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SEKOLAH PASCASARJANA DAN LEMBAGA  
PENELITIAN, PENGABDIAN, DAN  
PENGEMBANGAN KEILMUAN (LP3K)  
UNIVERSITAS DJUANDA



**Book of Abstract Conference Proceeding**

# 5<sup>TH</sup> ICLET

**5<sup>th</sup> International Conference on Language, Education,  
and Teaching Research (5<sup>th</sup> ICLET)**

Conference Theme: “Innovative Approaches in  
Language Education: Evolving Pedagogy and  
Technology for the Future”

**Virtual Conference:  
October 2, 2025**

<https://icletconference.com>

<http://doi.org/10.31098/5th.iclet>

# **Book of Abstract Conference Proceeding**

## **The 5<sup>th</sup> International Conference on Language, Education, and Teaching Research (5<sup>th</sup> ICLET)**

**Virtual International Conference  
October 2, 2025**



SEKOLAH PASCASARJANA DAN LEMBAGA  
PENELITIAN, PENGABDIAN, DAN  
PENGEMBANGAN KEILMUAN (LP3K)  
UNIVERSITAS DJUNDA



**Book of Abstract Conference Proceeding**  
**The 5<sup>th</sup> International Conference on Language, Education, and**  
**Teaching Research (5<sup>th</sup> ICLET)**

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# FOREWORD





**Research Synergy Foundation** is a digital social enterprise platform that focuses on developing the Global Research Ecosystem towards outstanding global scholars. We build collaborative networks among researchers, lecturers, scholars, and practitioners globally for the realization of knowledge acceleration and to contribute more to society and humanity. As a social enterprise, our aim is to provide a good research ecosystem and platform for researchers to share, discuss, and disseminate their ideas. In addition, it helps you to improve your research and contribute to the knowledge. Therefore, creating social value and impact is our priority.

From 2017 to 2024, more than 35.000 scholars have participated in our programs from Asia, Australia, Africa, America, and Europe continents. With the average of the increasing number of members by more than 5.000 each year, we continuously strengthen the global research ecosystem by having five support systems that are ready to help members from across the world.

There are various agendas (work and program) that we have already done since 2017 up to present. The agendas are coming from all the support systems in the Global Research Ecosystem, named: Scholarvein, ReviewerTrack, Research Synergy Institute, Research Synergy Press, and Global Research Community. Research and publication cannot be seen as a separate part. Otherwise, we should take both as a comprehensive program. Moreover, the quality of the paper is the biggest concern for publication. To achieve the Organization/University/ Institution goal, we provide some agendas that can support you in research and publication enhancement. Some of the prominent agendas are:

- a. International Conferences: It aims to create a "tipping point" of opportunities for participants to disseminate their research globally and have reputable scientific publication output.
- b. Scientific and Academic Writing Coaching Clinics: It aims to provide a targeted and intensive learning strategy for publishing papers in high-impact Scopus/ WOS international journals.
- c. Workshops: It aims to provide a vibrant learning forum to enhance the author's capability of scientific writing skills and the manuscript's quality.
- d. Learning and Knowledge Sharing Programs: It aims to provide the best practice and guide from the experts, editors, and publishers' perspectives in research and publication enhancement.
- e. Social Programs: It aims to empower and encourage society to share the value of creating an impactful program with us.

Research Synergy Foundation welcome all individuals, organizations/institutions (universities, governments, and private sectors) to be part of our Global Research Ecosystem.

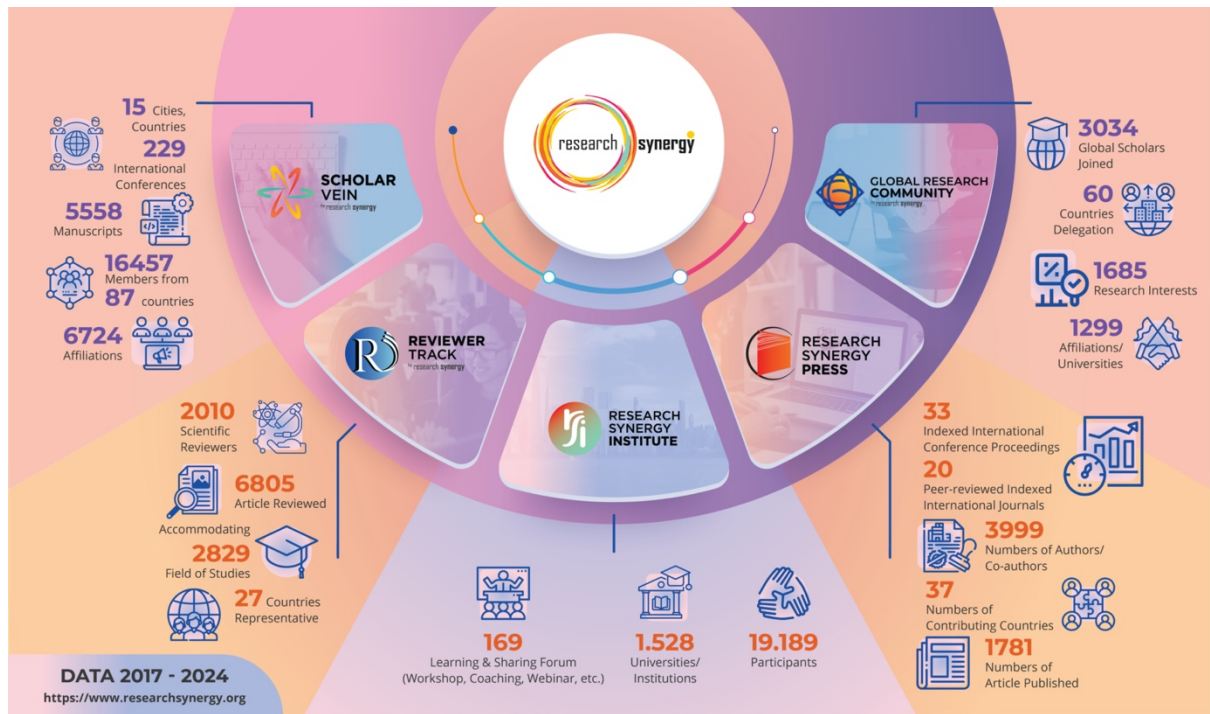


Figure: Global Research Ecosystem owned by Research Synergy Foundation (data from 2017 – 2024)

Please find other important links related to RSF profile:

- <https://www.researchsynergy.org/>
- <http://globalresearchecosystem.com/>
- <https://f1000research.com/rsf>
- <https://journals.researchsynergypress.com>
- <https://proceeding.researchsynergypress.com>
- <https://www.researchsynergysystem.com>
- <https://www.facebook.com/ResearchSynergy/>
- <https://www.instagram.com/researchsynergyfoundation/>
- <https://www.youtube.com/@researchsynergyfoundation8675>

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# ORGANIZING COMMITTEE

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Associate Professor. Dr. Hendrati Dwi Mulyaningsih  
Founder and Chief Executive Officer of Research Synergy Foundation

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# **SCIENTIFIC REVIEWER COMMITTEE**

---

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**Dr. Joan C. Reyes** - Pampanga State Agricultural University, Philippines

**Dr. Leandro A. Loyola** - De La Salle University, Philippines

**Jhoanna De Leon** - National University – Manila, Philippines

**Dr. Bibi Jan Mohamed Ayyub, PBM., BBM(L)** - Founder of NOCP, BTC and the Co-founder  
of Club HEAL, Singapore

# CONFERENCE CHAIR MESSAGE

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Distinguished Participants and Guest,  
Excellencies, Ladies, and Gentlemen

Good morning, esteemed guests, respected attendees, and beloved members of our community. It is with great pleasure that I extend a warm welcome to each and every one of you on this special occasion. Today marks a significant milestone in our shared journey as we gather for "The 5<sup>th</sup> International Conference on Language, Education, and Teaching Research (5<sup>th</sup> ICLET)" organized by the Research Synergy Foundation, Co-Hosted by Sekolah Pascasarjana dan LP3K Universitas Djuanda, Indonesia, and National University, Philippines. I am deeply honored to address you all as we embark on this remarkable event.

