using GenAI for TPACK Development: Comparing EFL Preservice Teachers Across Genders
	14.00-14.10	Q n A		
2	14.10-14.20	Presenter 1	Hanif Fatma Chawa, Arief Budi Nugroho, Ariqa Fairuz Ayudhya, Bawon Rizki Amalia, Dhanny Septimawan Sutopo, Muhammad Fakhri Khusaini, Putri Nirmala Maulidya	"Towards Smart Schools: Real- Time IoT Integration with Education Information Systems for Automated Services Systems
3	14.20-14.30	Presenter 2	Noryani Neni Ahmad Jamain, Mimi Nahariah Azwani Mohamed, Salawati Ahmad, Shakina Shahlee	"I Learned Something, But It Felt Uncomfortable". International Students Navigating Sensitive Content in English Language Curricula
4	14.30-14.40	Presenter 3	Arini Novitasari	Understanding Inclusive Assessment in English Education: Teachers' Implementation Strategies and The Impacts – A Systematic Review
5	14.40-14.50	Presenter 4	Tita Melia Milyane, Muhammad Al Assad Rahimakumullah, Muhammad Rio Fariza	Analysis of the Dissemination of the Applied Literacy Program of the Jogjakarta City Library and Archives Office through Mass Media in Increasing the Level of Reading Interest
6	14.50-15.00	Presenter 5	I Made Sujana, Agus Saputra, Annisa Putri Aulia, Eka Fitriana, La Ode Alfin Haris Munandar	Multi-Layered Design For Teaching ESP At Higher Education Institutions
7	15.00-15.10	Presenter 6	Siti Noor Fazelah Mohd Noor, Rahmat Shazi	Empowering Education and Social Sciences through the Digitalisation of Zapin
8	15.10-15.20	Presenter 7	Lufri Lufri, Ikmanisa Khairati, Suci Suci Fajrina, Fitri Olvia Rahmi	Integrated Learning: Psychological Responses in Biology Education Classroom
9	15.20-15.30	Presenter 8	Soma Salim, Peri Irawan, Rahma Musyawah, Tarmizi Thalib	Teachers Implementation of Deep Learning in Climate Change Education
	15.30-16.00	Q n A		



Friday, 10th October 2025 Room 1 (On-Site)				
Moderator: Baiq Annisa Shallaita, M.Pd				Technician: Fuad Tamami, M.Pd. PIC: Aulia Dwi Amalina Wahab, M.Pd
No	Time (WITA/GMT+8)	Role	Authors	Title
1	10.00-10.30	Invited Speaker	Prof. Diswandi, S.E., <u>M.Sc.</u> , Ph.D., CRP. Faculty of Economics and Business, University of Mataram	Strengthening the Achievement of SDGs from the Coastal Community Perspective: Lessons from Gili Matra, Lombok
	10.30-10.40	Q n A		
2	10.40–10.50	Presenter 1	Rizky Amelia, Siti Kustini, Novita Triana, Heppy Mutammimah, Heldiansyah Heldiansyah, Hasanah Hasanah, David Christian Pardede, Nur Maulidah	Environmental Science and Language Competencies through Local Wisdom: A Study on Technology and Sasirangan Integration in Senior High Schools
3	10.50–11.00	Presenter 2	Noor Aina Herliana, Heppy Mutammimah, Rini Amelia, Rizky Amelia	Enhancing Career-Oriented English Skills through Task-Based Writing and Speaking Activities: A Classroom-Based Reflection
4	11.00–11.10	Presenter 3	Dedi Sastradika, Risnita Risnita, Wulan Anna Pertiwi	Transforming 21st Century Science Education: A Diagnostic Instrument for Higher Order Thinking Skills (HOTS) Based on the TPACK Framework
5	11.10-11.20	Presenter 4	Yunita Arian Sani Anwar, Ahmad Harjono, Boniesta Zulandha Melani, Lalu Ali Wardana	Development of Traditional Behavior-Based Learning Resources as Part of Educational Tourism in Achieving Sustainable Science Learning
6	11.20 – 11.30	Presenter 5	Resty Gustiawati	Development of a Shadow Jump Rope-Based Physical Fitness Program Using the Digital Audio Workstation “Remix Jumping Program” for Elementary School Children
	11.30–11.40	Q n A		
Lunch Break: 11.40-13.30				
7	13.30-13.40	Presenter 6	Heppy Mutammimah, Rizky Amelia, Noor Aina Herliana, Siti Kustini	Gamification in English Language Teaching and Learning: Bibliometric Insights from a Decade of Research
8	13.40–13.50	Presenter 7	Dian Pratiwi, Abdul Kholiq, Septina Ningrum Zahrotun Niza	Strategic Implementation of International Class Program for Global Branding of Madrasah
9	13.50–14.00	Presenter 8	Sri Wahyuni	Developing a Values-Based Educational Model Rooted in Local Wisdom through the Nyesek Tradition of Gili Maringkik Women



10	14.00–14.10	Presenter 9	Eka Junaidi, Ermia Hidayanti, Mutiah Mutiah, Syarifa Wahidah Al Idrus, Yunita Arian Sani Anwar	Building Awareness of Science in Society and Motivation to Learn Through the Chemistry Real Integrated Laboratory Work (Chem-Rilw) Model
11	14.10–14.20	Presenter 10	Febi Kurniawan	Analisis VO ₂ Max Atlet Sepakbola Pelajar di PPOPM Kabupaten Bogor: Fondasi Ilmiah untuk Optimalisasi Program Latihan
12	14.20–14.30	Presenter 11	Risnita Risnita, Dedi Sastradika, Wulan Anna Pertiwi, Sri Ramdayeni Sakunti	Physics Teachers' Challenges in Addressing 21st-Century Learning Demands: A Mixed-Methods Study on the Implementation of TPACK-Integrated Instruction
13	14.30–14.40	Presenter 12	Fulgentius Danardana Murwani, Denny Bernardus, Eric Harianto, Stefan Yudana Jatipewira, Marcellino Priyana Jatiwihawa, Liestya Padmawidjaja	How Individual Entrepreneurial Orientation and Pro-Social Behavior Drive Social Entrepreneurial Intention?
	14.40–15.20	Q n A		

Friday, 10th October 2025 Room 2 (Online)				
Moderator: Nurul 'Ain binti Othman			PIC: Fidiani Fidiantara, M.Pd.	
No	Time (WITA/GMT+8)	Role	Authors	Title
1	10.00-10.30	Invited Speaker	Noor Qomarina Agustina, S.Pd., M.Hum., Ph.D Curriculum and Instruction, Kent State University Ohio, USA	The Adjustment Process of a Pre-existing Survey Instrument to Measure Perception of Digital Learning Tools (DLT) in Language Teaching
	10.30-10.40	Q n A		
2	10.40-10.50	Presenter 1	Destisari Nurbani	Strategies of Transformative Digital Leadership in Primary Education: Navigating Artificial Intelligence (AI) Integration in Teaching and Learning
3	10.50-11.00	Presenter 2	Boniesta Zulandha Melani, Hartati Suryaningsih, Kurniawan Aprianto, Lalu Ali Wardhana, Lalu Jaswadi Putra	Mapping First-Year Students' English Proficiency: An Analysis Of English Proficiency Test Scores, Trends, And Targeted Areas For Improvement
	11.00 – 11.10	Presenter 3	Medhy Aginta Hidayat, Achmad Syarifudin, Anita Kristina, Indah Sari Rahmaini	Circulating Capital, Sustaining Identity: Ethnic Circular Economy among Indonesian Migrant Communities
	11.10-11.20	Q n A		



Lunch Break: 11.20-13.30				
6	13.30 – 13.40	Presenter 4	Elele Emmanuel Chinedu	Transformational Leadership, Culture, and Teacher Performance in Nigeria: The Mediating Roles of Trust and Engagement for SDG 4
7	13.40–13.50	Presenter 5	Diah Anugrah Dipuja, Asih Rahayu Ajeng Agesti Ajeng Agesti, Fitra Suzanti Suzanti, Yustina Yustina	Case-Based Module Development to Enhance 4Cs in Laboratory Management Engineering Students
8	13.50–14.00	Presenter 6	Fitriani Fitriani	Empowering Future Generations: A Systematic Review of Project-based Learning's Role in Achieving Sustainable Development Goals
9	14.00–14.10	Presenter 7	Umi Kalsum Djano, Duden Saepuzaman, Muslim Muslim	Implementation of Argumentation Skills in Science Education: Systematic Literature Review in the Context of Socio-Scientific Issues and SDGs
10	14.10–14.20	Presenter 8	Lalu Sumardi, Basariah Basariah	The Influence Of Parental Education Level, Educational Background, Organizational Involvement, And Future Expectations On Students' Self-Regulated Learning
11	14.20–14.30	Presenter 9	Ikmanisa Khairati, Lufri Lufri, Muhyiatul Fadillah	Sustainability consciousness; will learning in biology classroom make a difference?
12	14.30 – 14.40	Presenter 10	To be determined	To be determined
	14.40 – 15.20	Q n A		

Friday, 10th October 2025 Room 3 (Online)				
Moderator: Muhammad Nadzrin bin Khairuddin			PIC: Marlinda Ramdhani, M.Pd.	
No	Time (WITA/GMT+8)	Role	Authors	Title
1	10.00-10.30	Invited Speaker	Dr. Mimi Nahariah Azwani Binti Mohamed Universiti Tun Hussein Onn Malaysia	Inclusive Language Teaching: Unpacking the Challenges in Teaching Students with Learning Disabilities
	10.30-10.40	Q n A		
2	10.40-11.10	Invited Speaker	Ratih Ayu Apsari, <u>M.Pd.</u> , <u>M.Sc</u> University of California, Berkeley	Culturally Situated Mathematics Design: Balinese Local Spatial Practice as a Semiotic Resource for Geometric Reasoning



	11.10 – 11.20	Q n A		
3	11.20-11.30	Presenter 1	Eko Febri Syahputra Siregar, Inelda Yulita, Sri Supanti	Development of Contextual E-LKPD on Reaction Rate Material to Improve Students' Science Literacy
4	11.30-11.40	Presenter 2	Ita Chairun Nissa, I Gusti Putu Suharta, I Made Ardana, I Nengah Suparta	Critical Thinking in the Age of Artificial Intelligence: A Systematic Literature Review of Emerging Concepts and Frameworks
	11.40–11.50	Q n A		
Lunch Break: 11.50-13.30				
5	13.30-13.40	Presenter 3	Muhammad Erfan, Nurul Kemala Dewi, Siti Istiningsih, Ni Made Yeni Suranti, Ibrahim Ibrahim	Development of Digital Teaching Materials based on Sasambo Ethnoscience to Improve Computational Thinking Skills of Prospective Elementary School Teachers
6	13.40–13.50	Presenter 4	Irda Sayuti, Nadia Ramona, Nursal Nursal, Resma Wahyuni	Development of Project-Based and Deep Learning-Based Student Worksheets in Basic Biology to Improve Students' Critical Thinking Skills
7	13.50–14.00	Presenter 5	Heni Indrayani, Melinda Zahra	The Digital Transformation of Local Radio in Semarang
8	14.00–14.10	Presenter 6	Ibrahim Ibrahim, Ni Made Yeni Suranti, Nurkhaerat Alimuddin, Nurwahidah Nurwahidah	Integrating QR Code Technology in Elementary Science Content: A Developmental Study on Critical Thinking Skills
9	14.10–14.20	Presenter 7	Ega Trisna Rahayu, Puspita Sari, Resty Gustiawati, Rini Dwi Apriyanti, Rizqi Rohmatulloh	Kualitas Guru Pendidikan Jasmani dalam Meningkatkan Profil Lulusan dalam Dimensi Kesehatan
10	14.20–14.30	Presenter 8	Syafira Defni	Biology Education Students' Knowledge about the Causes, Impacts, Mitigation, and Adaptation of Climate Change: Their Preferences for Learning Innovations
	14.30–15.00	Q n A		

Zoom Meeting Link

Zoom Link For Online Presenters:

Topic : The 7th ICESS 2025
Time : Oct 9, 2025 08:00 AM Central Indonesia Time
: Oct 10, 2025 08:00 AM Central Indonesia Time

Join Zoom Meeting

<https://us06web.zoom.us/j/81313944152?pwd=dsmyT3FHlCA9hk12XCnyQ30j6hyvia.1>



Meeting ID : 813 1394 4152
Passcode : icess25



Speakers

Keynotes Speakers



Dr. Zhenyu (David) Zhang

College of Business, Murdoch University, Australia



Prof. Dr. Arifuddin, M.Pd.

University of Mataram, Indonesia



Dr. Na Jiang

Shangrao Normal University, People Republic of China



Donita Grissom, Ph.D.

University of Central Florida, USA

Invited Speakers



Lalu Muhammad Hayyanul Haq, SH., LLM., Ph.D.

Faculty of Law, University of Mataram, Indonesia



Prof. Diswandi, S.E., M.Sc., Ph.D., CRP.

Faculty of Economy and Business, University of Mataram, Indonesia



Noor Qomaria Agustina, S.Pd., M.Hum, Ph.D

Curriculum and Instruction, Kent State University Ohio, USA



Dr. Mimi Nahariah Azwani Binti Mohamed

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Ratih Ayu Apsari, M.Pd., M.Sc.

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Faculty Of Human Development , Universiti Pendidikan Sultan Idris (UPSI), Malaysia



I Putu Indra Kusuma, Ph.D.

Universitas Pendidikan Ganesha, Indonesia

List of Abstracts



The 7th International Conference on Education and Social Sciences
(ICESS)

*Empowering Education and Social Sciences for Sustainable Development, Global Competitiveness,
and Local Impact*

List of Abstracts – Keynotes Speakers

Why Curriculum Transformation Matters: Innovation, Sustainability, and Global Competence

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Abstract: Higher education is under unprecedented pressure. Rapid technological disruption, shifting employability demands, and escalating sustainability crises call for graduates equipped with skills that extend far beyond traditional disciplinary boundaries. This keynote addresses why curriculum transformation matters and explores the role of innovation in shaping future-ready education. First, it highlights the need to embed sustainability literacy into core curricula. Graduates must not only understand sustainability as a concept but live it as practice—acting as change agents. Second, it exemplifies how curriculum transformation enhances employability by developing transferable skills such as adaptability, problem-solving, intercultural competence, and innovation. These capabilities are fostered through project-based, experiential learning that bridges theory with real-world challenges. The keynote also underscores the necessity of breaking disciplinary boundaries by embedding interdisciplinary approaches—integrating business, science, and social sciences to address complex sustainability problems. Equally important is the cultivation of global employability and intercultural competence, particularly Asia literacy, through pedagogical techniques such as Collaborative Online International Learning (COIL), HyFlex, and immersive field experiences. Drawing on the Global Sustainability Literacy: Connecting Classrooms and Communities, a Murdoch–UNRAM collaboration of community development program recognised by the QS Reimagine Education Awards, the keynote illustrates how transformative curriculum connect classrooms to communities. By engaging students in sustainability projects in Southeast Lombok communities, the program advances Education for Sustainability (EfS), strengthens Indo-Pacific partnerships, and creates mutual benefits: capability for students and sustainable development for local communities. Innovation is not optional but is essential. Curricula transformation must be viewed as a living laboratory where students become co-creators of knowledge and leaders of change. The call to action is clear: if we empower students to think across disciplines, act across cultures, and design for sustainable futures, we do more than educate—we transform lives and shape tomorrow.