Hosting this conference has been a privilege, and we extend our heartfelt gratitude to our esteemed Keynote Speakers:

- Prof. Dr. Rasmitadila, ST., M.Pd  
Universitas Djuanda, Indonesia
- Associate Professor Sedigheh Shakib Kotamjani, Ph.D  
Central Asian University, Uzbekistan
- Prof. Jemma M. Gonzales  
Associate Dean, Institute of General Education at National University – Manila,  
Philippines

The conference aims to provide a platform for gathering scholars, researchers, and practitioners to disseminate ongoing research related to Language, Education, and Teaching Research. The conference seeks to generate new insights and solutions to the global community's complex challenges by bringing together diverse perspectives and expertise in the interdisciplinary fields. In today's interconnected world, addressing complex challenges requires a multifaceted approach that draws upon insights from diverse fields.

Furthermore, I encourage each of you to be actively engaged in discussions, share insights, and make the most of the wealth of knowledge that will be imparted during this conference.

I extend heartfelt gratitude to each and every one of you for being with us today, particularly our Keynote Speaker, Session Chairs, Scientific Reviewers, Conference Committee, Presenters, and Attendees from around the globe. Despite gathering virtually, your participation and enthusiasm serve as inspiration to us all. I am hopeful for a smooth and successful conference ahead. Thank you.

Best regards,

*Associate Professor. Dr. Hendrati Dwi Mulyaningsih*  
Conference Chair of 5<sup>th</sup> ICLET

# CONFERENCE CHAIR

---



***Associate Professor. Dr. Hendrati Dwi Mulyaningsih***

**Conference Chair of 5<sup>th</sup> ICLET**

**Founder and Chief Executive Officer of Research Synergy Foundation**

**Dr. Hendrati Dwi Mulyaningsih** is the chairperson and founder of Research Synergy Foundation that has shown great commitment on creating Global Network and Research Ecosystem. This GNR ecosystem has been developing since 2017 up to the present and having increasing numbers of the member up to more than 35.000 from all around the globe. Her passion in how to create impact and co creation value among all the stake holder of RSF has made her focus on upholding integrity in the scientific process through enhancement of RSF's support-support system as like Reviewer track, Scholarvein, Research Synergy Institute and Research Synergy Press. Thus, her work in this area has made her as the Nominee of Impactful Leadership Awards from Tallberg Foundation Sweden 2019 and 2024.

As lecturer, she has been working in the University since 2008 – at present in Indonesia as assistant professor and she hold her Doctoral Science of Management graduated from School of Business and Management Institute of Technology Bandung (SBM-ITB) and she has strong interest to her research project as well as her research field in Social Entrepreneurship, Social Innovation and Knowledge Management.

As researcher, her work studies and research on this research field made her be invited as reviewer in many reputable Scopus and WOS indexed journals and as keynote speaker in many International Conferences in Philippines, Thailand, Malaysia, Indonesia, Australia, Japan, and US. She also has shown her great passion on writing her research study into some books chapter, papers and contemporary scientific articles that has already been published in Springer, Emerald, Taylor and Francis and in many reputable international publishers. The terrific association between her professional experiences as researcher, lecturer, the certified Trainer & Coach combined with her wider horizon on networking in the research area made her establish the strong commitment on having global learning platform to accelerate knowledge through many workshops and research coaching in Research Synergy Institute as one of RSF's support system.

## KEYNOTE SPEAKERS

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***Prof. Dr. Rasmitadila, ST., M.Pd***  
**Universitas Djuanda, Indonesia**

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**Dr. Rasmitadila, M. Pd.** is the Vice Rector of the research, community service, publication and downstreaming of Universitas Djuanda. She is also a lecturer at the Department of Elementary School Teacher Education at Universitas Djuanda and Open University, focusing on subjects such as Inclusive Education, Educational Psychology, Special Needs Education for Children, Technique of Scientific Writing, and several more. She obtained her doctoral degree from the State University of Jakarta, majoring in Basic Education. She is currently active as a Reviewer of the Higher Education Council of the Ministry of Education, Culture, Research, and Technology and as an Assessor of the Ministry of Education and Culture for Assessing the Workload of Lecturers.

She proposed the “Gasuka” method, which helps early learners to effectively read and write, and the instructional strategy based on the brain’s natural learning system for inclusive classes. All of which have received intellectual property rights. Her major research is on Inclusive Education in Elementary School. In this topic, she already published numerous books and research published on journals. Some of her best works have also been published on Scopus, Orcid, and Web of Science.

## KEYNOTE SPEAKERS

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***Associate Professor Sedigheh Shakib Kotamjani, Ph.D***  
**Central Asian University, Uzbekistan**

**Associate Professor Sedigheh Shakib Kotamjani, Ph.D**, is a distinguished academic currently serving as Deputy Head of the English Language Teaching and Educational Management (ELTEM) Department at the Business School of Central Asian University, Tashkent, Uzbekistan. She holds a Ph.D. in Teaching English as a Second Language (TESL) from Universiti Putra Malaysia, where she specialized in the integration of technology into language teaching and learning.

Her scholarly work spans various aspects of English language education, with a particular focus on metacognitive reading strategies, online learning environments, and the use of digital tools to enhance student engagement and learning outcomes. Over the years, she has authored and co-authored numerous research articles, presented at international conferences, and contributed to advancing innovative approaches in teacher education and curriculum development.

With extensive experience in higher education, Dr. Kotamjani is deeply committed to fostering academic excellence, promoting research-based teaching practices, and mentoring both students and fellow educators. Her dedication to bridging the gap between pedagogical theory and practical classroom application has earned her recognition as a respected leader in the field of English language education.

## KEYNOTE SPEAKERS

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### ***Prof. Jemma M. Gonzales***

**Associate Dean, Institute of General Education at National University – Manila, Philippines**

**Prof. Jemma M. Gonzales** serves as the Associate Dean of the Institute of General Education at National University Manila, where she leads initiatives in general education, faculty development, and curriculum development. Prior to this role, she dedicated six years as Coordinator of the Social Science Department, fostering interdisciplinary collaboration. Her academic journey reflects a strong commitment to advancing inclusive and transformative education. She has presented papers at numerous international conferences, where she highlights themes of curriculum reform, faculty development, and educational leadership. Prof. Gonzales is also a co-founder of two civic professional organizations that advocate for the preservation and promotion of local history and culture, reflecting her strong commitment to community engagement beyond the classroom. Currently a PhD candidate in Educational Management, Prof. Gonzales is completing her dissertation titled *Decolonizing Philippine Education: Integrating Indigenous Knowledge Systems in Higher Education Curricula*. Her work underscores the need to value Indigenous knowledge in shaping curricula that are both globally relevant and culturally grounded, ensuring that Philippine education remains responsive to the nation's heritage and future challenges.

## SESSION CHAIRS

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*Johanna De Leon*

*National University – Manila, Philippines*

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**Johanna De Leon** finished her BS Marketing degree from De La Salle University - Manila. After which, she pursued higher education and was able to obtain a degree in Master in Asian Studies - Northeast Asia with a specialization in Korean studies from the University of the Philippines - Diliman. She has been teaching in National University for the past 5 years as a faculty of the College of Education Arts and Sciences in the Social Sciences department.

## SESSION CHAIRS

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***Dr. Bibi Jan Mohamed Ayyub, PBM., BBM(L)***

***Founder of NOCP, BTC and the Co-founder of Club HEAL, Singapore***

**Dr. Bibi Jan Md Ayyub** is dedicated educator, school and family counsellor over four decades of experience in empowering individuals and communities through education and counselling. She holds advanced degrees in education and counselling and has pursued certifications in both Islamic and secular disciplines from renowned institutions from different parts of the world. As a former teacher and school counsellor with Singapore's Ministry of Education, she has been a passionate advocate for students' and their families well-being by sitting in various advisory boards in government and non-government organisations.

Her contributions extend beyond schools, helping to shape the mental health landscape in the broader community. A past President of the Singapore Malay Teachers' Union, co-founder and former Board member of Club HEAL, Dr. Bibi has significantly contributed to advancing education, mental health, and community welfare. As a Board member of Association of Muslim Professionals, she has founded Network of Community Practitioners (NOCP), BTC Sanctuary, demonstrating her commitment to uplifting individuals through her educational, parenting and counselling expertise. Her community contributions have been recognised with multiple accolades, including the Bintang Bakti Masyarakat BBM(L) Public Service Star award, conferred by the President of Singapore.

## SPEAKER

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*Assoc. Prof. Dr. R. Siti Pupu Fauziah, M.Pd.I.*  
*Rector of Universitas Djuanda, Bogor, Indonesia*

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Dr. Hj. R. Siti Pupu Fauziah, S.Pd.I., M.Pd.I., is an Associate Professor at Djuanda University, Bogor, specializing in educational management and Islamic education. She earned her bachelor's degree in Islamic Education Management from Djuanda University, followed by a master's degree from Ibn Khaldun University, and a doctoral degree in Educational Management from Pakuan University.

With extensive academic and professional experience, she has led numerous research projects funded by the Ministry of Research, Technology, and Higher Education as well as BRIN, focusing on character education, school management, and community empowerment. Dr. Fauziah has published books and journals on school-based management, counseling, and character-building rooted in Islamic values. She actively contributes to national and international conferences, including ADVED in Turkey and the Hong Kong International Conference on Education. Beyond her scholarly work, she has served as Rector of Djuanda University (2023–2026) and continues to engage in community service initiatives that promote literacy, entrepreneurship, and character education.

## SPEAKER

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*Dr. May D. Borja*

*OIC Department Head Social Sciences of National University –  
Manila, Philippines*

**Dr. May DG. Borja** is a dedicated educator with over 20 years of teaching experience, specializing in Social Science. She currently serves as an Assistant Professor at National University Manila and has previously held leadership roles as Subject Area Coordinator and Academic Coordinator at Immaculate Conception Parochial School. Passionate about fostering critical thinking and holistic development, she employs innovative strategies to maximize her students' capabilities. Dr. Borja earned her Ph.D. in Educational Management from the University of Caloocan City in 2024 and holds a Master's degree in the same field from City of Malabon University. Beyond teaching, she actively contributes to research and academic discourse, presenting at international conferences such as the Luminary International Conference and the International Conference on Asian and Philippine Studies. She is also a member of the Philippine Historical Association and the International Association of Contemporary Research. Her work reflects a lifelong commitment to education, scholarship, and community impact.

# CONFERENCE PROGRAM

Thursday | October 2, 2025

<a href="https://icletconference.com">https://icletconference.com</a>		Organized by: 		Co-hosted by: 		SEKOLAH PASCASARJANA DAN LEMBAGA PENELITIAN, PENGABDIAN, DAN PENGEMBANGAN KEILMUAN (LP3K) UNIVERSITAS DJUANDA			
<b>CONFERENCE PROGRAM</b>									
The 5th International Conference on Language, Education, and Teaching Research (5th ICLET) VIRTUAL CONFERENCE: 2 October 2025									
<b>Thursday, 2 October 2025</b>									
<b>Jakarta Time (UTC+7)</b>		<b>Dur'</b>		<b>Activity</b>					
<b>Main Room:</b> <i>*Please note that ALL conference TIME is in Jakarta Time/ WIB/ UTC+7. Please check your time zone.</i>				Join Zoom Meeting <a href="https://us06web.zoom.us/j/81117076701?pwd=LJe8QL5qfzWEsqwdYQj3uazGZExY1r.1">https://us06web.zoom.us/j/81117076701?pwd=LJe8QL5qfzWEsqwdYQj3uazGZExY1r.1</a> or <a href="https://bit.ly/5thICLET">https://bit.ly/5thICLET</a>  Meeting ID: 811 1707 6701 Passcode: 5thiclet					
8:50	-	9:00	0:10	Participant Login and Join Virtual Conference					
9:00	-	9:05	0:05	Welcoming and Conference Agenda announcement by MC					
9:05	-	9:15	0:10	<b>Welcome Remarks of 5th ICLET</b> <b>Assoc. Prof. Dr. R. Siti Pupu Fauziah, M.Pd.I.</b> Rector of Universitas Djuanda, Bogor, Indonesia					
9:15	-	9:20	0:05	<b>Token of Appreciation for Speakers</b>					
9:20	-	9:40	0:20	<b>Global Research Ecosystem Introduction</b> <b>Associate Professor. Dr. Hendrati Dwi Mulyaningsih</b> Conference Chair of 5th ICLET Founder and Chief Executive Officer of Research Synergy Foundation					
9:40	-	9:45	0:05	<b>E-Group Photo</b>					
9:45	-	10:25	0:40	<b>Keynote Speaker Session</b> <b>Prof. Dr. Rasmitadila, ST., M.Pd</b> Universitas Djuanda, Indonesia					
10:25	-	10:30	0:05	<b>Token of Appreciation for Keynote Speaker</b>					
10:30	-	11:10	0:40	<b>Keynote Speaker Session</b> <b>Associate Professor Sedigheh Shakib Kotamjani, Ph.D</b> Central Asian University, Uzbekistan					
11:10	-	11:15	0:05	<b>Token of Appreciation for Keynote Speaker</b>					
11:15	-	11:55	0:40	<b>Keynote Speaker Session</b> <b>Prof. Jemma M. Gonzales</b> Associate Dean, Institute of General Education at National University – Manila, Philippines					
11:55	-	12:00	0:05	<b>Token of Appreciation for Keynote Speaker</b>					
12:00	-	12:15	0:15	<b>Announcement and preparation of Academic Online Parallel Presentation Session</b>					
12:15	-	13:00	0:45	Lunch Break (Video played: Research Synergy Foundation Profile; National University of Philippines Profile; LP3K Universitas Djuanda Profile; 5th ICLET Agenda & Sessions)					
<b>Academic Online Presentation Session</b>									
13:00	-	13:05	0:05	<b>Session Chair Introduction:</b> <b>Main Room: Jhoanna De Leon</b> - National University – Manila, Philippines <b>Breakout Room 1: Dr. Bibi Jan Mohamed Ayyub, PBM., BBM(L)</b> - Founder of NOCP, BTC and the Co-founder of Club HEAL, Singapore					
13:05	-	15:20	2:15	<b>Online Presentation Session, maximum 9 presenters</b> <b>15 minutes/presenter</b>					
15:20	-	15:30	0:10	Awarding Certificate of Presentation, Testimonial, and Post-conference information announcement					
15:30	-	15:40	0:10	Short Break					
15:40	-	15:55	0:15	<b>Awarding Ceremony</b> <b>Best Presentation</b> <b>Best Paper</b> <b>Session Chairs Recognition</b>					
15:55	-	16:00	0:05	<b>Closing Speech of 5th ICLET</b> <b>Dr. May D. Borja</b> OIC Department Head Social Sciences of National University – Manila, Philippines					