Prospective Impact of the Doctoral Program of Education Faculty of Teacher Training and Education University of Mataram on Sustainable Educational Tourism

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Abstract: Currently, two critical issues that emerge in Lombok tourism development, despite its position as the top travel destination in the world for 2025, are lack of information regarding the variety of activities that visitors do at educational tourist destinations and unsustainable tourism development. So far, the main reason people travel to Lombok is for enjoyment rather than education, even though the island is the home to populous children and students. The purpose of this study is to explore the types of educational tourism, the ranks of those educational tourism activities, the factors that influence tourists' motivations to visit Lombok, and the obstacle in operational management. This current study employed qualitative method. 13 educational tourist destinations were visited. The data were collected through observations, interviews, and documents. Data were analysed qualitatively. The variety of educational tourism activities and their ranks, visitors' motivations and management obstacles are presented. It is suggested that sustainable development require implementing comprehensive promotional strategies, integrating with the formal education system, and improving management professionalism.



Lifelong Learning as a Driver for Sustainable Development, Global Competitiveness, and Local Impact

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Abstract: In an era marked by rapid technological change, global competition, and demographic shifts, lifelong learning has become a central mechanism for sustaining employability, innovation, and social cohesion. This presentation explores the dynamic relationship between digital transformation, ageing societies, and global competitiveness through the lens of lifelong learning. To begin with, it highlights how digital transformation both disrupts skills and creates new opportunities, positioning lifelong learning as a prerequisite for adaptation and innovation. It further illustrates how digital technologies expand the modalities of lifelong learning through online platforms, adaptive systems, and data-driven personalization, enabling flexible and inclusive “anytime, anywhere” education. In addition, lifelong learning is analyzed as a key determinant of global competitiveness: it enhances human capital, drives productivity, and fosters social inclusion, thereby helping nations respond to globalization and technological change. Moreover, the presentation examines lifelong learning in the context of ageing, showing its role in promoting cognitive health, quality of life, social participation, and active citizenship, while also reducing the socio-economic pressures of demographic ageing. Finally, the paper turns to China as a case study, presenting three practices: community education centers as grassroots learning hubs, elderly learning institutions as a response to active ageing, and digital empowerment initiatives to narrow the urban–rural divide. These experiences underscore how policy frameworks, community participation, and digital innovation can work in synergy to build inclusive lifelong learning systems.

From Stressed Classrooms to Optimal Learning: Teacher Wellness, SEL, Brain Science, and ESL Strategies

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Abstract: Many classrooms begin the day in a climate of tension, where teacher stress and occupational pressure seep into interactions and influence students' readiness to learn. Research shows that when stress escalates, student outcomes often decline, while teacher burnout and turnover disrupt continuity of instruction and weaken school relationships. Neuroscience provides insights into this dynamic: under perceived social threat, students' prefrontal "thinking" systems downshift. Core executive functions—working memory, problem-solving, and collaborative capacity—are compromised as defensive processing takes over, making students appear disengaged or "blank." Neutral cues can be misread as hostile, further heightening classroom friction. This study emphasizes that restoring a positive learning climate requires addressing teacher wellness as well as integrating simple yet powerful social-emotional learning (SEL) routines. Practices such as belonging rituals, emotion-regulation prompts, and predictable talk structures help create psychological safety, reduce threat responses, and reopen the executive functions essential for academic progress. Additionally, positive emotions, curiosity, and well-calibrated rewards enhance attention, memory, and persistence, supporting deeper and longer-lasting learning. The study also underscores multilingualism as a cognitive asset. By leveraging students' first-language knowledge, employing visual scaffolds, structured sentence frames, and purposeful peer talk, teachers can make content more comprehensible and accelerate learning for English as a Second Language (ESL) students. This integrated approach reframes classroom diversity as a resource rather than a barrier. Central to these strategies is the teacher's pivotal role as both "thermostat" and "architect": setting the emotional climate—safety, belonging, and calm—and designing learning pathways with clear goals, scaffolds, and constructive feedback. Tools from High Five to Thrive (HFTT), which safeguard teacher energy and classroom climate, and the 12 BOOST Moves for multilingual learners offer concrete, classroom-ready steps to implement these principles. By aligning teacher wellness, SEL, brain-based insights, and ESL strategies, this research provides an evidence-informed framework for building optimal learning environments. Such alignment not only enhances motivation—defined as the energy and direction behind sustained learning—but also strengthens student focus, perseverance, and academic achievement. The integrated practices described here serve as practical, scalable solutions for creating inclusive, resilient classrooms where both teachers and students thrive.

List of Abstracts – Invited Speakers

Optimising Intellectual Property and Artificial Intelligent Governance for Empowering People's Economy-based Sustainable Environment and Tourism: A Systems Thinking Approach in Expanding Public Welfare within Indonesia's Legal Pluralism Framework

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Abstract: This work explores a systems thinking approach in optimising Intellectual Property (IP) and Artificial Intelligence (AI) to empower people's economy-based sustainable tourism, and protect the environment within Indonesia's legal pluralism framework. By employing a systems thinking approach, this work strategically integrates and conceptualizes IP and AI not merely as technological or legal instruments, but as interdependent subsystems within the broader socio-legal ecosystem. It emphasizes the importance of interaction between existing statutory law, customary (adat) norms, and international standards creating and governing inclusive innovation and sustainable environment and tourism stewardship. Through normative analysis supported by empirical verification, this research identifies that fragmented regulatory frameworks and asymmetrical access to technological resources become obstacles to equitable IP ownership and the adoption of AI-based inclusive invention and innovation among local communities. For that reason, this work suggests a dynamic and transformative governance structure that balances legal certainty, distributive justice, and technological inclusivity. It further advocates for a multi-stakeholder IP-AI governance platform that supports community-driven tourism initiatives and enhances data transparency, traceability, and sustainability performance, which contribute to the development of adaptive IP policy and ethical AI regulation as catalysts for peoples' economy-based green economic growth. The IP&AI-based rational approach may would become core element of systems thinking in providing a pathway to integrate and coherence state's policy and regulatory, customary, and global legal orders toward a sustainable eco-tourism inclusive innovation-driven resilient people's economy, within Indonesian legal pluralism.

Strengthening the Achievement of SDGs from the Coastal Community Perspective: Lessons from Gili Matra, Lombok

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Abstract: Coastal and island communities in Indonesia play a crucial role in achieving the Sustainable Development Goals (SDGs), as more than 60% of the population resides in coastal areas and relies heavily on marine resources. Despite this strategic position, these communities remain vulnerable to poverty, ecosystem degradation, and climate change impacts. This paper highlights the relevance of SDGs to coastal communities, focusing on five key dimensions: poverty alleviation and food security, decent work and economic growth, climate action, protection of marine ecosystems, and governance and partnerships. Drawing on a case study in Gili Matra, Lombok, the findings reveal both opportunities and risks. The Payment for Ecosystem Services (PES) scheme demonstrates how coral reef conservation can be integrated with sustainable tourism, creating incentives for local communities. At the same time, the rise of ciguatera fish poisoning (CFP) illustrates ecological and health risks from mass tourism and environmental stress. These insights underscore the need for integrated policies, inclusive governance, and innovative financing to empower coastal communities. With appropriate strategies, they can become not only beneficiaries but also key actors in advancing sustainable development in Indonesia.



The Adjustment Process of a Pre-existing Survey Instrument to Measure Perception of Digital Learning Tools (DLT) in Language Teaching

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Abstract: This paper describes an adjustment process for developing a quantitative survey instrument to generate data on English instructors' perceptions of digital learning tools in classroom-based language instruction. The study employed the Learning Tools domain of the Teacher Effectiveness for Language Learning (TELL) framework. The full framework covers multiple dimensions of teacher effectiveness. Even though this framework is innovative, it is an underutilized model used by no or few researchers. This framework is narrowed down to be used in a study to focus on classroom instruction, emphasizing the importance of input-output processes and cultural competencies to effective language learning. A pre-existing survey framework is refined to be aligned with the research purpose, problems, and questions. The instrument was developed through expert review, cognitive interviews, and a pilot study to ensure validity and reliability. The changes include shifting from self-assessed to self-administered items, measuring a four-point Likert scale to capture perceptions, and focusing from general learning tools to digital learning tools (DLT) aligned with ACTFL communication modes and 3Ps of cultural learning: Perspectives, Practices, and products. Open-ended questions explore instructors' experiences with support and challenges in integrating technology, while demographic items contextualize participant profiles. This research highlights the strategic importance of survey methodology in producing actionable, data-driven insights to inform instructional policy and program design. The benefit of developing an existing instrument rather than developing a new one is that it provides a cost-effective, time-efficient, and meticulous approach that can be used for replication and scaling.

Navigating Inclusive Pedagogy: Unpacking the Complexity of Teaching Students with Dyslexia

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Abstract: Inclusive teaching design is essential to ensure equitable access to quality education, particularly for students with learning disabilities such as dyslexia. Despite policies and initiatives to address students with special needs, many primary school teachers continue to encounter significant challenges in adapting their teaching methods to meet the diverse needs of dyslexic learners. This study explores the experiences of primary school teachers in implementing inclusive teaching instruction, aiming to unpack the complexity of teaching students with dyslexia in mainstream classrooms. To gain insights into this complexity, this study employed a qualitative approach. Semi-structured interviews were conducted with four primary school teachers and the data were analysed using thematic analysis. The findings highlight recurring themes such as limited professional development, insufficient instructional materials, and the emotional and cognitive demands placed on these teachers. These findings raised the urgent need for targeted interventions, including specialised training, access to appropriate teaching resources and collaborative support systems. By unpacking the complexity, this study contributes to the discourse on inclusive education by offering insights into teacher preparedness, recognising their emotional labour and the need for systematic support in fostering inclusive practices. In addition, the study highlights the need for a more responsive and supportive educational ecosystem that empowers teachers to effectively address the needs of students with learning disabilities, particularly in linguistically diverse classrooms.

Culturally Situated Mathematics Design: Balinese Local Spatial Practice as a Semiotic Resource for Geometric Reasoning

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Abstract: There is a growing need to redefine what it means for mathematics learning to be culturally situated. Too often, culture is treated as a decorative context rather than a generative source of conceptual thinking. This presentation introduces Geometry Resources in Dance (GRiD), an embodied design project grounded in Balinese dance traditions. GRiD draws on movement practices where performers construct attentional anchors—imaginary perceptual structures that coordinate precise movement. In the classroom, students externalize these anchors as auxiliary lines on a diagrammatic floor mat, whose patterned structure reflects Balinese spatial matrices that shape everyday life, including spiritual and architectural domains. This work demonstrates how cultural practices can operate as generative resources for mathematical reasoning and design innovation.



Transformative Practices in Education for Sustainable Development in Early Childhood

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Abstract: Early childhood is a critical stage for shaping values, attitudes, and behaviours that underpin a sustainable future. Education for Sustainable Development (ESD) in early childhood care and education (ECCE) offers unique opportunities to nurture ecological awareness, empathy, resilience, and active citizenship from the very beginning of life. This keynote highlights transformative practices that embed sustainability into everyday learning through child-centered projects such as storytelling, play-based inquiry, community campaigns, and digital innovations. Drawing on international frameworks and local initiatives, it examines the challenges of fragmented curriculum integration, limited teacher preparedness, resource gaps, and inequities in rural and underserved settings. At the same time, it identifies opportunities for leveraging children's voices, innovative pedagogies, family and community engagement, and cross-sectoral partnerships. The keynote concludes with a way forward that emphasizes inclusive policies, teacher capacity building, holistic assessment, and global collaboration to position ECCE as a cornerstone of sustainable societies.



Using GenAI for TPACK Development: Comparing EFL Preservice Teachers Across Genders

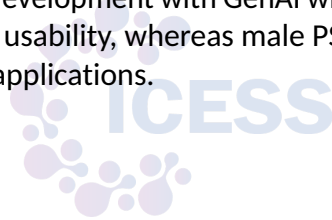
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Abstract: The rapid advancement of Generative Artificial Intelligence (GenAI) has created new opportunities for strengthening Technological Pedagogical Content Knowledge (TPACK) in English as a Foreign Language (EFL) Teacher Education Programs (TEPs). Equipping preservice teachers (PSTs) with robust TPACK enhances their ability to navigate technical challenges in technology-enhanced teaching into English language teaching (ELT). Yet, the role of gender in shaping TPACK development through using GenAI remains underexplored. This study examined gendered experiences of TPACK development through an interpretative phenomenological approach. Eight EFL PSTs (four male, four female) participated in semi-structured interviews, and data were thematically analyzed. Findings revealed gendered variations in how GenAI supports TPACK growth. Female PSTs emphasized GenAI as a scaffolding tool for pedagogical strategies, exploration of basic technological knowledge, and aligning digital tools with teaching topics, while male PSTs highlighted its role in enhancing content knowledge, advancing technological expertise, and generating teaching ideas. The findings reveal distinct gendered trajectories in TPACK development with GenAI where female EFL PSTs focus more on pedagogical alignment and practical usability, whereas male PSTs highlight innovation and the exploration of advanced technological applications.



List of Abstracts – Presenters

Innovation of Contextual-Based English Teaching Materials for Basic Culinary

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Abstract: This study aims to develop an innovative contextual-based English teaching material for basic culinary designed systematically to meet the needs of students in the Diploma 3 Culinary Arts Program at Politeknik Pariwisata Lombok. This teaching material innovation is oriented to equip students with communicative English skills in the context of the culinary workplace and tourism service, integrating the principles of Contextual Teaching and Learning (CTL) and English for Specific Purposes (ESP). Specifically, this study aims to: (1) identify the characteristics of contextual basic culinary English teaching materials based on input from English lecturers and chefs; (2) design contextual-based teaching material through literature review; (3) develop a prototype of teaching materials according to CTL principles; (4) assess the feasibility of teaching materials through expert judgment; and (5) assess the practicality of teaching materials through implementation observation by users. The type of research used is research and development (R&D) adopting the Borg and Gall model, adjusted to the context of vocational teaching material development. The study will be conducted at Politeknik Pariwisata Lombok from January to December 2025. Research subjects consist of English lecturers, culinary lecturers/professional chefs, Diploma 3 Culinary Arts students in their first semester, and expert validators (language experts, material experts, and instructional design experts). Data collection techniques include semi-structured interviews, literature review, expert validation using assessment rubrics, and observation of teaching material implementation. The research instruments are developed based on indicators derived from ESP and CTL theories, with content validity tested through expert judgment and qualitative data trustworthiness ensured through source and technique triangulation. The data analysis techniques used are descriptive qualitative analysis (for interview and literature data) employing the Miles, Huberman, and Saldaña model, and descriptive quantitative analysis (for validation and observation results). Up to this proposal stage, the study has produced an initial design of contextual-based teaching material containing culinary vocabulary, service phrases, and CTL-based tasks such as role-play and kitchen service simulations. The preliminary conclusion indicates that this teaching material innovation is expected to address the gap between existing general teaching materials and the needs of the culinary tourism workplace. Further research is suggested to test the feasibility and practicality of the teaching material prototype at the implementation stage to ensure the product's effectiveness in improving students' communicative competence in the culinary context.