# LIST OF PRESENTERS

Thursday | October 2, 2025

**Room:** Main Room

**Time:** 13:00 - 15:30 (UTC+7)

**Session Chair:** Jhoanna De Leon - National University, Philippines

<b>Education</b>		
<b>Paper ID</b>	<b>Presenter</b>	<b>Paper Title</b>
ICL25111	Diah Andika Sari	The Influence of Digital Drawing on Free Drawing Creativity in 5-6 Year Old Children
ICL25108	Gerald Pana	From Passive to Proactive: Active Learning in Vietnam's 21st Century ELT Classrooms
566235	Rusi Rusmiati Aliyyah	Teachers' Perceptions of Curriculum Management in Elementary Schools
<b>Elementary Education</b>		
<b>Paper ID</b>	<b>Presenter</b>	<b>Paper Title</b>
ICL25110	Hanrezi Hasnin	Psychometric Adaptation of the Wider Outcomes Survey for Teachers (WOST) into Indonesian Context
680964	Megan Asri Humaira	Social Media Networking in Inclusive Classrooms: Teachers' Perspectives on Digital Language Learning
<b>Educational Technology</b>		
<b>Paper ID</b>	<b>Presenter</b>	<b>Paper Title</b>
ICL25109	Reza rachmadtullah	The Use of Immersive Metaverse Learning Environmental (IMLE) Technology to Improve Social-Cognitive Skills in STEAM Learning in Elementary Schools
<b>Educational Leadership</b>		
<b>Paper ID</b>	<b>Presenter</b>	<b>Paper Title</b>
284698	Syaiful Kiram	Implementation of Transformational Leadership in School Culture Formation: Case Study on New Educational Institutions in Indonesia
<b>Teacher Education Practices</b>		
<b>Paper ID</b>	<b>Presenter</b>	<b>Paper Title</b>
741720	Bryant Bennet D. Atencia	A Phenomenological Study on the Lived Experience of Selected International English as Second Language (ESL) in attending English-themed Webinars

# LIST OF PRESENTERS

Thursday | October 2, 2025

**Room:** Main Room

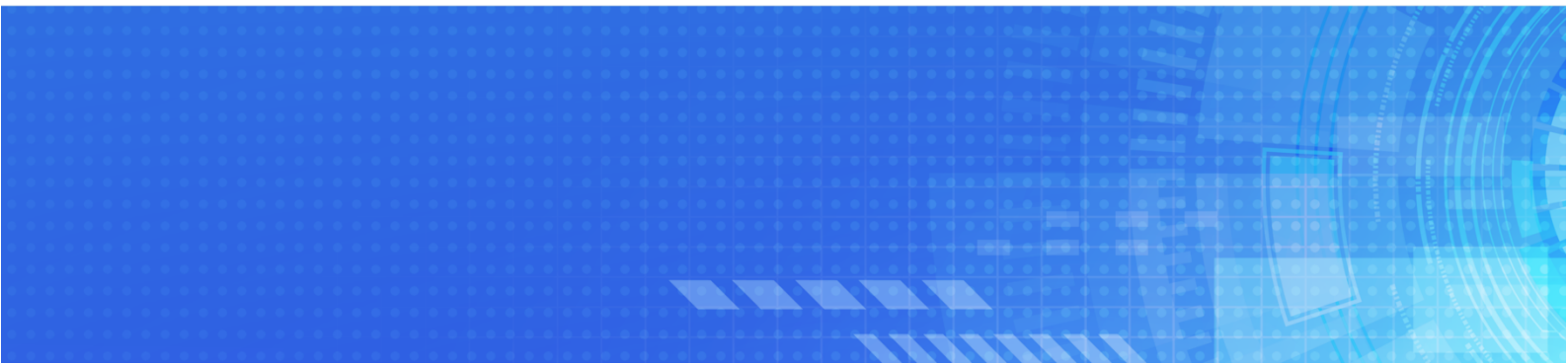
**Time:** 13:00 - 15:30 (UTC+7)

**Session Chair:** Dr. Bibi Jan Mohamed Ayyub, PBM., BBM(L) - Founder of NOCP, BTC and the Co-founder of Club HEAL, Singapore

<b>Education Policy</b>		
<b>Paper ID</b>	<b>Presenter</b>	<b>Paper Title</b>
ICL25105	Dexter B. Raymundo	From Exclusion to Integration: How LOI 270's Naturalization Policy Transformed Chinese Educational Access and Cultural Assimilation in the Philippines
ICL25107	Daniel Francisco Del Rosario	NCEE: The Question of Standardization and Gatekeeping
ICL25102	Edmund E. De Guzman	Evaluating Community-Based Educational Nutrition Policy: The Implementation of DSWD's Supplemental Feeding Program in Daycare Centers of Barangay Zone 42, City of Manila
ICL25112	Sujan Sarker	A Critical Review Of The Vocational Education and Training (VET) System In Bangladesh: Proposing An Integrated Framework For Human Resource Development
<b>Management Education and Development</b>		
<b>Paper ID</b>	<b>Presenter</b>	<b>Paper Title</b>
ICL25101	Dr. May D. Borja	Managing Childhood Grief in Crisis: Educational and Developmental Mental Health Interventions for Children Bereaved by COVID-19 Without Ritual Closure
ICL25103	Stefhan Angelo Payad	Adversity Quotient of Non- Tenured Faculty Members of Different State Universities in Region 3
<b>Secondary Education</b>		
<b>Paper ID</b>	<b>Presenter</b>	<b>Paper Title</b>
ICL25104	Paul Christian Manrique	Exploring AI Literacy, Reliance, and Ethical Practices of Secondary Level Students in Using Generative AI
<b>Higher Education</b>		
<b>Paper ID</b>	<b>Presenter</b>	<b>Paper Title</b>
631572	Menchi Nayad	Challenges and Coping Strategies of Working Undergraduate Students
<b>Teacher Training</b>		
<b>Paper ID</b>	<b>Presenter</b>	<b>Paper Title</b>
ICL25106	Mark Anthony Elepaño	Transnational Pedagogies: Filipino TESOL Teachers' Cultural Identity, Adaptation Strategies, and Professional Resilience Abroad



# **Track: Education**



# The Influence of Digital Drawing on Free Drawing Creativity in 5-6 Year Old Children

| Diah Andika Sari<sup>1</sup>, Fauziah<sup>2</sup>

<sup>1,2</sup>Universitas Muhammadiyah Jakarta, TK Islam Ar-Risalah, Pasar Minggu, Jakarta, Indonesia

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## Abstract

**Background** – In today's era of digitalization and globalization, children's exposure to the digital world is unavoidable. Numerous studies have examined the impact of digital media on children's creativity, but no specific study has examined the effect of drawing with digital media, accompanied by adult guidance, on children's free-drawing creativity.