Keywords: basic culinary teaching material, contextual teaching and learning, contextual-based learning, culinary English, teaching material innovation.

Form/Concept of Pepaosan Traditional Performance Sasak Lombok

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Abstract: A long-standing and well-maintained tradition shows that the tradition has important meaning and noble values, which need to be preserved. One of the unique and interesting traditions of the Sasak people is pepaosan. The pepaosan tradition is a tradition of reading lontar manuscripts written in Kawi script (ha na ca ra ka) in the Kawi language (St. Raudloh, et al. 2024: 136). The reading of the text is done by chanting it according to the type of song that has been determined in advance, which is then translated into the Sasak language. These ancient manuscripts are written traces of the history of the Sasak people in the past, using the Kawi language/literature. Therefore, there is a moral responsibility to preserve the manuscript through pepaosan. For this reason, the purpose of this study is to describe the form/concept of the Sasak Lombok pepaosan tradition which consists of (a) the dramatic structure of the Sasak Lombok pepaosan tradition, and (b) the form of elements that build performances in the Sasak Lombok pepaosan tradition. This study uses a descriptive qualitative method. Data collection was conducted through observation, documentation, and interviews, which were then analyzed by looking at the dramatic structure and elements of the performance contained in the pepaosan tradition. The results of the study showed that the dramatic structure of pepaosan begins with bismillah and ends with shodaqolloohulaziim. Meanwhile, the elements of the performance are interrelated with each other which originate from the pepaosan actors themselves.

Developing a Values-Based Educational Model Rooted in Local Wisdom through the NyeseK Tradition of Gili Maringkik Women

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Abstract: This study aims to develop a values-based educational model rooted in local wisdom, specifically the nyeseK (traditional weaving) practice of women in Gili Maringkik, East Lombok. The model is intended as a strategy for cultural preservation and the strengthening of local identity amid the challenges of globalization. The nyeseK tradition not only represents a form of craftsmanship but also embodies cultural, social, and spiritual values passed down through generations. The study focuses on three main objectives: (1) identifying the values of local wisdom embedded in the nyeseK tradition, (2) describing the educational processes of value transmission throughout the stages of nyeseK, and (3) developing an adaptive and contextually relevant model of values education. Research subjects include women weavers, young female weaving apprentices, cultural figures, members of tourism awareness groups (Pokdarwis), village leaders, and policymakers concerned with cultural preservation in Gili Maringkik. This is a qualitative study employing an ethnographic approach, designed to gain an in depth understanding of nyeseK as a cultural expression and a medium of values-based education within the women's community of Gili Maringkik. The ethnographic method was chosen as it allows the researcher to explore the symbolic meanings, social values, and inherited life practices of the weaving community through immersive and participatory engagement in the field. As Creswell (2013) states, ethnography is appropriate when researchers seek to describe and interpret patterns of behavior, customs, language, and interactions within a specific cultural group in their natural setting. The study was conducted over a one-year period from January to December 2025, utilizing participatory observation, in-depth interviews, and documentation of the nyeseK tradition in its various forms. To ensure data credibility, the study applied methodological and source triangulation, prolonged engagement, and member checking, in accordance with Lincoln and Guba's (1985) criteria for qualitative research emphasizing trustworthiness and authenticity. Research instruments were developed adaptively, rather than rigidly or in a standardized manner, in response to the evolving socio-cultural dynamics in the field. Data were analyzed using thematic analysis as outlined by Creswell (2016), involving data organization, comprehensive reading, coding, theme development, interpretation of meaning, and narrative presentation of findings. The analysis aimed to uncover key themes such as educational values, the symbolic meaning of weaving, women's roles in cultural preservation, and strategies for sustaining the nyeseK tradition in the face of modernization. At this proposal stage, the study—entitled *Developing a Values-Based Educational Model Rooted in Local Wisdom through the NyeseK Tradition of Gili Maringkik Women*—has yielded a preliminary profile of the nyeseK tradition. This includes: (1) identification of tools and materials used in the weaving process, (2) key stages of nyeseK practice, and (3) the values of local wisdom embedded in each stage. Initial findings indicate that nyeseK serves not only as a craft activity but also as a learning medium for cultural values, spirituality, hard work, perseverance, and communal harmony. Further research is recommended to develop: (1) teaching modules, and (2) a prototype of the values education model integrated with this tradition, along with its feasibility and effectiveness testing in the context of local community education—ensuring its contribution to cultural preservation and women's empowerment.

Keywords: Values education, Local wisdom, Nyeseek tradition, Gili Maringkik women, Cultural preservation



An Analysis of the Integration of Education for Sustainable Development (ESD) in Indonesian Curriculum

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Abstract: This study aims at analyzing the integration of sustainable education within Indonesian educational curriculum, highlighting how sustainability principles are embedded in national education policies and practices. More particularly, two curriculum frameworks; the 2013 curriculum and Merdeka Belajar initiative are analyzed to explore how these two curriculum frameworks reflect core competencies of Education for Sustainable Development (ESD). Using document analysis and review of relevant literature, the study finds that Indonesia's curriculum supports sustainability through cross-disciplinary themes. However, there are still some challenges in implementation, including teacher preparedness, resource availability, and local adaptation. This analysis contributes to understanding how national curricula can serve as platforms for promoting sustainable development and preparing students to be global citizens.



Gender Division of Labor in Families Living in Community Forestry (Magersari)

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Abstract: The inequality based on gender still persists. The subordination of women occurs not only in the domestic sphere but also in the public sector, including access to forest resources. This study seeks to understand the gender division of labor in families living in community forestry, specifically in Magersari. It is assumed that women in Magersari face discrimination in household responsibilities, access to forest resources, and other public services, largely due to the area's remote location in the forest. Using a single case study approach, this research was conducted in the Magersari area of Desa Pamotan (Pamotan Village), Kecamatan Dampit, Kabupaten Malang, East Java Province, Indonesia. The Magersari area in Desa Pamotan presents a unique situation, as it is located near industrial zones along the highway. This study found that there is gender equality in both the division of labor for household tasks and in forestry management in Magersari. Economic factors have compelled both men and women to share responsibilities for household tasks and to seek additional income for their families. Furthermore, the study found that women generally have equal access to participate in forestry activities compared to men. Additionally, women generally have equal access to participate in forestry activities compared to men. These activities include planting tree seeds, such as pine seeds; watering and fertilizing them; caring for larger trees; cultivating and harvesting various plants in bedengan; and tapping pine resin. Women have played a significant role in the decision-making process, particularly concerning bedengan land cultivation. However, they are restricted from participating in certain forest management activities, such as cutting trees and clearing logged areas, due to the physical strength these tasks require, which is often associated with men. To address this, Perum Perhutani has established gender-specific regulations that allow families without male members—such as those with sick husbands or widows—to obtain and cultivate bedengan for additional income.

"I Learned Something, But It Felt Uncomfortable". International Students Navigating Sensitive Content in English Language Curricula

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Abstract: In tertiary-level English language classrooms, students are often required to engage with texts and discussions that explore controversial or emotionally charged issues such as religion, race, gender, war, identity, and trauma. While the inclusion of such themes is intended to promote critical thinking and intercultural awareness, these materials can also lead to discomfort or disengagement among international students, who bring diverse cultural and emotional perspectives into the learning environment. This paper presents initial findings from an exploratory study that investigates how international students respond to sensitive content in English curricula. The study involved eight students from the middle east and African countries who were pursuing their studies at a Malaysian university. Drawing on early interview data, the study examined the emotional and communicative strategies students adopted when classroom topics challenge their personal or cultural values. Their responses ranged from silence and withdrawal to curiosity and critical engagement, depending on how the materials were introduced and discussed. Reflective to these findings, the paper recommends more culturally responsive curriculum design. It also calls for greater sensitivity to the affective dimensions of language learning when introducing potentially sensitive themes. In addition, the results suggest that creating a respectful and open classroom environment is important for helping students remain engaged and learn from different cultural perspectives. Overall, these insights point to the need for ongoing reflection in how educators approach sensitive content in increasingly diverse language learning settings.

The Effect of Mobile Learning Application Use on Vocational Students' English Proficiency

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Abstract: One strategy that can be used to optimize learning and TOEIC preparation is to facilitate students' learning anytime and anywhere through materials and exercises integrated with technology, namely via a smartphone application. Therefore, this study aims to determine the effectiveness of using the Poliban English Preparation Test Application (PEPTA), which contains TOEIC-based listening and reading materials and exercises. By improving students' TOEIC scores, this research is expected to contribute to enhancing students' English proficiency and increasing exit test scores as one of the Key Performance Indicators (IKT) of Politeknik Negeri Banjarmasin. The research questions addressed are (1) Is there a significant difference in English proficiency for users of the application before and after using it? (2) How do the students perceive the use of PEPTA? This study employed a quasi-experimental method as part of a Research and Development (R&D) design using the ADDIE model. The instruments used were a pre-test, a post-test, and a questionnaire. The experimental group consisted of 27 students, and the control group consisted of 26 students. Levene's Test for Equality of Variances showed $F = 0.009$ and $\text{Sig.} = 0.923$, indicating that the variances between groups were considered equal (homogeneous). The t-test produced $t = -0.608$ with $df = 51$ and a significance value of $p = 0.546$ (two-tailed). Since $p > 0.05$, there was no significant difference between the control and experimental groups in the post-test results. Although the developed product (PEPTA) did not significantly increase students' TOEIC scores, students have positive perceptions of its use. It also allows students to access TOEIC learning materials and practice anytime and anywhere, promoting flexible learning according to their individual needs. Furthermore, this study provides insights into the challenges of implementing technology in learning.

Implementing Project-Based Learning to Foster Creative Writing: Challenges and Strategies of ESL Teachers in Davao City, Philippines

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Abstract: This study investigates the challenges and strategies employed by ESL teachers in implementing Project-Based Learning (PBL) to enhance students' creative writing skills in a private integrated Islamic school in Davao City, Philippines. It specifically explores how PBL fosters creativity in writing among 27 eighth-grade students. Utilizing a descriptive qualitative case study design, data were collected through classroom observations, semi-structured teacher interviews, and document analysis. Findings reveal that integrating the theme of global warming into PBL instruction presents pedagogical challenges—including limited resources and varying levels of student engagement—while simultaneously providing opportunities to stimulate creative expression. Despite these constraints, PBL proved effective in promoting creativity, particularly in written tasks. The study concludes that contextually adapted PBL can serve as a practical and transferable instructional model for English language teaching across diverse educational contexts.

Keywords: PBL, Creative Writing, ESL, Global Warming



Implementing Case-Based Learning in English Language Teaching: An Exploratory Action Research in an ESP Context

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Abstract: Case-based learning, as an instructional method, encourages the development of critical thinking skills, problem-solving abilities, the application of theory in English language learning, and the simulation of problem-solving in professional contexts. This study aims to implement and evaluate the application of case-based learning in the English 2 course at Politeknik Negeri Banjarmasin to improve the quality of learning in line with students' needs. The research team employed a qualitative approach using exploratory action research, which involves the stages of exploration, action, and sharing, focusing on exploring problems, challenges, and potential learning strategies before moving to the systematic implementation phase. The research subjects consist of 78 students from three study programs (Geomatics and Surveying Engineering Technology, Accounting Information Systems, and Accounting). Data was collected using prepared instruments through observation for eight meetings, questionnaire responses, and reflective journals. The data analysis used in this study includes reflective analysis, identification of themes or patterns, utilization of data as a baseline, validation of findings through triangulation, and contextual and narrative interpretation. The findings demonstrate that the case-solving group activity effectively engaged students, enhanced collaboration, and encouraged peer learning. 96.2% of the students stated that they are able to follow the instruction, with 43.6% feeling very satisfied and 55.1% satisfied with the results. However, there are still many students who faced minimal difficulties in reading and writing tasks; speaking and presentation skills require further reinforcement. The implementation of case-solving group tasks in English 2 is proved to support collaborative learning and task-based language teaching principles, fostering students' engagement, critical thinking, and reflective skills. However, challenges in oral presentation and unequal participation highlight the need for structured speaking practice, vocabulary support, and clearer role assignment in future cycles.

Keywords: Mobile Learning Application, Vocational Students, English Proficiency

Analysis of the Dissemination of the Applied Literacy Program of the Jogjakarta City Library and Archives Office through Mass Media in Increasing the Level of Reading Interest

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Abstract: This research focuses on the dissemination of applied literacy information carried out by the Archives and Library Service of the City of Jogjakarta through various mass media. Indonesia is a country with the third-lowest literacy level, but even so, the city of Yogyakarta has a Reading Interest Level (TGM) of 78.47%. The purpose of this research is to analyze the mass media used by the Jogja Archives Library Service in informing applied literacy programs. The method employed is qualitative, utilizing data collection techniques that include in-depth interviews and literature reviews. The data analysis technique uses source triangulation. The theory used in this study is the Media Literacy Theory, as developed by W. James Potter. The results of the study show that the high level of reading interest of the people of Jogjakarta is due to strong cultural factors, the consistency of the Jogja library and archives service in carrying out various programs, solid partnerships, and the use of mass media. The mass media used for the dissemination of information include Instagram, TikTok, Websites, Facebook, X, YouTube, and electronic media.



Enhancing Career-Oriented English Skills through Task-Based Writing and Speaking Activities: A Classroom-Based Reflection

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Abstract: Task-Based Language Teaching (TBLT), as a student-centered approach, provides structured opportunities for language acquisition and communicative competence. This study examines the implementation of TBLT with insights from the Genre-Based Approach in the English 1 course at Politeknik Negeri Banjarmasin. The aim was to engage students in authentic workplace communication tasks and develop career-oriented English skills. Using a reflective qualitative design through classroom-based self-study, the research involved 129 students from Information Systems, Digital Business, and Accounting Information Systems. Tasks included guided writing of curriculum vitae and cover letters, followed by job interview practice, designed around students' needs analysis. Data were collected through observation over twelve sessions and analyzed through reflective and thematic interpretation. Findings indicate that writing tasks helped students express ideas, practice coherence, and apply a formal tone, while serving as preparation for oral tasks. The sequencing from writing to speaking supported skill progression, though challenges emerged. Students struggled with shifting from formal writing to conversational interview styles, experienced speaking anxiety, and often relied on simple sentences with limited vocabulary. Despite these issues, TBLT effectively bridged classroom learning with workplace-oriented communication, showing how written preparation can strengthen oral performance.