**Purpose** – This study aimed to determine whether drawing with digital media influences free-form drawing creativity in children aged 5–6 years.

**Design/methodology/approach** – Due to the limited number of students and the need for intensive guidance, this study used a quasi-experimental, one-group design. The subjects were 12 children aged 5-6 years in Group B at Ar-Risalah Islamic Kindergarten, South Jakarta. The digital media used were PCs, tablets, and laptops. Mobile phones were not used to minimize eye strain and due to limited school facilities. The free-form drawing creativity in this study included fluency, flexibility, originality, and elaboration. First stage Intervention in week 2-5: 1) Made lines (perpendicular, flat, slanted, curved, zigzag); 2) Made shapes: square, rectangle, triangle, circle. Second Intervention stage: 1) Created drawing from 2, 3, 4 shapes; 2) Free drawing from various shapes; 3) Coloring the drawing. Then post intervention in week 6. The assessment scale used a Likert scale from 1 to 4 with an assessment rubric for each indicator.

**Findings** – The Shapiro-Wilk Normality Test (SWIT) revealed a normally distributed difference between pre-test and post-test scores ( $p = 0.145 > 0.05$ ). A paired-sample t-test showed a significant difference between free-drawing creativity scores before and after the digital drawing intervention, with  $t = 18.08$  ( $p < 0.001$ ). The average pretest score was 47.5 and the post test score increased to 86.67. The effectiveness value of the intervention based on Cohen's  $d$  was 5.22, indicating a very large effect of digital drawing on increasing free-drawing creativity children 5-6 year old

**Research limitations** – This study used a small sample size and was conducted in one age group only, so the results cannot be generalized.

**Originality/value** – Research results demonstrated that drawing using digital media has an impact on free-form drawing creativity in children aged 5-6 years. In other words, with adult guidance, gadgets can have a positive impact on children.

*Keywords: Creativity, Early Childhood, 5-6 YO, Digital Drawing, Free Drawing*

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# From Passive to Proactive: Active Learning in Vietnam's 21st Century ELT Classrooms

| Gerald Pana  
Lac Hong University

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## Abstract

**Background** – Vietnam's education system has gained international recognition for strong performance and social mobility contributions. Yet persistent challenges remain in English proficiency, 21st century skills, and research competence. National exam results highlight English as the lowest-scoring subject, while studies report gaps in problem-solving, critical thinking, and collaboration. Teacher-centered practices dominate, restricting active, student-driven learning. At Lac Hong Bilingual School (LHBS), where classes are delivered in both English and Vietnamese, efforts to modernize pedagogy continue, but challenges persist. This study introduces active learning as a strategy to strengthen English proficiency, 21st century skills, and research competence among senior high students.

**Purpose** – The study investigates the impact of active learning strategies debates, role plays, discussions, journals, and collaborative activities on English proficiency, 21st century skills, and research competence of Grade 11 students at LHBS.

**Design/methodology/approach** – A classroom-based action research design was adopted with 38 purposively selected Grade 11 students, representing a typical mixed-ability class in terms of English level and academic performance. The group was chosen as it reflected the school's general student profile and was accessible for systematic intervention. Pre- and post-tests assessed English proficiency (IELTS-based tasks), 21st century skills (validated checklist), and research competence (adapted frameworks). Instruments showed strong reliability (Cronbach  $\alpha = 0.86$ ). Over one month, lessons incorporated journals, discussions, role-plays, panel debates, and questioning. Data were analyzed using descriptive statistics and paired T-tests.

**Findings** – Results showed significant gains: English proficiency improved (3.52→3.98), writing showed the greatest growth, and 21st century skills rose from 3.85 to 4.56, with ICT strongest and critical thinking lowest, though still "very high." Research competence increased from 3.33 to 4.12, with notable improvement in research design.

**Research limitations** – The study was limited to one class and a short duration, with partial reliance on self-reports. Thus, generalizability is restricted, though findings may inform similar ELT contexts.

**Originality/value** – This study uniquely integrates English proficiency, 21st century skills, and research competence within Vietnam's ELT context. It demonstrates active learning's potential to enhance language and cognitive skills, offering practical insights for curriculum and pedagogy.

*Keywords: Active Learning , English Proficiency , 21st Century Skills, Research Competence , Vietnamese Senior High School Students*

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# Teachers' Perceptions of Curriculum Management in Elementary Schools

| Rusi Rusmiati Aliyyah<sup>1</sup>, Teguh Prasetyo<sup>2</sup>

<sup>1,2</sup>Universitas Djuanda

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## Abstract

**Background** – The current incompatibility of the curriculum with the demands of the times and the needs of students in the 5.0 era has an impact on the need to change curriculum management to create more relevant, flexible, and focused learning on developing students' potential, interests, and talents.

**Purpose** – The purpose of the study is to find out teachers' perceptions of curriculum management in elementary schools

**Design/methodology/approach** – The research uses a qualitative method with a thematic approach to analysis. The research respondents were taken based on purposive sampling from data from elementary school teachers in the West Java, Jakarta and Banten regions. The data collection technique used interviews while the data analysis used the Milles and Hubberman approach with the help of nVIVO soft ware.

**Findings** – The teacher's perception states that curriculum management must be carried out through good planning, as needed, adaptive and comprehensive. The curriculum is implemented in stages in accordance with the vision, mission and goals of the school. The curriculum is carried out according to the learning outcomes contained in the curriculum of the educational unit that has been prepared by the school curriculum development team. The school implements the curriculum based on the budget that has been agreed upon by the school. Furthermore, the curriculum is evaluated periodically and continuously to measure the achievement of curriculum results based on the planning that has been made previously.

**Research limitations** – This research was only conducted on the management of elementary school curriculum in the West Java, Jakarta and Banten regions. Therefore, further research is needed to find out teachers' perceptions of curriculum management in elementary schools in all provinces (regions) of Indonesia.

**Originality/value** – The originality of this study is that there are changes in the role and quality of education stakeholders, increasing the effectiveness of learning and achieving educational goals, as well as the challenges of digital technology access and data privacy issues. Good management results in more planned and effective learning, supports the development of students' interests and talents, and improves the quality of teachers. The research is expected to help the government in managing the curriculum to improve the quality of education in Indonesia.

*Keywords: Curriculum Management, Elementary School, Teacher Perception, Education Quality*

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# **Track: Elementary Education**



# Psychometric Adaptation of the Wider Outcomes Survey for Teachers (WOST) into Indonesian Context

| Hanrezi Hasnin

Psychology Doctoral Study Program, Faculty of Psychology, Universitas Padjadjaran, Jatinangor, Indonesia

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## Abstract

**Background** – Bullying toward students with special educational needs (SEN) remains a critical issue in inclusive primary education. Such experiences negatively affect children’s socio-emotional adjustment, peer relationships, and academic outcomes. Teachers, as daily observers of classroom dynamics, require culturally appropriate tools to better assess behavior difficulties, social interactions, and bullying risks among SEN students.

**Purpose** – This study adapts the Wider Outcomes Survey for Teachers (WOST) into Indonesian to provide a linguistically and culturally relevant instrument for assessing behavior difficulties, bullying experiences, and positive peer relationships of SEN students in inclusive schools.

**Design/methodology/approach** – Following the International Test Commission (2017) guidelines, the adaptation process included forward–backward translation, expert panel review, and cognitive interviews with primary school teachers. Five psychology experts evaluated item relevance, clarity, and representativeness. Readability testing was performed qualitatively and quantitatively. Cognitive interviews were conducted with five purposively selected teachers with varying years of inclusive teaching experience and currently working with students with disabilities. A pilot test with 30–50 teachers was planned to refine item clarity and feasibility. Beyond content validity, psychometric analyses include exploratory factor analysis (EFA) to identify underlying structures, confirmatory factor analysis (CFA) to assess model fit, reliability estimation using Cronbach’s alpha, McDonald’s omega, and test–retest reliability, as well as measurement invariance testing across teacher subgroups.

**Findings** – The adapted instrument demonstrates excellent content validity indices (I-CVI, S-CVI/Ave, and S-CVI/UA = 1.00), with only minor wording revisions. The final 20-item scale is structured across three core constructs. Items map onto domains such as teacher self-efficacy, classroom management, and inclusive practices, including strategies for bullying prevention, responses to incidents, and fostering positive peer interactions. While the CVI results suggest strong expert agreement, reliance on only five experts may overestimate consensus and content validity strength.

**Research limitations** – This study addresses adaptation and content validation only. Further empirical testing of reliability and construct validity is required with larger teacher samples

**Originality/value** – The first Indonesian adaptation of the WOST, highlighting its potential for early detection and targeted interventions in inclusive primary schools. Its novelty lies in offering a comprehensive teacher-report measure that captures a wider range of outcomes, including social, emotional, and behavioral functioning.

*Keywords: primary education, educational psychology, inclusive education, bullying, special educational needs*

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# Social Media Networking in Inclusive Classrooms: Teachers' Perspectives on Digital Language Learning

| Megan Asri Humaira<sup>1</sup>, Rusi Rusmiati Aliyyah<sup>2</sup>, Mega Febriani Sya<sup>3</sup>

<sup>1,2,3</sup>Universitas Djuanda

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## Abstract

**Background** – The rapid integration of digital technology has transformed learning practices in primary schools. Social media platforms, such as WhatsApp and TikTok, are widely used by students, including those with special needs in primary schools. This situation requires teachers to adapt their instructional strategies, particularly in Indonesian language learning, to make them more relevant to students' digital environments.

**Purpose** – This study aims to explore primary school teachers' perspectives on the use of Social Media Networking (SMN)-based learning models in Indonesian language instruction within inclusive classrooms. The research focuses on opportunities, challenges, and pedagogical implications of applying SMN as a learning medium.

**Design/methodology/approach** – The study employed a qualitative approach within the framework of design research (Plomp model), emphasizing the preliminary investigation stage. Data were collected through interviews and questionnaires with primary school teachers in inclusive classrooms. Thematic analysis was used to categorize teachers' perceptions regarding the benefits, challenges, and prospects of implementing SMN-based learning models.

**Findings** – The results indicate that teachers perceive SMN as having the potential to enhance students' motivation, engagement, and collaboration in Indonesian language learning. However, concerns were raised about digital literacy gaps, content appropriateness, classroom management, and parental involvement. Teachers highlighted the importance of structured guidelines, training, and contextualized content to optimize the use of SMN in inclusive classrooms. These findings suggest that the effectiveness of SMN is strongly influenced by teacher readiness, school support, and the application of inclusive pedagogical principles.

**Research limitations** – This study was limited to a relatively small number of respondents in several primary schools, and therefore may not represent broader contexts. Further studies involving direct classroom implementation and student learning outcomes are recommended.

**Originality/value** – This research contributes to the limited studies on SMN integration in primary education in Indonesia, particularly in inclusive schools. By focusing on teachers' perspectives, it provides practical insights into the conditions, challenges, and innovations necessary to design effective and inclusive digital learning models for Indonesian language education.

*Keywords: Inclusive Classroom, Digital Learning Model, Indonesian Language Learning, Teacher Perspectives, Social Media Networking*

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# **Track: Educational Technology**

# The Use of Immersive Metaverse Learning Environmental (IMLE) Technology to Improve Social-Cognitive Skills in STEAM Learning in Elementary Schools

| Reza Rachmadtullah<sup>1</sup>, Rasmitadila<sup>2</sup>, Rofi I<sup>3</sup>, Hanim Faizah<sup>4</sup>, Amelia Rizky Idhartono<sup>5</sup>,  
Cholifah Tur Rosidah<sup>6</sup>

<sup>1,3,4,5,6</sup>Universitas PGRI Adi Buana Surabaya, <sup>2</sup>Universitas Djuanda

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## Abstract

**Background** – Currently, the need to develop social-cognitive skills in STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning in elementary schools is increasingly important, so that the use of Immersive Metaverse Learning Environment (IMLE) technology-based learning media that allows students to learn in an interactive virtual space is needed. Currently, research discussing IMLE is still rare, especially learning that integrates IMLE learning approaches and media to improve cognitive, social, and collaborative aspects.

**Purpose** – The purpose of this study was to determine the effectiveness of using Immersive Metaverse Learning Environment (IMLE) technology to improve social-cognitive skills in STEAM learning in elementary schools.

**Design/methodology/approach** – This study employed a mixed-methods approach, combining quantitative and qualitative approaches. Quantitative data were used to determine the effectiveness of Immersive Metaverse Learning Environment (IMLE) technology in enhancing social-cognitive skills in STEAM learning in elementary schools. Qualitative data explored students' and teachers' perceptions and experiences when using IMLE. These qualitative data were collected through observations, interviews, and analysis of learning activities at school. The instruments used in this study were to measure social problem-solving skills, self-regulation in social contexts, social decision-making, and communication skills. The sample used in this study was 50 elementary school students in Surabaya, Indonesia.

**Findings** – The results of this study indicate significant improvements in students' social-cognitive skills, including the ability to identify problems in group learning, collaboration, empathy, high learning motivation, enhanced STEAM learning outcomes, and the ability to interpret student analysis results.

**Research limitations** – Learning using IMLE has proven effective in supporting the development of social-cognitive skills in STEAM learning in elementary schools. This study contributes to innovation in immersive technology-based learning activities and can help teachers use learning media tailored to students' needs.