Keywords: Task-based Language Teaching, Classroom-based Reflection, Genre-based Approach

Exploring the Efficacy of TikTok and Edlink in Enhancing ESP Students' Speaking Skill: A Mixed-Method Study on Mechanical Engineering Students

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Abstract: This study investigates the efficacy of TikTok and Edlink in enhancing English for Specific Purposes (ESP) speaking skills among Mechanical Engineering students at Banjarmasin State Polytechnic. Recognizing the growing demand for effective communication skills in technical fields, this research applies a mixed-method design, combining quantitative and qualitative approaches. A total of 60 students participated, completing Likert-scale questionnaires. Quantitative results reveal that both TikTok and Edlink were perceived positively, with mean scores above 4.0 on a 5-point scale. TikTok was rated highly for increasing confidence, fluency, and motivation, while Edlink was valued for its structured learning environment, feedback, and alignment with academic goals. Qualitative findings support these results, showing that TikTok encouraged creativity and reduced speaking anxiety, whereas Edlink provided systematic practice and assessment. Challenges identified include distractions on TikTok and occasional technical issues on Edlink. Overall, the study concludes that TikTok and Edlink complement each other in supporting ESP speaking development: TikTok fosters engagement and confidence, while Edlink ensures structure and accuracy. The findings provide valuable insights for ESP educators, highlighting the importance of integrating social media platforms and learning management systems to optimize speaking skill development in vocational and technical education contexts.

Development of Contextual E-LKPD on Reaction Rate Material to Improve Students' Science Literacy

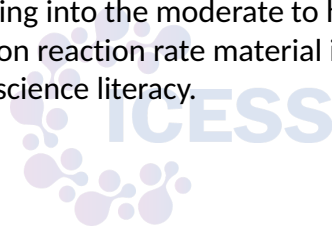
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Abstract: Teaching materials are an important component in the learning process that play a role in improving the abilities and skills of students. The contextual approach is one of the learning strategies that emphasizes the connection between lesson materials and students' real-life experiences, thereby creating more meaningful learning experiences. However, the instructional materials currently used by chemistry teachers are still dominated by printed textbooks and conventional worksheets that have not yet integrated the contextual approach and digital technology. Therefore, this study aims to develop a contextual-based E-LKPD on reaction rate material to improve students' science literacy. The method used Research and Development (R&D) with the ADDIE model, which consists of five stages: Analyze, Design, Development, Implementation, and Evaluation. The validation results from experts indicate that the E-LKPD achieved a score of 87.5% for high validity. Practicality tests with teachers and students yielded scores of 82.5% and 88.33%, respectively into the highly practical category. Meanwhile, the effectiveness test through pretest and posttest yielded an N-Gain score of 60.82%, falling into the moderate to high category, and was deemed effective. Thus, the contextual E-LKPD on reaction rate material is suitable for use in learning to support the improvement of students' science literacy.



Implementation of Argumentation Skills in Science Education: Systematic Literature Review in the Context of Socio-Scientific Issues and SDGs

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Abstract: Argumentation skills are an essential 21st-century competency that supports science literacy, conceptual understanding, and evidence based decision making. This study aims to systematically review the implementation of argumentation skills in science education, with a focus on their role in addressing socio-scientific issues (SSI) related to sustainable development. Using the PRISMA protocol, 38 articles were selected from a total of 101 articles in the Scopus and Google Scholar databases (published between 2018 and 2025) and analyzed to identify trends in learning models, topic contexts, and their contributions to the Sustainable Development Goals (SDGs). The results of the study demonstrate that the integration of argumentation with SSI is widely applied in science learning, particularly in topics such as static fluids, renewable energy, environmental pollution, and climate change. These findings suggest that SSI-based argumentation skills contribute to achieving SDG 4 (Quality Education) by strengthening 21st-century skills, SDG 7 (Affordable and Clean Energy) through renewable energy literacy, and SDG 13 (Climate Action) through critical awareness of global environmental issues. Thus, this study confirms the strategic role of argumentation in science education in supporting sustainable development at both local and international levels. Further research is recommended to expand the study to the junior high school level, develop learning interventions that explicitly train high level argument components (such as backing and rebuttal), and explore local issues as the context for SSI to strengthen the impact of education on the SDGs.

Empowering Future Generations: A Systematic Review of Project-based Learning's Role in Achieving Sustainable Development Goals

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Abstract: The modern education is currently confronted with the dilemma of the need to prepare students with the necessary competencies to address global issues such as those outlined in the United Nations' Sustainable Development Goals (SDGs). But, there is a big chasm between understanding sustainability as a concept, and practicing it. This research has focused on reviewing the research on the role of ProjectBased Learning (PBL) as a pedagogical strategy for integrating SDGs in educational curriculum. The approach is a systematic review of 17 original contributions covering different types of education (primary, secondary, vocational, higher) and different educational subject disciplines (science, engineering, business, teacher education). The study was inductive and aimed at searching for the patterns between PjBL and the effectiveness of PjBL in acquiring the fundamental skills and competencies related to the practice areas of SDGs. The findings of the research indicate that PjBL is consistently and effectively: (1) Enhancing 21st-century skills: critical thinking, creativity, and problem-solving; (2) Bridging the theory-practice gap through doing real; (3) Boosting motivation, self-efficacy, and active engagement through contextual projects; (4) Developing transversal competencies: collaboration, professional responsibility, and social awareness; and (5) Leading to concrete change in terms of improved academic projects and environmentally friendly innovation (e.g. waste-based products, processes, services and composting projects). In conclusion, PjBL has proven to be a transformative pedagogical framework for Education for Sustainable Development (ESD). Its sustainable implementation requires institutional support, systematic teacher training, and academic-industry collaboration. Thus, PjBL functions not merely as a learning method but as a strategic approach to produce an innovative generation that is responsible for sustainable development.

Gamification in English Language Teaching and Learning: Bibliometric Insights from a Decade of Research

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Abstract: Gamification has become a popular approach in English language teaching (ELT), but little is known about how research in this field has developed over time. This study presents a bibliometric analysis of publications on gamification in ELT indexed in Scopus between 2015 and 2025. Using a systematic search strategy and the PRISMA framework, 175 documents were identified and analyzed with VOSviewer and Biblioshiny. The analysis focused on publication trends, leading authors and institutions, and keyword co-occurrence networks. The results show a sharp increase in research output after 2020, with 2024 as the most productive year. A small group of authors and institutions, particularly in Asia, emerged as the most influential contributors. Keyword analysis revealed that motivation, engagement, vocabulary learning, and digital tools such as Kahoot! dominate the research landscape, while recent studies highlight the integration of blended learning and immersive technologies. These findings indicate that gamification in ELT is evolving from general motivational strategies toward more technology-driven and learner-centered applications. The study recommends broader collaboration, exploration of underrepresented skills, and greater focus on the long-term impact of gamified learning.



Environmental Science and Language Competencies through Local Wisdom: A Study on Technology and Sasirangan Integration in Senior High Schools

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Abstract: Sasirangan, a traditional cloth in Kalimantan Selatan, has been widely applied in subjects such as natural sciences, social sciences, and mathematics. However, its utilization in English language learning—particularly when combined with technology—remains limited. It holds significant potential as a contextual learning resource that links academic content to students' real-life experiences. Despite previous studies on local wisdom integration and learning applications in education, research combining Green ELT (English Language Teaching) principles, technology, and local cultural resources such as Sasirangan in English language learning for senior high schools remains underresearched. This study employed quantitative cross-sectional research as a preliminary study of research & development to find out students' needs, lacks, and wants. The data was collected from a questionnaire. It involved 624 participants from six senior high schools in South Kalimantan, Indonesia. The researchers applied the Structural Equation Modeling (SEM) statistical analysis through SmartPLS 3.0. The findings demonstrate that Sasirangan value integration (SVI) significantly and positively impacts language competence, indicating that local cultural content enhances engagement and understanding in language learning. Technology integration (TI) is a major predictor of SVI, but it does not directly affect language competence. This suggests that technology works best as a facilitator when it is combined with cultural content. Critical thinking and problem-solving (CTPS) and value & pro-environmental behavior (VPB) also have a big impact on both TI and SVI. This shows how important it is to have 21st-century skills and environmental awareness. All in all, this study confirms that local wisdom-based learning, supported by technology and environmental values, significantly contributes to language competence. Further studies are expected to explore longitudinal classroom-based interventions.

Critical Thinking in the Age of Artificial Intelligence: A Systematic Literature Review of Emerging Concepts and Frameworks

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Abstract: Critical thinking skills are an essential competency in the era of artificial intelligence (AI). However, many of the critical thinking frameworks frequently employed in earlier studies are increasingly regarded as less relevant when applied to assess individuals' critical thinking abilities in the context of AI use. Consequently, this study aims to identify the conceptualizations of critical thinking adopted within this context. A systematic literature review was conducted following the PRISMA protocol. Thirteen empirical articles published between 2020 and 2025 and indexed in Scopus were systematically analyzed. Inclusion and exclusion criteria were set to identify relevant articles. The findings reveal a paradigm shift in the conceptualization of critical thinking: from traditional frameworks emphasizing analysis, evaluation, and inference of human arguments toward new frameworks that require users to assess, evaluate, and critique AI-generated responses. This shift demonstrates that critical thinking in the context of AI is not confined to logical and reflective reasoning but also encompasses digital literacy, awareness of algorithmic bias, and information validation skills. These findings carry important implications for the development of more contextually relevant indicators of critical thinking in the AI era and further encourage educators and researchers to adapt pedagogical and assessment strategies to address the emerging challenges of human-AI interaction.

Active Learning and English Classroom Behaviour: A Qualitative Research on Standard 4 Pupils in Malaysia

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Abstract: Active learning strategies allow pupils to take a more active role in the classroom, but there is still limited understanding of how they actually behave during such activities. This study explores why active learning shapes classroom behaviour and how Standard 4 pupils respond to different strategies in English lessons. A qualitative approach was used, combining classroom observations and semi-structured interviews in a Malaysian primary school. Two strategies were examined in detail: role-play dialogues, where pupils practised conversational English, and collaborative vocabulary games, which required teamwork and problem-solving. The findings show that pupils were more motivated and confident when activities encouraged interaction and play. However, some challenges were observed, including pupils getting distracted during tasks and showing reluctance to give longer responses. These insights highlight the need to design active learning activities that are both enjoyable and effective for skill development. The study offers implications for improving English education within Malaysia's CEFR-aligned curriculum.

Keywords: Active learning, classroom behaviour, Standard 4 pupils, English learning, qualitative study, Malaysian primary school

Empowering Education and Social Sciences through the Digitalisation of Zapin

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Abstract: The digitalisation of cultural heritage is increasingly recognised as a strategy for empowering education and strengthening the social sciences in the pursuit of sustainable development. This paper examines the digitalisation of Zapin, a traditional Malay dance originating from Johor, Malaysia, as a case study for cultural preservation, global competitiveness, and local impact. Anchored in Multimodal Discourse Analysis (MDA), Appraisal Theory, and social capital theory, the study explores how visual, gestural, and auditory features of Zapin, alongside audience evaluative attitudes (Affect, Judgement, Appreciation), shape intercultural reception. Data were collected through semi-structured interviews with 100 international students (2022–2024) who experienced both live and digital Zapin performances. Findings demonstrate that digitalisation enhances accessibility and intercultural dialogue, while raising questions of authenticity. Crucially, Zapin digitalisation fosters bonding capital within Malay communities, bridging capital across cultural groups, and linking capital between local traditions and global institutions. The study highlights how integrating cultural heritage into education and social sciences contributes to sustainable development (SDG 11), strengthens Malaysia's cultural competitiveness, and reinforces local identity and pride. The paper argues that digitalising Zapin demonstrates how education and the social sciences can empower societies to balance cultural continuity with global innovation.

Circulating Capital, Sustaining Identity: Ethnic Circular Economy among Indonesian Migrant Communities

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Abstract: This study investigates the strategies of socio-economic resilience and sustainability among migrant communities of the Madurese, Minangkabau, and Bugis in Indonesia, focusing on the mechanism of the ethnic circular economy. This mechanism refers to the capacity of ethnic communities to sustain their livelihoods by circulating capital, labor, and profit within their own networks. Rather than relying solely on economic skills such as trading, the ethnic circular economy is reinforced by social capital, local wisdom, and distinctive cultural identities. Empirical evidence of this study is drawn from field observations and in-depth interviews with 15 informants. The study highlights how the Madurese sustain retail networks through grocery stalls (Warung Madura), the Minangkabau expand their presence via Padang restaurants, and the Bugis maintain traditional shipping and trade systems. These cases demonstrate that the ethnic circular economy not only enables migrants to endure economic pressures but also strengthens social cohesion and cultural identity across generations. Findings further show that the moral economy notion of *harga diri* (dignity) underpins and legitimizes the circulation of resources within these ethnic communities. In the context of rapid socio-economic transformation, the ethnic circular economy illustrates both the resilience of traditional systems and their potential to serve as models of inclusive and sustainable development.

Navigating Inclusive Pedagogy: Unpacking the Complexity of Teaching Students with Dyslexia

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Abstract: Inclusive teaching design is essential to ensure equitable access to quality education, particularly for students with learning disabilities such as dyslexia. Despite policies and initiatives to address students with special needs, many primary school teachers continue to encounter significant challenges in adapting their teaching methods to meet the diverse needs of dyslexic learners. This study explores the experiences of primary school teachers in implementing inclusive teaching instruction, aiming to unpack the complexity of teaching students with dyslexia in mainstream classrooms. To gain insights into this complexity, this study employed a qualitative approach. Semi-structured interviews were conducted with four primary school teachers and the data were analysed using thematic analysis. The findings highlight recurring themes such as limited professional development, insufficient instructional materials, and the emotional and cognitive demands placed on these teachers. These findings raised the urgent need for targeted interventions, including specialised training, access to appropriate teaching resources and collaborative support systems. By unpacking the complexity, this study contributes to the discourse on inclusive education by offering insights into teacher preparedness, recognising their emotional labour and the need for systematic support in fostering inclusive practices. In addition, the study highlights the need for a more responsive and supportive educational ecosystem that empowers teachers to effectively address the needs of students with learning disabilities, particularly in linguistically diverse classroom.

TVET: A Human Capital Development Strategy for National Advancement in Malaysia

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Abstract: Technical and Vocational Education and Training (TVET) is increasingly recognised as a cornerstone in building a nation's capacity to produce highly skilled and industry-ready human capital. In the context of Malaysia's aspiration to become a high-income, innovation-driven economy, TVET plays a vital role in addressing skills gaps and improving employability, particularly in technical and industrial sectors. However, despite its potential, TVET continues to be constrained by several enduring challenges. Chief among these is the negative societal perception that continues to portray TVET as a 'second-class' educational pathway, often overshadowed by conventional academic routes. Furthermore, collaboration between TVET institutions and industry players remains limited, leading to a disconnect between the skills delivered through training and the competencies required in the workforce. This conceptual paper aims to explore the implementation and strategic direction of TVET in Malaysia, with particular emphasis on its integration within the Malaysian Technical University Network (MTUN). MTUN, comprising four public technical universities, represents a unique model in bridging the gap between vocational education and higher education, offering practical, technology-driven programmes aligned with industry needs. The findings suggest that MTUN-based TVET programmes are on the right trajectory, contributing significantly to economic development by producing a workforce equipped with future-ready skills. The implications of this study underscore the need for a national paradigm shift in how TVET is perceived and supported. By realigning policy, strengthening industry engagement, and promoting public awareness, TVET can be positioned not only as a viable but as a preferred educational and career pathway in Malaysia's journey toward sustainable and inclusive growth.