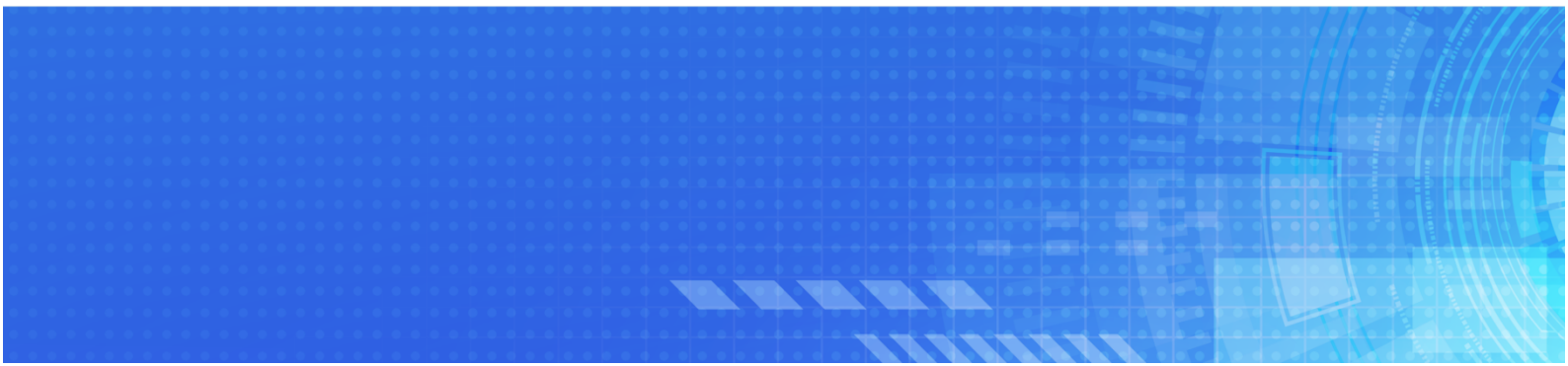
**Originality/value** – Integrating IMLE technology with STEAM learning at the elementary school level is still very rarely researched in the Indonesian and global context.

*Keywords: Immersive Metaverse Learning Environment (IMLE), social-cognitive skills, STEAM, elementary school, innovative learning*

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# **Track: Teacher Education Practices**



# A Phenomenological Study on the Lived Experience of Selected International English as Second Language (ESL) in attending English-themed Webinars

| Bryant Bennet D. Atencia

Laguna State Polytechnic University - Los Baños Campus

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## Abstract

**Background** – The internationalization of education amid globalization led to diverse educators facing linguistic and cultural challenges. Webinars emerged as vital for professional development, yet research on their impact, particularly English-themed ones, was limited. It explored international educators' lived experiences (2020–2023) through interviews and surveys, addressing gaps in understanding webinar efficacy in multicultural contexts, supported by policies like CHED's flexible learning guidelines and Rao's (2019) findings.

**Purpose** – The study explored international educators' experiences with English-themed webinars to understand their impact on teaching practices. It provided insights for DepEd, CHED, and institutions like British Council to enhance professional development programs. Findings guided administrators in optimizing webinar utility, improved pedagogical approaches for educators, and fostered inclusive student learning, contributed to academic discourse on technology-mediated, culturally responsive education.

**Design/methodology/approach** – The study employed a qualitative, phenomenological design to explore seven international ESL educators' experiences with English-themed webinars via purposive sampling. Semi-structured interviews & thematic analysis (Moustakas, 1994) were used, validated through triangulation, member checking, & peer debriefing. Ethical protocols ensured participant privacy & reflexivity. Data saturation determined sample size, with hermeneutic interpretation revealing themes on pedagogical adaptation & professional growth.

**Findings** – The study revealed that English Language Teaching (ELT) underwent profound transformation through global webinars, enhancing educators' skills despite challenges like technical access, time management, & linguistic barriers. Educators adapted via flexible strategies & diverse modalities, prioritizing collaboration and professional development. Six themes emerged, emphasizing adaptation, webinar relevance, and multifaceted benefits, underscoring their role in fostering resilience and continuous growth in modern pedagogy.

**Research limitations** – The study's limitations included reliance on a small, purposive sample of seven ESL educators from Indonesia, Malaysia, Armenia, Panama, Vietnam, Peru, and Mauritius, restricting generalizability. Technical constraints with Google Meet's recording limitations (premium subscription required) affected data completeness. Self-reported interview and questionnaire data risked response bias. Future research should expand sample diversity, employ mixed methods, and address cross-regional webinar accessibility disparities.

**Originality/value** – The study offered originality by applying a hermeneutic phenomenological approach to examine the lived experiences of international ESL educators attending English-themed webinars. It provided valuable insights into how these webinars influenced educators' teaching practices and professional growth, especially within diverse cultural and linguistic contexts during and after the COVID-19 pandemic.

*Keywords: English as Second Language, hermeneutic phenomenological research, English-themed Webinars, Professional Development, ESL educators*

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# **Track: Education Policy**



# From Exclusion to Integration: How LOI 270's Naturalization Policy Transformed Chinese Educational Access and Cultural Assimilation in the Philippines

| Prof. Daniel Francisco Del Rosario<sup>1</sup>, Rishirl A. Cuario<sup>2</sup>, May D. Borja<sup>3</sup>, Karlos Guerrero D. Zaragoza<sup>4</sup>, Jennifer Victoria N. Genato<sup>5</sup>, Dexter B. Raymundo<sup>6</sup>

<sup>1</sup>National University-Philippines & De La Salle University, <sup>2,3,4,5,6</sup>National University-Philippines

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## Abstract

**Background** – The Chinese community in the Philippines faced significant educational and professional barriers due to restrictive naturalization policies following independence. Commonwealth Act 473's complex requirements, coupled with corrupt implementation, excluded Chinese immigrants from citizenship and limited their access to professional education and careers. The 1954 Retail Trade Nationalization Law and Garcia's Filipino First Policy further marginalized the Chinese, confining them primarily to retail trade while their children faced an uncertain educational future.

**Purpose** – This study examines how President Marcos Sr.'s Letter of Instruction (LOI) 270 and its accompanying decrees transformed Chinese integration into Philippine society, specifically focusing on educational access, professional opportunities, and intergenerational cultural assimilation. The research analyzes the educational dimensions of naturalization policy and its role in dismantling barriers to full social participation.

**Design/methodology/approach** – This historical analysis employs comparative chronological analysis and content analysis of legal documents. Primary sources include LOI 270, Presidential Decree 836, Commonwealth Act 473, and 1935 and 1973 constitutional provisions, analyzed through legal-historical interpretation.

**Findings** – LOI 270 dramatically simplified naturalization procedures, processing applications within months rather than years while removing property requirements. The transfer of Chinese schools from the Republic of China supervision to the Department of Education facilitated educational integration while preserving cultural identity. Naturalization opened professional education and careers previously restricted to citizens, enabling Chinese participation in law, medicine, engineering, and other fields. Second-generation Chinese-Filipinos increasingly identify as Filipino rather than Chinese, demonstrating successful intergenerational integration.

**Research limitations** – This study relies primarily on published sources and government documents, lacking extensive oral histories that could reveal personal experiences and family-level decision-making processes. The Manila-centric focus may not capture provincial variations in policy implementation or different integration experiences in rural areas, potentially limiting the generalizability of findings across diverse Philippine contexts.