Keywords: Human capital, industry collaboration, MTUN, skills development, TVET

Transformational Leadership, Culture, and Teacher Performance in Nigeria: The Mediating Roles of Trust and Engagement for SDG 4

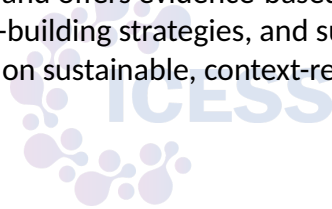
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Abstract: Low teacher performance in rural Nigerian secondary schools remains a major barrier to achieving Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education. This study investigates how transformational leadership and organizational culture shape teacher performance, with organizational trust and teacher engagement as mediating mechanisms. Drawing on General Systems Theory and Social Exchange Theory, data were collected from 167 public secondary school teachers in Ukwa West, Nigeria, and analyzed using Partial Least Squares Structural Equation Modelling (PLS-SEM) with 5,000 bootstrap resamples. Results demonstrate that transformational leadership exerts the strongest influence on teacher performance, both directly and indirectly through trust and engagement. Organizational culture also enhances performance, primarily via trust. These findings position trust and engagement as critical relational processes for strengthening educational outcomes in resource-constrained contexts. The study advances empirical understanding of organizational drivers of teacher effectiveness in Sub-Saharan Africa and offers evidence-based policy recommendations for integrated leadership development, trust-building strategies, and sustained teacher engagement initiatives, contributing to global debates on sustainable, context-responsive education reform.



Development of Project-Based and Deep Learning-Based Student Worksheets in Basic Biology to Improve Students' Critical Thinking Skills

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Abstract: This research addresses the urgent need to enhance college students' critical thinking skills in conventional Basic Biology courses. The Project-Based Learning (PjBL) approach is proven effective in developing higher-order thinking skills. Furthermore, integrating Deep Learning into biology education can strengthen students' critical thinking by encouraging them to connect biological concepts in depth and apply them in real-world contexts. This study aims to develop a Basic Biology student worksheet that integrates a Project-Based Learning (PjBL) model with a Deep Learning approach. The goal is to make learning more applicable, meaningful, and reflective, thus equipping students with critical thinking skills. The research is a type of Research and Development (R&D) study, utilizing the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), a systematic design framework. The primary data collection instruments were expert validation sheets, student response questionnaires, practicality sheets, and effectiveness tests. The research sample consisted of 40 students enrolled in a Basic Biology course. The results indicate that the Deep-PjBL student worksheet is categorized as Valid, Practical, and Effective. Therefore, it can be used in biology education to enhance students' critical thinking skills.

Keywords: Student Worksheet, Basic Biology, Project Based Learning, Deep Learning; Berpikir Kritis, Critical Thinking Skills

The Digital Transformation of Local Radio in Semarang

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Abstract: The development of digital technology has significantly transformed media consumption patterns, where the internet and social media dominate over conventional media. This condition requires radio stations to transform in order to remain relevant in the digital era. Data from We Are Social & Kepios (2025) shows that internet users in Indonesia have reached 221 million people (79.5%), while the APJII (2025) survey reveals that only 14% of the population still regularly listens to radio. This shift poses a major challenge for local radio, particularly in engaging younger audiences. Radio stations in Semarang have responded by utilizing Instagram as a communication strategy. Radio Idola Semarang (@radioidolasmg) emphasizes news and information content, while Wadya Bala Prambors Semarang (@wadyabalasemarang) focuses on entertainment and interactive engagement with young audiences. This study aims to analyze the digital transformation strategies of both radio stations by applying Roger Fidler's Mediamorphosis theory. The research employs a case study with a qualitative approach through Instagram content analysis and literature review. The findings reveal, first, that Radio Idola highlights information-based strategies to maintain credibility. Second, Wadya Bala Prambors emphasizes interactive entertainment to engage younger audiences. Third, Instagram is proven effective in expanding audience reach and building two-way interaction. Fourth, despite challenges from global digital platforms, this transformation strengthens the brand image and existence of local radio stations.

Case-Based Module Development to Enhance 4Cs in Laboratory Management Engineering Students

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Abstract: Critical thinking, creativity, communication, and collaboration (4Cs) are essential competencies that students must acquire in the 21st-century education era. The 4Cs skills can be trained through case method-based learning presented in lecture modules. This study aims to develop a case method-based module to improve the 4Cs skills of students in the laboratory management engineering program. This research employed a Research and Development (R&D) design using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The research subjects were students enrolled in laboratory management courses. The research instruments included validation sheets, practicality questionnaires, and 4Cs skill observation sheets, analyzed using descriptive techniques. The feasibility test of the module was carried out through product validation by two experts and limited trials involving students. The results indicate that the developed case method-based module met the criteria of validity, practicality, and effectiveness in enhancing students' 4Cs skills. Therefore, this module can serve as an innovative teaching material to support learning in higher education.



Critical Thinking in the Age of Artificial Intelligence: A Systematic Literature Review of Emerging Concepts and Frameworks

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Abstract: Critical thinking skills are an essential competency in the era of artificial intelligence (AI). However, many of the critical thinking frameworks frequently employed in earlier studies are increasingly regarded as less relevant when applied to assess individuals' critical thinking abilities in the context of AI use. Consequently, this study aims to identify the conceptualizations of critical thinking adopted within this context. A Systematic Literature Review was conducted following the PRISMA protocol. Thirteen empirical articles published between 2020 and 2025 and indexed in Scopus were systematically analyzed. Inclusion and exclusion criteria were set to identify relevant articles. The findings reveal a paradigm shift in the conceptualization of critical thinking: from traditional frameworks emphasizing analysis, evaluation, and inference of human arguments, toward new frameworks that require users to assess, evaluate, and critique AI-generated responses. This shift demonstrates that critical thinking in the context of AI is not confined to logical and reflective reasoning but also encompasses digital literacy, awareness of algorithmic bias, and information validation skills. These findings carry important implications for the development of more contextually relevant indicators of critical thinking in the AI era and further encourage educators and researchers to adapt pedagogical and assessment strategies to address the emerging challenges of human-AI interaction.

The Effectiveness of the Ethno-STEM Project-Based Learning Model on Prospective Primary School Teachers' Creativity in Science Learning Course

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Abstract: Creativity is a crucial ability in teacher education, especially for prospective teachers, as it relates to designing innovative, engaging, and contextually relevant learning strategies, methods, and media. However, the creativity of prospective teachers in designing primary science learning remains a challenge, as teaching practices are often conventional and less connected to local cultural contexts. This study aims to examine the effectiveness of the Ethno-STEM Project Based Learning (PjBL) model in fostering prospective teachers' creativity in designing science learning media and modules for primary schools. The research was conducted at a University in Mataram involving 59 students of the Primary School Teacher Education (PGSD) program, divided into two classes. Data were collected using product assessment observation sheets with a Likert-scale questionnaire (1–4), and the scores were analyzed descriptively to determine the level of creativity demonstrated in the students' products. The results show that students successfully developed learning products in the form of media and modules integrated with Ethno-STEM. Based on 15 indicators, the average score for learning media was 81.69, while the average score for modules was 82.52. These findings indicate that the products were in the good category, reflecting a positive impact of the model on fostering prospective teachers' creativity.



A Development Model of Interactive Materials for SALL Tutorials as an Effort to Enhance English Proficiency at the University of Mataram

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Abstract: This study reports on the development of an interactive Self-Access Language Learning (SALL) e-learning model designed to enhance English proficiency among university students in Indonesia. The initiative responds to persistent challenges in the SALL program, including low student engagement, limited infrastructure, and insufficient access to interactive resources. Using the ADDIE instructional design framework, the research adopted a mixed-methods approach comprising needs analysis, instructional design, prototype development, implementation, and evaluation. A Moodle-based Learning Management System (LMS) integrated with H5P was employed to create interactive, CEFR-aligned materials featuring multimedia tasks, adaptive feedback, and opportunities for autonomous learning. Results from pilot testing and program implementation showed increased student engagement, reporting that the materials were engaging, accessible, and effective. The study concludes that the integration of interactive e-learning materials within a structured instructional design model can effectively strengthen SALL implementation in higher education. Pedagogical implications include the scalability of the model for other Indonesian universities seeking technology-enhanced solutions for language learning. Future directions suggest incorporating AI-driven adaptive pathways, expanding peer collaboration features, and longitudinal studies to track sustained proficiency gains.

Development of Interactive Learning Media Based on GeoGebra on the Topic of Relations and Functions in the Context of Wetland Culture

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Abstract: This study aims to develop an interactive learning media based on GeoGebra and JavaScript for the topic of relations and functions, incorporating the cultural context of wetland environments, including traditional foods, regional songs, and other local cultural elements. The development process followed the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. Product evaluation was carried out through validity testing by media and content experts, as well as practicality and effectiveness testing. The results showed that the developed media was valid in terms of both content and technical aspects. The media was also considered practical, based on teacher and student questionnaire responses indicating a very good category. The effectiveness test using the Paired Sample t-test yielded a p-value of < 0.05 , indicating a significant difference between pretest and posttest scores. A Cohen's d value of 3.53 indicated a very large effect size, with a statistical power of 1, demonstrating strong statistical reliability. Therefore, the developed interactive learning media is considered appropriate and effective for use in contextual mathematics learning on the topic of relations and functions.



Strategies of Transformative Digital Leadership in Primary Education: Navigating Artificial Intelligence (AI) Integration in Teaching and Learning

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Abstract: This study investigates how principals integrate AI into the learning process through an innovative platform containing a collection of AI tools. The platform is designed to help teachers design, implement, and evaluate learning more efficiently and adaptively. A qualitative single case study was conducted at SDN Buahkapas, an elementary school in Majalengka Regency, West Java Province, that has implemented AI in its curriculum. Data were collected through in-depth interviews, observations, and documentation studies. Thematic analysis, supported by NVivo software, was employed to identify, code, and visualize recurring patterns across data sources and informants. The findings show that the principal's transformative digital leadership is crucial for AI integration. The principal demonstrated this by establishing a new vision for the school that incorporates technology and by personally modeling the use of AI for efficiency. His key strategies include providing direct training to teachers in school-based workshops, recommending free and easy-to-use AI tools, and encouraging teachers to use existing school facilities. Teachers confirm that they use AI for planning and administration, finding it helpful for generating ideas and creating learning materials. The school has also integrated AI and coding into its curriculum. Challenges include the need for clearer regulations regarding AI use and concerns about student misuse. This study highlights the importance of transformative digital leadership in guiding the gradual adoption of AI and emphasizes the need for supportive policies to ensure its ethical and effective integration.

Development of a Children's Board Game Media Based on Culturally Responsive Teaching (CRT)

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Abstract: Indonesia has a diverse culture and local traditions that must be preserved and protected as a national heritage. This study aims to develop a Children's Board Game based on the local wisdom of the Sasak Tribe, explain the development process, and determine its suitability as a social studies learning medium for fourth-grade students at SDN 14 Cakranegara. The research method used was Research and Development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. Data were obtained through validation questionnaires from media experts, material experts, and student responses. The results showed that the developed media was categorized as very suitable for use, with a validation percentage of 94.55% from media experts, 91% from material experts, and 88.09% from student responses. Therefore, this media effectively supports the social studies learning process in elementary schools.



Integrating QR Code Technology in Elementary Science Content: A Developmental Study on Critical Thinking Skills

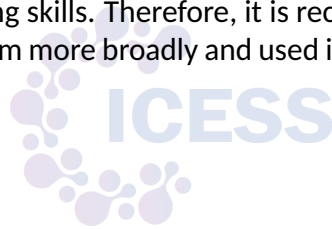
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Abstract: The critical thinking skills of prospective elementary school teacher students are still relatively low and require contextual and technology-based learning innovations. This study is part of a research and development program that aims to measure the effectiveness of innovative teaching materials on Basic Concepts of Elementary School Science based on QR Codes in improving students' critical thinking skills. The method used was a quasi-experimental one-group pretest-posttest design for 59 PGSD students, with a critical thinking test instrument covering four dimensions: clarification, assessment, inference, and strategy. The results showed a significant increase between pretest and posttest scores, with an average N-Gain of 0.429, which is classified as moderate. The distribution of scores showed a shift towards higher scores, with most students experiencing consistent improvement, especially in the strategy dimension. These findings indicate that QR Code-based teaching materials can support more flexible and interactive learning and encourage higher-order thinking skills. Therefore, it is recommended that such teaching materials be integrated into the curriculum more broadly and used in various courses based on strengthening 21st-century competencies.



Feasibility Evaluation of the Ubuntu Operating System in Supporting Learning Activities in the Computer Education Study Program, FKIP ULM

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Abstract: Windows is the most widely used operating system globally. It is known as a paid software that requires relatively high hardware specifications. Ubuntu 22.04 LTS, as an open-source operating system, offers a legal, lightweight, and efficient alternative. This study aims to evaluate the potential of Ubuntu 22.04 LTS as a supporting operating system for learning activities in the Computer Education Study Program at the Faculty of Teacher Training and Education, Lambung Mangkurat University. The research method used is an experimental approach with a one-shot case study design, focusing on two main indicators: software availability and compatibility. Data were collected through curriculum document analysis, questionnaires distributed to course lecturers, and direct software testing on Ubuntu. The findings indicate that out of 50 required software applications, 32 are natively available, while 18 are available as alternatives. These results suggest that Ubuntu can meet the software needs for learning activities in the Computer Education Study Program. This study also produced a practical guide document for using Ubuntu 22.04 LTS to support academic activities in the program.



Unpacking the Ethical Dimensions of Artificial Intelligence: Insights into EFL Students' Understanding and Engagement

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Abstract: The rapid advancement of technology has rapidly transformed human being into the reliance of using Artificial Intelligence (AI) as it assists the users dealing with their work easily. However, amidst its benefit, ethical issue is one of the major problem when using AI. Therefore, this study attempted to investigate the understanding and engagement of university students within their language classrooms, focusing on institutions in Lombok. A quantitative research design using survey study was employed, utilizing purposive sampling to select respondents from English Education programs. The data was collected through a structured questionnaire to explore the EFL students' understanding and engagement with the ethical implications of artificial intelligence within their classrooms. The findings show that most of the EFL students moderately comprehend and engage with the ethics of AI. Furthermore, the results show important patterns and variations in EFL students' perceptions of the incorporation of AI and ethics into their courses. Although most students understand the significance of these components, there are differences in their awareness and readiness to address ethical concerns surrounding AI. According to the research's findings, educational institutions should prioritize ethical AI training in order to equip students for the complexity of today's technological environment. According to the study, in order to better prepare students to handle the moral dilemmas posed by the quick development of technology, EFL programs should include thorough modules on ethics and AI, foster interdisciplinary cooperation, and encourage active learning techniques.

Unraveling The Dynamics of Principals' Perceptions, Beliefs, And Acceptance of Curriculum Changes: A Comparative Study of Indonesia and Malaysia

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Abstract: This study investigates the dynamics of principals' perceptions, beliefs, and acceptance of curriculum reforms in Indonesia and Malaysia, focusing on the implementation of the Merdeka Curriculum. Using an explanatory quantitative design, data were collected from 475 elementary school principals (315 from Indonesia and 160 from Malaysia) through validated questionnaires. Confirmatory factor analysis (CFA) confirmed adequate validity and reliability of the three constructs across both contexts, though Principal Perception in Indonesia required refinement. Mediation and moderation analyses revealed differences in structural pathways: in Indonesia, Principal Belief partially mediated the relationship between perception and acceptance, while in Malaysia, it served as a dominant mediator. Additionally, moderation analysis highlighted the synergistic effect of perception and belief on acceptance, stronger in Malaysia. ANCOVA results showed that professional experience significantly influenced acceptance in both countries, with geography exerting additional effects in Malaysia. These findings underscore the role of professional capital and contextual factors over demographic attributes such as gender and age. The study contributes to the comparative understanding of educational leadership by demonstrating how principals' cognitive and contextual factors shape curriculum reform acceptance in different national settings.

Potential Impacts of the Doctoral Program of Education Faculty of Teacher Training and Education University of Mataram on Sustainable Edutourism

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Abstract: The academic justification and long-term plan for the Doctoral Program of Education of Faculty of Teachers Training and Education (hereafter FTTE) the University of Mataram are presented in this paper. The increasing demand for creative, multidisciplinary approaches that combine education and tourism to address regional and global issues has led to the development of this edutourism-oriented doctoral degree. The program aims to develop scholars who can conduct research and create edutourism-oriented models that are in line with the Sustainable Development Goals (SDGs) by utilizing the abundant educational, cultural, and ecological potentials of Lombok and the larger Nusa Tenggara region. The program encourages experiential, community-focused, and transformative learning, all of which are based on the ideas of independent learning. Through scholarly research and instructive community services, it also seeks to promote the growth of sustainable tourism. By advancing regional human capital and integrating education with sustainable tourism and community empowerment, this initiative positions FTTE as a leader in research-based innovation. The 'educational basis of tourism-oriented education' serves as the theoretical cornerstone and distinctive feature of the Doctoral Program of Education FTTE University of Mataram.



Multi-Layered Design for Teaching ESP at Higher Education Institutions

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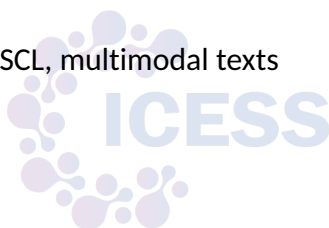
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Abstract: This paper introduces a multi-layered design framework for teaching English for Specific Purposes (ESP) in higher education. The framework integrates four interconnected layers: the ESP approach, blended learning mode of delivery, whole-part-whole module design, and student-centered learning (SCL) implementation strategies. Grounded in constructivist theory and responsive to 21st-century competencies, the model emphasizes needs analysis, skill integration, and the use of multimodal resources to enhance relevance and learner engagement. The design begins with receptive skills, focuses on language elements, and culminates in productive skills, supported by project-based, case-based, and cyclical teaching strategies. By combining theory and practice, this approach addresses learners' academic and professional communication needs while promoting flexibility, autonomy, and transferable skills. The paper discusses pedagogical benefits, challenges of implementation, and implications for institutions seeking innovative ESP course design.

Keywords: multi-layered design, WPW, SCL, multimodal texts



Development of Digital Teaching Materials based on Sasambo Ethnoscience to Improve Computational Thinking Skills of Prospective Elementary School Teachers

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Abstract: Education in today's digital age requires the integration of information technology with traditional education, including the development of computational thinking skills for prospective elementary school teachers. Computational thinking is the ability to solve problems using computational concepts and techniques, which include algorithmic thinking, data analysis, and systematic problem solving. However, a technology-oriented learning approach may not be effective if it is not integrated with the values, traditions, and local wisdom of the surrounding community. Therefore, the development of ethnoscience-based digital teaching materials is important to improve the computational thinking skills of prospective elementary school teachers. The purpose of this study was to produce Sasambo (Sasak, Sawama, and Mbojo) ethnoscience-based teaching materials that facilitate the computational thinking skills of prospective elementary school teachers in ICT-based learning lectures. This study was a development study using a 4-D model consisting of four stages, namely define, design, develop, and disseminate. The test subjects in this study were students of the Elementary School Teacher Education Study Program at one of the Teacher Training and Education Institutions (LPTK) in Mataram who took ICT-based learning courses. The teaching materials developed consisted of a Semester Learning Plan (RPS), teaching materials in the form of e-books, and computational thinking tests, which were integrated into the e-books so that they could be accessed through electronic devices. The research results show that Digital Teaching Materials based on Sasambo Ethnoscience are considered practical by lecturers and students, especially in terms of ease of access, completeness of features, and ability to support computational thinking teaching and learning. Despite some technical challenges, the device operates well in an online learning context, making it worthy of further use. Thus, this tool can make a significant contribution to the development of learning that is more contextual and relevant to local culture.

Exploring Digital Parenting Practices among Parents of Young Children in East Lombok Regency within the Context of Society 5.0

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Abstract: This study aims to explore the digital parenting practices implemented by parents of young children in East Lombok Regency in the era of Society 5.0. A descriptive-exploratory method was employed, involving 106 purposively selected parents. Data were collected through questionnaires distributed directly (offline) and via Google Forms (online). Data analysis applied a mixed-methods approach, combining descriptive quantitative analysis to map digital parenting practices with thematic qualitative analysis to capture parents' experiences and challenges. The findings reveal that digital parenting practices in East Lombok fall into the high category, particularly in selecting appropriate digital content (mean = 4.31) and regulating screen time (mean = 4.23), while the use of parental control features remains more varied (mean = 3.92). The main challenges include limited digital literacy, difficulties in understanding new technologies, and the influence of social environments. On the other hand, opportunities arise from the use of educational applications, the integration of local cultural values, and collaboration between parents and schools. This study emphasizes the need for digital literacy programs for parents, the integration of digital parenting content into early childhood teacher education, and more contextual policy support regarding gadget use among young children.

Keywords: Digital Parenting, Early Childhood, Digital Literacy, East Lombok

Mapping First-Year Students' English Proficiency: An Analysis of English Proficiency Test Scores, Trends, And Targeted Areas for Improvement

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Abstract: English proficiency is crucial to academic success and international engagement, particularly at the university level. This study investigates the English proficiency levels of university entrants at the University of Mataram over three years (2022–2024) using English Proficiency Test scores. It aims to map students' proficiency across key language skills—Listening Comprehension, Grammar knowledge, and Reading Comprehension—while analyzing trends based on admission pathways, faculties, and academic programs. Findings indicate that overall proficiency scores remained relatively stable, with minor fluctuations from year to year. Moreover, differences were observed across admission pathways, with SNBT students consistently outperforming SNBP and Mandiri students. Faculty-level analysis reveals that students in the Medical Education and Engineering programs demonstrate higher English proficiency, whereas those in Agriculture and Animal Science programs face greater challenges. Additionally, scores on the Grammar section were consistently the lowest among the three tested skills, highlighting the need for targeted grammar and academic writing interventions in language learning programs. Mapping students' English scores to the Common European Framework of Reference (CEFR) shows that most first-year students' scores fall within the A1–A2 (Basic User) range, indicating a basic level of English proficiency. These findings argue for the necessity for structured language support programs, such as intensive English courses and tutorials, remedial grammar instruction, and curriculum-integrated English for Academic Purposes (EAP) modules. By addressing these challenges, the university can enhance students' language competencies, which will lead to improved academic performance and strengthen its internationalization efforts.

Exploration of the variety and choice of edu-tourism activities in Lombok Indonesia

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Abstract: Currently, two critical issues that emerge in Lombok tourism development, despite its position as the top travel destination in the world for 2025, are lack of information regarding the variety of activities that visitors do at educational tourist destinations and unsustainable tourism development. So far, the main reason people travel to Lombok is for enjoyment rather than education, even though the island is the home to populous children and students. The purpose of this study is to explore the types of educational tourism, the ranks of those educational tourism activities, the factors that influence tourists' motivations to visit Lombok, and the obstacles in operational management. This current study employed qualitative method. 13 educational tourist destinations were visited. The data were collected through observations, interviews, and documents. Data were analysed qualitatively. The variety of educational tourism activities and their ranks, visitors' motivations and management obstacles are presented. It is suggests that sustainable development require implementing comprehensive promotional strategies, integrating with the formal education system, and improving management professionalism.



The Influence of Parental Education Level, Educational Background, Organizational Involvement, And Future Expectations on Students' Self-Regulated Learning

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Abstract: In the digital era, self-regulated learning (SRL) has become a key determinant of student academic performance. SRL skills are shaped by various internal and external factors. This study aims to investigate the partial and simultaneous influence of parental education level, educational background, organizational involvement, and future expectations on the SRL skills of university students. The research population included 161,389 students from 84 universities in West Nusa Tenggara, Indonesia. Using Isaac and Michael's sampling technique with a 1% margin of error, a sample of 676 students was selected. Data were collected through a validated and reliable questionnaire consisting of 20 items based on ten SRL indicators. Data analysis was conducted using dummy multiple regression analysis with the aid of SPSS 21. The findings of the study are as follows: (1) Parental education level does not have a significant effect on students' SRL skills; (2) Educational background does not have a significant effect on students' SRL skills; (3) Organizational involvement has a significant effect on students' SRL skills; (4) Future expectations do not have a significant effect on students' SRL skills; (5) Parental education level, educational background, organizational involvement, and future expectations collectively have a significant effect on students' SRL skills.

Towards Smart Schools: Real-Time IoT Integration with Education Information Systems for Automated Services Systems

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Abstract: The accelerating digital transformation of education in the Industry 4.0 era demands integrated and intelligent solutions to improve administrative efficiency, transparency, and stakeholder engagement. While SMP Negeri 6 Pekalongan has adopted the Education Service Information System (SILAKAN), its reliance on manual attendance recording continues to generate inefficiencies, data inconsistencies, and administrative redundancies. This study proposes the integration of an Internet of Things (IoT)-based smart card attendance system into SILAKAN as a model of applied smart education. The prototype employs ESP32 as the central microcontroller, MFRC522 RFID reader, LCD I2C 16×2 for user feedback, and RFID smart cards for student identification, with real-time data synchronization through API-based communication. A research and development approach with iterative prototyping is applied, encompassing system design, implementation, and pilot testing within the school environment. Evaluation focuses on technical performance (accuracy, latency, synchronization reliability) as well as user acceptance by teachers and administrators. The findings are expected to demonstrate that IoT integration not only streamlines attendance processes and minimizes human error, but also strengthens parental involvement through real-time access to student presence data. Beyond technical contribution, this research provides a scalable framework for IoT-information system integration in schools, advancing Indonesia's agenda for digital education transformation.

The Role of Organizing, Controlling, and Supervision in Enhancing Management and Leadership Effectiveness at Islamic Higher Education Institution

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Abstract: The main problem faced by Islamic higher education institutions (PTKI) is the lack of in-depth understanding of how control, supervision, and performance can affect the effectiveness of management and problem-solving in the environment. Therefore, this study used the PLS-SEM approach to examine the dimensions of management and leadership success in PTKI by emphasizing the role of organizing, performance, and supervision. Using a quantitative research design with a survey method, data were collected through questionnaires from 86 lecturer respondents at PTKI. The analysis technique used was PLS-SEM to explore the relationship between variables and determine their significance. The results showed that organizing, controlling, and supervision significantly influenced the performance and effectiveness of solutions taken at PTKI. Controlling was shown to have a high β -value in influencing solutions, indicating that a good supervision process can encourage innovation in problem-solving. In addition, performance and supervision were also found to play an important role in supporting the operational success of the institution. These findings underscore the importance of an integrated management approach in improving operational effectiveness at PTKI. This study introduces novelty in understanding the role of control in the context of PTKI, where control is not only a monitoring mechanism but also a catalyst in finding innovative solutions. This study also confirms that optimal performance can only be achieved through strong organization and supervision. The main suggestion of this study is for PTKI to improve its control and supervision capacity through leadership training and development, and strengthen managerial evaluation to be more responsive to emerging challenges. Recommendations are also given for further research that can examine other variables such as innovation and organizational culture in the context of PTKI.

Keywords: Evaluation, Management, Leadership, Islamic Higher Education, PLS-SEM

Non-Formal Religious Education as Social Construction: Insights from Indonesian Islamic Traditions

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Abstract: Non-formal religious education plays a crucial role in shaping values, identity, and community cohesion in Muslim societies. This study examines the phenomenon through the lens of social construction theory, highlighting how Islamic traditions in Indonesia serve as educational spaces outside formal institutions. Using a phenomenological case study approach, the research focuses on the practices of Sima'an Al-Qur'an (collective Qur'anic recitation) and Dzikrul Ghofilin (dhikr gatherings) in Ponorogo, East Java. Data were collected through participant observation, semi-structured interviews, and document analysis, and were analyzed using thematic coding aligned with Berger and Luckmann's concepts of externalization, objectivation, and internalization. The findings reveal that these traditions function as community-driven educational platforms. They transmit Qur'anic literacy and spiritual discipline, foster character values such as patience, humility, and generosity, and promote intergenerational learning. At the same time, the rituals reinforce collective identity and provide opportunities for civic engagement through interactions with government institutions. These processes illustrate how non-formal religious education operates as a form of social construction, producing and reproducing social realities that integrate religious, cultural, and civic dimensions. By situating Indonesian Islamic traditions within broader educational discourse, this study contributes to understanding how non-formal religious practices sustain social cohesion and align with global agendas of lifelong learning and community development.

Strategic Implementation of International Class Program for Global Branding of Madrasah

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Abstract: This study examines the implementation of the International Class Program (ICP) as a strategic approach to strengthen the global branding of Islamic schools, with a focus on MAN 2 Ponorogo, Indonesia. While previous studies on ICP have mainly highlighted universities and general schools, limited attention has been given to its role in the madrasah context. Employing a qualitative case study, data were collected through interviews, observations, and document analysis with program leaders, teachers, and students. The findings reveal that ICP contributes to global branding through three main strategies: integration of the national and Cambridge curriculum, multilingual learning (Indonesian, English, Arabic), and international exposure via student exchanges and networking. Digital promotion and stakeholder engagement further reinforce these efforts. The study offers theoretical and practical insights into how ICP serves not only as a pedagogical innovation but also as a branding mechanism that strengthens the global competitiveness of Islamic schools.



Developing and Validating Reading Habit Tools for Measuring Students' Reading Frequency Level

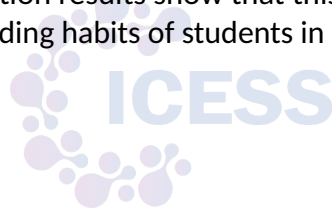
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Abstract: Reading ability is a fundamental skill for acquiring knowledge and science. The ability is not influenced by a single variable in the construction process. Therefore, this research aimed at developing and validating a measurement tool for assessing the students' reading habits that can be used for assessing primary literacy. It focused on the reading habit due to the limitations of research results addressing this topic. Through critical analysis, nine domains were synthesized from the relevant literature. They are perceptions on reading, general reading practice, purposes of reading, reading-related activities, utilizing technology for reading, reading materials, reading motivation and attitude, family supports, and time investment. Those reading habit domains were developed into 62 items. Qualitatively, they were validated by expert judgment for the content validity exam. Then, they were administered to the respondents as part of the empirical validation process. Two items are invalid after the item analysis, leaving 60 items for the final reading habit measurement tool. The reliability testing was done by using a Cronbach's alpha. The results of .94 were considered reliable. The examination results show that this reading habit questionnaire is valid and reliable for measuring the reading habits of students in high schools or universities.



Understanding Inclusive Assessment in English Education: Teachers' Implementation Strategies and The Impacts – A Systematic Review

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Abstract: It is crucial to use inclusive assessment so that all learners, no matter their language background cognitive ability, learning needs, or social or cultural status, have the same chances to show how they are improving their language skills. Inclusive assessment as a response for the different needs, abilities and backgrounds of learners plays an important role in English classrooms. It encourages teachers to provide fair and equal assessment in the classrooms. However, there is still limited research conducted, which focused on the inclusive assessment in English learning. This study conducted systematic review to explore the implementation of inclusive assessments, the strategies used in inclusive assessment and the impact of using inclusive assessment in English classrooms across the world with the role of English as second or foreign language. Fifteen articles published between 2017 and 2025 were analyzed using thematic analysis. According to the results, inclusive assessment significantly impacts learners' outcomes, particularly for learners with a range of learning needs. However, some enduring obstacles still prevent widespread implementation. To improve the effectiveness of these practices, this review emphasizes the necessity of personalized support and development.



Teachers Implementation of Deep Learning in Climate Change Education

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Abstract: This research aims to analyse how teachers use deep learning approach in climate change education. By employing descriptive quantitative design, this study collected data from 205 teachers through a questionnaire regarding three principles of deep learning in the context of climate change education: meaningful, mindful, and joyful. The results show that teachers have implemented deep learning principles in climate change education practices. However, there was one aspect where improvement needed: transdisciplinary approach to climate change education. This becomes a challenge for teachers to design and implement a transdisciplinary project or program that is meaningful for students.



Sustainability consciousness; will learning in biology classroom make a difference?

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Abstract: Sustainability consciousness represents the considerations and choices an individual makes regarding sustainability. This study aims to investigate the sustainability consciousness of secondary students through the e-module developed and used in the learning process. This study aims to uncover how e-module contribute to the Sustainability Consciousness exhibited by secondary students. The latent variable was measured using the Sustainability Consciousness Questionnaire (SCQ) instrument, which was adapted and contextualized for this research. The collected data were analyzed using the Rasch model to obtain comprehensive information regarding the sustainability consciousness of the students. Through the Winsteps application, assessments of validity, reliability, student sustainability consciousness, and Differential Item Functioning (DIF) were performed. For the sustainability consciousness variable, the analysis was conducted across three dimensions: sustainability knowingness, sustainability attitudes, and sustainability behaviour, with each dimension examined from environmental, social, and economic perspectives. Based on the data analysis of students' sustainability awareness, the use of Problem-Based Learning-based e-modules was found to have a significant effect in enhancing students' sustainability awareness, with a significance value of 0.04 ($p < 0.05$). This indicates that the developed e-modules can effectively support students in improving their sustainability awareness. Furthermore, this research contributes to the body of empirical studies on the sustainability consciousness demonstrated by secondary students.

Keywords: Sustainability consciousness, secondary students, ESD, biology

Biology Education Students' Knowledge about the Causes, Impacts, Mitigation, and Adaptation of Climate Change: Their Preferences for Learning Innovations

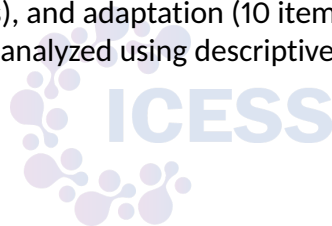
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Abstract: Climate change is a global challenge that requires a comprehensive understanding from prospective biology educators as agents of change in environmental education. The digital era offers various learning innovations that can improve students' understanding of the complexity of climate change, but the effectiveness and preferences of students towards these learning technologies have not been widely explored in the context of biology education. This study aims to analyze the level of knowledge of biology education students about the causes, impacts, mitigation, and adaptation of climate change, as well as to identify their preferences for various digital learning innovations in the context of climate change education. The research method used is descriptive quantitative. The research subjects are active students of the Biology Education study program from several universities in Indonesia. The focus will be on the undergraduate student population. The sample was selected using stratified random sampling. The research instrument was a validated questionnaire consisting of: (1) a 40-item climate change knowledge test covering causes (10 items), impacts (10 items), mitigation (10 items), and adaptation (10 items); (2) a 25-item digital learning innovation preference scale. Data were analyzed using descriptive statistics, Pearson's correlation, and one-way ANOVA.



Using GenAI for TPACK Development: Comparing EFL Preservice Teachers Across Genders

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Abstract: The rapid advancement of Generative Artificial Intelligence (GenAI) has created new opportunities for strengthening Technological Pedagogical Content Knowledge (TPACK) in English as a Foreign Language (EFL) Teacher Education Programs (TEPs). Equipping preservice teachers (PSTs) with robust TPACK enhances their ability to navigate technical challenges in technology-enhanced teaching into English language teaching (ELT). Yet, the role of gender in shaping TPACK development through using GenAI remains underexplored. This study examined gendered experiences of TPACK development through an interpretative phenomenological approach. Eight EFL PSTs (four male, four female) participated in semi-structured interviews, and data were thematically analyzed. Findings revealed gendered variations in how GenAI supports TPACK growth. Female PSTs emphasized GenAI as a scaffolding tool for pedagogical strategies, exploration of basic technological knowledge, and aligning digital tools with teaching topics, while male PSTs highlighted its role in enhancing content knowledge, advancing technological expertise, and generating teaching ideas. The findings reveal distinct gendered trajectories in TPACK development with GenAI where female EFL PSTs focus more on pedagogical alignment and practical usability, whereas male PSTs highlight innovation and the exploration of advanced technological applications.

The Adjustment Process of a Pre-existing Survey Instrument to Measure Perception of Digital Learning Tools (DLT) in Language Teaching

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Abstract: This paper describes an adjustment process for developing a quantitative survey instrument to generate data on English instructors' perceptions of digital learning tools in classroom-based language instruction. The study employed the Learning Tools domain of the Teacher Effectiveness for Language Learning (TELL) framework. The full framework covers multiple dimensions of teacher effectiveness. Even though this framework is innovative, it is an underutilized model used by no or few researchers. This framework is narrowed down to be used in a study to focus on classroom instruction, emphasizing the importance of input-output processes and cultural competencies to effective language learning. A pre-existing survey framework is refined to be aligned with the research purpose, problems, and questions. The instrument was developed through expert review, cognitive interviews, and a pilot study to ensure validity and reliability. The changes include shifting from self-assessed to self-administered items, measuring a four-point Likert scale to capture perceptions, and focusing from general learning tools to digital learning tools (DLT) aligned with ACTFL communication modes and 3Ps of cultural learning: Perspectives, Practices, and products. Open-ended questions explore instructors' experiences with support and challenges in integrating technology, while demographic items contextualize participant profiles. This research highlights the strategic importance of survey methodology in producing actionable, data-driven insights to inform instructional policy and program design. The benefit of developing an existing instrument rather than developing a new one is that it provides a cost-effective, time-efficient, and meticulous approach that can be used for replication and scaling.

The Surabaya Green Logistic Innovation Corridor (SGLIC) as An Integrated Framework for Sustainable Logistics and SME Business Acceleration

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Abstract: Indonesia's logistics costs, although declining, remain high at 14.29% of GDP (2023), compared to Singapore (8%) and Malaysia (13%). Key challenges include prolonged dwell time (3–4 days), reliance on major ports, and fragmented distribution systems. This study proposes the Surabaya Green Logistic Innovation Corridor (SGLIC) as an integrated strategy to transform Tanjung Perak Port into a sustainable and efficient logistics gateway. Using a qualitative literature-based approach, the research analyzes secondary data from official reports, academic journals, and industry publications. The SGLIC framework integrates four pillars: (1) green infrastructure and digital technology (e.g., IoT-based ILH, smart port systems), (2) a Digital Trade Corridor for streamlined documentation, (3) an SME Acceleration Trail to enhance market access, and (4) multi-stakeholder governance. Expected outcomes include a reduction in dwell time to 2–2.5 days, a 10–25% decrease in logistics costs for SMEs, lower emissions through electrification and renewable energy, and improved export competitiveness—particularly in fisheries via enhanced cold chain infrastructure. The SGLIC aligns with the national vision of “East Java as the New Gateway of the Archipelago” by strengthening regional connectivity, supporting SME integration into global supply chains, and promoting sustainable logistics practices. Further empirical validation and feasibility studies are recommended.

Keywords: Green Logistics, Digitalization, SME Empowerment, Tanjung Perak Port, Sustainable Supply Chain

Motivation and Interaction Analysis of Online Loan Borrowers, Lenders, and Joki using Propensity Score Matching and Netnography Approach

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Abstract: This study analyzes the behavioral dynamics among borrowers, lenders, and joki within Indonesia's online lending ecosystem, particularly on Facebook. The research aims to understand how economic necessity, information gaps, and the COVID-19 pandemic influence interactions in this digital space. A key problem addressed is the proliferation of both legal and illegal lending on social media, which exposes users to predatory practices and debt cycles. This study is novel in its mixed-methods approach, uniquely combining netnographic analysis of 332,161 words from 18 Facebook groups with econometric modeling of 680,000 household records from SUSENAS (2022-2023). It specifically highlights the pivotal, yet underexplored, role of joki and distinguishes behavioral shifts pre- and post-pandemic. Findings indicate that borrowers, driven by urgency, often prioritize quick access over safety, aligning with prospect theory. Post-pandemic, online discussions evolved from focusing on repayment difficulties to concerns about digital security and identity verification. Illegal lenders were found to use predatory tactics like hidden fees and fake regulatory logos, while legal lenders competed by lowering verification standards. Joki emerged as critical intermediaries who exploit information asymmetry, frequently promoting illegal loans for commissions and facilitating data fraud. The econometric model identified key predictors of online loan usage: younger age, bank account ownership, multidimensional poverty, and food insecurity (all positive effects), while urban residence had a negative effect. In conclusion, the pandemic amplified reliance on online loans but also increased user wariness. Joki significantly amplify systemic risks by connecting vulnerable borrowers with unscrupulous lenders. Policy recommendations include regulating joki activities, enhancing public digital financial literacy, and expanding access to formal financial services to address the underlying drivers of this market.

Keywords: online loans, netnography, loan joki, pandemic impact, predatory lending

Integrated Learning: Psychological Responses in Biology Education Classroom

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Abstract: Understanding student feedback on the instruction provided is essential for maximizing learning within the classroom. A measurable form of feedback is the psychological response of undergraduate students to the applied topics and instructional methods. The goal of examining these responses is to explore undergraduate students' learning experiences, which provides a solid basis for enhancing instructional quality. An integrated learning strategy was employed in an English for Biology course for undergraduate Biology Education majors to promote a well-rounded learning environment. This course was designed not only to build academic English skills for biology but also to advance the undergraduate students' personal and professional development. We analyzed the collected data using the Rasch model with WINSTEPS software to maximize the insights gained. Through this analysis, we ascertained the instrument's psychometric properties and the patterns in student responses. The favorable psychological outcomes demonstrated by the undergraduate students confirm that integrated learning is a highly effective and viable strategy for the learning process of undergraduate Biology Education students.

Keywords: Integrated learning, psychological response, undergraduate students, biology education

Ethnolinguistic Studies in Power Relations and Gender Identity in Bima Society to Support SDGs

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Abstract: This study aims to examine the power relations between women (wives) and men (husbands) as well as the gender roles attached to them in the social life of Bima households. The Bima people, who adhere to a patrilineal kinship system, have a strong social structure with local cultural values, especially the Maja Labo Dahu culture, which influences relationship patterns within the family. Using an ethnolinguistic approach, this study explores the distribution and articulation of power as well as the construction of gender identity carried out by family members. Data was collected through observation and in-depth interviews with 30 respondents. Households were chosen as the unit of analysis because they serve as a place of production, distribution, transmission, reproduction, co-residence, and socialization for family members. The results show that power relations tend to be patriarchal, but there are complementary gender roles in various aspects of household life. These findings provide a basis for understanding the social structure of Bima society and offer strategic opportunities to support gender equality and the achievement of the Sustainable Development Goals (SDGs), especially SDG 5 on women's empowerment and the elimination of discrimination.



Enhancing Career-Oriented English Skills through Task-Based Writing and Speaking Activities: A Classroom-Based Reflection

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Abstract: Task-Based Language Teaching (TBLT), as a student-centred approach, provides structured opportunities for language acquisition and communicative competence. This study examines the implementation of TBLT with insights from the Genre-Based Approach in the English 2 course at Politeknik Negeri Banjarmasin. The aim was to engage students in authentic workplace communication tasks and develop career-oriented English skills. Using a reflective qualitative design through classroom-based self-study, the research involved 129 students from Information Systems, Digital Business, and Accounting Information Systems. Tasks included guided writing of curriculum vitae and cover letters, followed by job interview practice, designed around students' needs analysis. Data were collected through observation over twelve sessions and analysed through reflective and thematic interpretation. Findings indicate that writing tasks helped students express ideas, practice coherence, and apply a formal tone, while serving as preparation for oral tasks. The sequencing from writing to speaking supported skill progression, though challenges emerged. Students struggled with shifting from formal writing to conversational interview styles, experienced speaking anxiety, and often relied on simple sentences with limited vocabulary. Despite these issues, TBLT effectively bridged classroom learning with workplace-oriented communication, showing how written preparation can strengthen oral performance.

Keywords: Task-based Language Teaching, Classroom-based Reflection, Genre-based Approach

Analyzing Intervention Strategies for Elementary Students with Dyslexia in Inclusive Schools: A Case Study in Bandung

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Abstract: Dyslexia is a specific learning disorder that affects students' abilities in reading, writing, and spelling, with a prevalence of 5–15% in the general population. This study aims to analyze the types of interventions provided to elementary school students with dyslexia in inclusive schools in Bandung, based on expert diagnoses. A case study with a qualitative approach was employed. Data were collected through interviews with classroom teachers and special education teachers, direct observation of students with dyslexia, analysis of diagnostic records and intervention programs, as well as field notes. The data were analyzed using qualitative software through stages of data reduction, presentation, and verification with triangulation. The findings are expected to reveal the design and implementation of intervention programs, the challenges faced by teachers, and the unmet needs of students with dyslexia. This study contributes practical insights for developing more effective intervention strategies, fostering inclusive learning environments, and enhancing the quality of elementary education services for students with dyslexia.



Development of a Shadow Jump Rope-Based Physical Fitness Program Using the Digital Audio Workstation “Remix Jumping Program” for Elementary School Children

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Abstract: Low student participation in physical education classes suggests that the underlying problem is low physical fitness, as evidenced by interviews revealing a lack of regular physical activity among elementary school students. This results in students being reluctant to exercise, which leads to a lack of activity and participation in class. Therefore, there is a need for innovative physical fitness programs that are more interesting and enjoyable for children. The purpose of this study was to develop a physical fitness program for elementary school children using Digital Audio Workstation (DAW). The method used was the R2D2 (recursive, reflective, design and development) research and development model with three main steps, namely determination, design-development, and dissemination. The instrument used was a participatory-reflective instrument. The research subjects were fifth-grade students from three elementary schools in Bekasi, Karawang, and Subang Regencies. Data were obtained through interviews, observations, and product trials. The development resulted in a physical fitness program with five variations of core movements from shadow jump rope, where the core movements were performed for 20 seconds with a 10-second rest between movements for a total duration of 3 minutes. This fitness program is accompanied by pop rock beat music remixed using a Digital Audio Workstation (DAW) with the Suno AI and Movavi Video applications, complete with instructions and time limits for performing the fitness program movements. This physical fitness program is called the “Remix Jumping Program.” A 4-week trial involving 60 students showed an average increase in physical fitness scores of 20% compared to the initial condition. In addition, 85% of students felt more motivated to participate in physical activities with remixed music. It can be concluded that the music-based Remix Jumping Program is effective in increasing the participation and physical fitness of elementary school students.

Keywords: Program Development; Physical Fitness; Digital Audio Workstation; Shadow Jump Rope; Elementary School Children.

How Individual Entrepreneurial Orientation and Pro-Social Behavior Drive Social Entrepreneurial Intention?

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Abstract: Purpose. This study aimed to clarify how individual entrepreneurial orientation (i.e., innovativeness, proactiveness, and risk-taking) and pro-social behavior drive social entrepreneurial intention. Individual entrepreneurial orientation comprises three dimensions: innovativeness, risk-taking, and proactiveness. Design/method. This study employed a cross-sectional design and utilized a questionnaire as the research instrument. Data were collected from 279 students who had initiated business projects and were also categorized as Gen Z. The data were then analyzed using partial least squares structural equation modeling (PLS-SEM), which was employed to test both the outer and inner models. Findings. Testing of the outer model showed that it had achieved validity and reliability. Regarding the inner model, the results showed that innovativeness influenced pro-social behavior and drove social entrepreneurial intention. However, risk-taking and proactiveness did not affect both pro-social behavior and social entrepreneurial intention. Social entrepreneurial passion influenced pro-social behavior but did not drive social entrepreneurial intention. Implications. This research provides theoretical implications for extending the literature regarding the theory of planned behavior in the context of social entrepreneurship. This research also has practical implications for educators and policymakers.

Transforming 21st Century Science Education: A Diagnostic Instrument for Higher Order Thinking Skills (HOTS) Based on the TPACK Framework

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Abstract: In response to the cognitive demands of 21st-century science education, this study develops and validates a Higher Order Thinking Skills (HOTS) assessment instrument grounded in the Technological Pedagogical Content Knowledge (TPACK) framework. HOTS—encompassing analytical, evaluative, and creative thinking—are essential for fostering deep conceptual understanding and problem-solving abilities in physics learning. However, empirical evidence indicates that students' HOTS remain suboptimal, particularly in tackling complex physics tasks. To address this gap, pedagogical interventions such as Problem-Based Learning (PBL) and active learning are recommended for their potential to stimulate high-level cognitive engagement. Using a quantitative survey design, the study involved 289 tenth-grade students who had completed physics instruction. An initial 22-item Likert-scale instrument was constructed based on HOTS indicators and TPACK dimensions. Exploratory Factor Analysis (EFA), employing Principal Component Analysis (PCA) with Varimax rotation, yielded a Kaiser-Meyer-Olkin (KMO) value of 0.928 and a significant Bartlett's Test of Sphericity, confirming data suitability. Three core factors emerged: HOTS-A (Analysis), HOTS-EK (Evaluation and Creation), and HOTS-TPACK, each demonstrating reliability coefficients above 0.7. Twelve items were retained as valid and reliable indicators of students' HOTS perceptions in science learning. The validated HOTS-TPACK instrument serves as a diagnostic tool for evaluating the effectiveness of science instruction in cultivating higher-order thinking. This research contributes to curriculum development and instructional strategies that are responsive to students' cognitive needs in the digital age. The integration of PBL and active learning is strongly recommended to enhance HOTS acquisition and foster transformative science education.

Keywords: Higher Order Thinking Skills (HOTS), Technological Pedagogical Content Knowledge (TPACK), Science Education, 21st Century Skills

How Individual Entrepreneurial Orientation and Pro-Social Behavior Drive Social Entrepreneurial Intention?

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Abstract: Purpose. This study aimed to clarify how individual entrepreneurial orientation and pro-social behavior drive social entrepreneurial intention. Individual entrepreneurial orientation comprises three dimensions: innovativeness, risk-taking, and proactiveness. Design/method. This study employed a cross-sectional design and utilized a questionnaire as the research instrument. Data were collected from undergraduate students who had initiated business projects and were also categorized as Gen Z. The data were then analyzed using partial least squares structural equation modeling (PLS-SEM), which was employed to test both the outer and inner models. Findings. Testing of the outer model showed that it had achieved validity and reliability. Regarding the inner model, the results showed that innovativeness influenced pro-social behavior and drove social entrepreneurial intention. However, risk-taking and proactiveness did not affect both pro-social behavior and social entrepreneurial intention. Social entrepreneurial passion influenced pro-social behavior but did not drive social entrepreneurial intention. Implications. This research provides theoretical implications for extending the literature regarding the theory of planned behavior in the context of social entrepreneurship. This research also has practical implications for educators and policymakers.

Development of Traditional Behavior-Based Learning Resources as Part of Educational Tourism in Achieving Sustainable Science Learning

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Abstract: This study aims to analyze how the integration of traditional behaviors within the concept of educational tourism (edutourism) can serve as learning resources in chemistry education. The findings show that science education has applied innovative learning models and resources integrated with inquiry-based approaches. However, several aspects remain underdeveloped, particularly the incorporation of sustainability, the integration of traditional behaviors, and the application of edutourism to provide direct learning experiences for students. Moreover, inquiry skills have not yet been established as indicators of learning outcomes assessed at the end of courses. Observations further revealed that students' inquiry skills are still unsatisfactory, with only 4.59% categorized as high, while the majority fall into moderate and low levels. The lowest sub-skills were identified in data analysis, hypothesis development, and problem interpretation, which appear to be influenced by limited prior knowledge and skills. Students' perceptions of sustainability also align with these findings: while knowledge remains relatively low, attitudes, behaviors, and willingness to act reflect more positive perceptions. These results highlight the urgent need to develop learning resources that integrate traditional behaviors supporting sustainability. Such resources are expected to enhance inquiry skills, strengthen higher-order thinking abilities, and positively impact knowledge, attitudes, and sustainable behavior.

BUILDING AWARENESS OF SCIENCE IN SOCIETY AND MOTIVATION TO LEARN THROUGH THE CHEMISTRY REAL INTEGRATED LABORATORY WORK (CHEM-RILW) MODEL

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Abstract: This study aims to analyze the need for developing the CHEM-RILW model as an extension of the previously established Integrated Laboratory Work (ILW) model. The participants in this study consisted of lecturers (N = 2) and chemistry students (N = 47). Data were collected using observation sheets, questionnaires, critical thinking tests, and rubrics for assessing argumentation and communication skills. The findings indicate that the learning process has been integrated with laboratory investigations, demonstrating effective implementation across pre-laboratory, laboratory, and post-laboratory stages. However, the existing model has not effectively enhanced students' interpretation and presentation skills. Furthermore, the human dimension of science has not been sufficiently emphasized, resulting in limited development of students' argumentation abilities. Analysis of lecturer questionnaires highlights the need to refine the model by incorporating more real-world applications of theoretical concepts. Based on these findings, the development of the CHEM-RILW model is considered necessary. This model introduces additional real-world elements into the ILW framework by integrating human and societal aspects into the learning process. The real concept emphasizes the inclusion of social science perspectives to illustrate human elements within chemistry concepts.

EMPIRICAL STUDY OF SUSTAINABILITY COMPETENCY AMONG UNIVERSITY STUDENTS

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Abstract: This study aims to analyze the sustainable competencies of prospective teacher students as an effort to develop learning resources and learning processes that support sustainable development. The sustainable competencies that are the focus of this study are knowledge, attitudes, behavior, willingness to act, self-confidence, and affective aspects. The independent variables tested include semester, gender, field of study, and age. The results of the study indicate that sustainable competency scores vary according to semester, gender, field of study, and age category. Analysis of each competency shows that knowledge scores are still low in terms of sustainable thinking strategies. Self-confidence scores are the lowest compared to all other sustainable competencies measured.



Physics Teachers' Challenges in Addressing 21st-Century Learning Demands: A Mixed-Methods Study on the Implementation of TPACK-Integrated Instruction

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Abstract: Physics teachers' knowledge of TPACK is essential for creating a learning environment that aligns with the demands of 21st-century education. Physics teachers face numerous challenges in integrating TPACK, particularly in aligning content knowledge with appropriate technological and pedagogical components. The purpose of this study is to explore teachers' knowledge, difficulties, and needs in developing their TPACK understanding. This study is crucial for enhancing physics education in the 21st century. A mixed-method approach with an Embedded-Correlational Design was employed, involving 11 physics teachers from 11 districts across Jambi Province. The analysis revealed that the teachers' overall TPACK knowledge was categorized as high, indicating that they have a theoretical understanding of TPACK. However, interview findings showed that teachers still encounter several challenges, particularly related to instructional tools, equipment, and technical issues such as internet connectivity. Furthermore, teachers' ability to integrate various TPACK components remains limited, especially in combining Technological Pedagogical Knowledge (TPK) and Technological Content Knowledge (TCK). Many teachers are unable to clearly distinguish the integration of technology within pedagogical and content domains separately. The findings suggest that teachers face difficulties in integrating TPACK into classroom practice due to insufficient applied knowledge. Therefore, teachers still require further reinforcement and professional development to strengthen their understanding of TPACK implementation, particularly in integrating technology across different TPACK components.

ANALYSIS OF VOMax IN STUDENT FOOTBALL PLAYERS AT PPOPM BOGOR REGENCY: A SCIENTIFIC FOUNDATION FOR OPTIMIZING TRAINING PROGRAMS

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Abstract: This study aims to analyze the VOMax level in student soccer athletes who are members of the Bogor Regency Student Sports Education and Training Center (PPOPM) as a scientific basis for optimizing training programs. VOMax is a key indicator of aerobic capacity and cardiorespiratory endurance, which greatly influence performance in soccer. The method used was quantitative descriptive, involving a number of male athletes aged 15–17 years. VOMax measurements were conducted using the Multistage Fitness Test (beep test) method. The results showed that the average VOMax of the athletes was 43 ml/kg/minute, which is classified as “good” based on fitness standards for adolescents. These findings indicate the need for more specific and structured endurance training interventions. This study recommends the implementation of individualized, periodization-based aerobic training programs to improve the athletes’ physical capacity and match readiness. This data-driven approach is expected to support the sustainable development of athletes and improve their performance on the field.



Physical Education Teachers' Perceptions of Deep Learning Curriculum Implementation

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Abstract: This study concludes that PJOK teachers' perceptions are shaped by the interaction of personal, professional, and structural factors, and have a direct impact on the success of the deep learning curriculum. This study aims to analyze the perceptions of Physical Education, Sports, and Health (PJOK) teachers regarding the implementation of the deep learning curriculum through a Systematic Literature Review (SLR) approach. A total of 40 articles published between 2021 and 2025 were systematically reviewed using the PRISMA protocol with inclusion criteria of relevance, PJOK context, and relevance to teacher perceptions. The analysis produced five main themes: teachers' perceptions of curriculum innovation, deep learning implementation strategies, the role of digital technology and artificial intelligence, policy support and professional development, and the contribution of PJOK to character education and sustainability. The results of the study show that teachers' perceptions greatly determine the success of the curriculum. Teachers with positive attitudes tend to adopt innovative strategies and technology integration, while obstacles such as limited resources, low digital literacy, and lack of policy support trigger resistance. This study emphasizes the importance of strengthening teacher capacity and systemic support in ensuring the success of the deep learning curriculum.

THE QUALITY OF PHYSICAL EDUCATION TEACHERS IN IMPROVING GRADUATE PROFILES IN THE DIMENSION OF HEALTH

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Abstract: This study aims to explain the quality of physical education, sports, and health (PJOK) teachers in relation to student learning motivation through a Systematic Literature Review (SLR) approach. The quality of PJOK teachers is an important factor in creating meaningful learning experiences, not only in terms of technical competence, but also pedagogical, social, and professional abilities. Student learning motivation, as one of the determinants of learning success, is influenced by teacher support, positive interactions, learning strategies, and the use of technology in the teaching process. A total of 40 scientific articles published between 2015 and 2025 were systematically analyzed. Literature selection was carried out by screening titles, abstracts, and full texts with inclusion criteria covering topic relevance, relevance to the quality of PJOK teachers and student motivation, and providing methodological standards. Data analysis was conducted using a narrative synthesis approach to identify the main themes that emerged from the literature. The results of the review show that the quality of PE teachers plays a significant role in increasing student learning motivation. The main themes identified include teacher professional competence, teacher-student support and interaction, digital technology integration, learning evaluation, and inclusion in physical education. Many studies refer to the Self-Determination Theory (SDT) framework, which emphasizes the importance of providing for students' basic needs, namely autonomy, competence, and relatedness. In addition, the integration of technology has been shown to strengthen student motivation, but its effectiveness is highly dependent on the teacher's ability to manage it pedagogically. This study concludes that the quality of PE teachers is a major determinant of student learning motivation. The practical implications include the need to improve teacher competence through continuous training, the application of innovative learning models, and the appropriate use of technology. Further research with a long-term experimental design is needed to strengthen the evidence of causality.

ICESS

The 7th International Conference on Education and Social Sciences (ICESS) 2025 is held in Mataram, West Nusa Tenggara, Indonesia, October 9-10, 2025. The theme of the conference is “Empowering Education and Social Sciences for Sustainable Development, Global Competitiveness, and Local Impact” The conference will be held in a hybrid mode, offering both in-person and virtual participation options.

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Warm Regards,

Organizing Committee

The 7th ICESS

Faculty of Teacher Training and Education, University of Mataram