**Originality/value** – Originality: This research contributes an original analysis connecting citizenship policy to educational access and cultural integration. It demonstrates how naturalization served as a vehicle for dismantling educational barriers and provides new insights into the intersection of immigration policy, educational opportunity, and nation-building in the post-independence Philippines.

*Keywords: naturalization policy, educational integration, Chinese-Filipino identity, citizenship barriers, cultural assimilation*

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# NCEE: The Question of Standardization and Gatekeeping

| Daniel Francisco Del Rosario

National University-Philippines & De La Salle University

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## Abstract

**Background** – In 1973, President Ferdinand Marcos Sr. promulgated a decree, Presidential Decree No. 146, which required high school seniors in the Philippines to take a National College Entrance Exam (NCEE) before they could enroll in their desired college. The Philippine government mandated the NCEE until 1994 to ensure that incoming freshmen could handle the challenges of tertiary education, and to ensure they get employed. Research has been done on the perks and problems of the exam, but there is a research gap on the history of its abolition, especially the policy actors and dynamics behind it.

**Purpose** – The study aims to determine whether the NCEE achieved its purpose of ensuring that only qualified students entered college and whether the examination discriminated against certain students.

**Design/methodology/approach** – This research was conducted through an examination of government documents on the NCEE from 1974-1994 and archived legislative journals and records. These legislative records came from the actual deliberations on the abolition of the exam. The important insights, like systemic educational problems, were gathered into a narrative through qualitative document analysis, explaining the strengths and weaknesses of the exam and its 1994 abolition.

**Findings** – The sources gathered showed that the exam ensured that students were qualified for college, for it tested their skills. Despite this, the gathered sources showed the implementation of the exam was discriminatory against disadvantaged learners, for the exam did not address the systemic inequalities that caused these learners to be disadvantaged.

**Research limitations** – This research is limited to exploring the positive and negative aspects of the NCEE based on official documents and other studies, which did not show students' perspectives, regional data, and oral testimonies of former NCEE takers. Considering this is mainly law/policy research, it is qualitative. Therefore, the study provides a generalist view on its implementation.

**Originality/value** – Entrance examinations are an important part of the educational system, and as a pioneer integrated policy-history account of NCEE abolition using legislative records, this shows the factors behind the implementation of standardized testing in the Philippines. This study is also useful to the Department of Education for implementing educational reform, since standardized examinations without proper basic education reforms will not benefit students.

*Keywords: National College Entrance Examination, Educational Policies, College Admissions, Educational Standardization*

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# Evaluating Community-Based Educational Nutrition Policy: The Implementation of DSWD's Supplemental Feeding Program in Daycare Centers of Barangay Zone 42, City of Manila

| Edmund E. De Guzman<sup>1</sup>, Rishirl A. Cuario<sup>2</sup>, Odranreb E. Guillermo<sup>3</sup>, Danielle M. De Guzman<sup>4</sup>, Jhoanna Andrea E. De Leon<sup>5</sup>, Karlos Guerrero D. Zaragoza<sup>6</sup>

<sup>1</sup>Adamson University, Philippines

<sup>2,3,4,5,6</sup>National University, Philippines

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## Abstract

**Background** – Malnutrition remains a persistent public health concern in the Philippines, with approximately 3.4 million children under five experiencing stunting. The Department of Social Welfare and Development's (DSWD) Supplemental Feeding Program represents a critical educational nutrition policy intervention targeting vulnerable children in daycare settings.

**Purpose** – This study evaluates the implementation of DSWD's Supplemental Feeding Program as a community-based educational nutrition policy in daycare centers of Barangay Zone 42, City of Manila. The research examines how national educational nutrition policy frameworks translate into local practice through collaborative governance mechanisms between DSWD and the Manila City government.

**Design/methodology/approach** – A qualitative case study approach employing a documentary research design was utilized. Primary data were collected through in-depth interviews with 22 adult stakeholders, including DSWD focal persons, local government officials, daycare teachers, and parents of child beneficiaries. Children were not directly interviewed; instead, adult participants provided observations on program impacts. Secondary data comprised program reports and implementation guidelines. Thematic analysis was conducted across four dimensions: beneficiary targeting, curriculum integration, parent education programs, and resource allocation.

**Findings** – Results reveal significant gaps in inter-agency collaboration between DSWD and local implementers. While Manila City government demonstrated adequate compliance with program guidelines and effective local monitoring, DSWD's supervisory functions were insufficient. Budget allocation of PHP 15.00 per child proved inadequate due to inflation, forcing local implementers to use personal resources. Despite implementation challenges, the program achieved positive nutritional outcomes, with parents reporting visible improvements in children's eating behaviors and health status.

**Research limitations** – The study was limited to daycare centers in a single barangay zone, potentially limiting generalizability. Convenience sampling may have introduced selection bias, and the focus on one city restricts broader policy implications.

**Originality/value** – This research contributes novel insights into community-based educational nutrition policy implementation in urban Philippine settings, providing empirical evidence on multi-level governance challenges and offering recommendations for enhanced inter-agency collaboration frameworks.

*Keywords: educational nutrition policy, community-based implementation, supplemental feeding program, multi-level governance*

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# A Critical Review Of The Vocational Education and Training (VET) System In Bangladesh: Proposing An Integrated Framework For Human Resource Development

| Sujan Sarker<sup>1</sup>, Asaduzzaman<sup>2</sup>, Deb Proshad Halder<sup>3</sup>

<sup>1</sup>University of Birmingham, UK, <sup>2</sup>Govt. Teachers' Training College, Jashore, Bangladesh, <sup>3</sup>National University, Bangladesh

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## Abstract

**Background** – Bangladesh, with 165.16 million population, including 37.70% aged 10–29, holds a substantial demographic dividend that can fuel employment and economic growth. This promise depends on transforming the population into a skilled workforce. But Bangladesh is experiencing youth unemployment at 11.46%, reflecting inadequate skills among educated youth, resulting unemployment and underemployment. Beyond these, the skill-mismatch and employer expectations, both domestic and global, aggravates the issue.

**Purpose** – This study explores whether the current VET system is misaligned with National Human Resource Development (NHRD) policy and the strategic gap between the VET system and the NHRD policy. The study also investigates which framework can integrate VET with NHRD to ensure inclusivity, adaptability, and competitiveness in Bangladesh's skills system.

**Design/methodology/approach** – A systematic literature review was conducted using policy papers, organizational reports, and publications (2015–2025). ScienceDirect was the primary database, using search terms such as “VET education system,” “National Human Resource Policy,” and “Bangladesh.” Of 320 results, 79 papers met inclusion criteria (open access, research/review articles, English, social sciences). PRISMA screening and thematic analysis guided the findings.

**Findings** – Findings show that the VET diploma restricts entry into jobs requiring a graduate degree. VET curricula misalign with labour market demands, instructors lack industry certification, institutions lack funds for material procurement and no scope to include out-of-school youth in VET system. No credit transfer opportunity blocks bridging between general and technical education. The VET pathway after diploma should adopt a credit-transfer-based ‘2+3+2’ model: two years higher secondary, three years diploma, and two years university study.

**Research limitations** – The study relying on secondary data with limited scope, single database, and fixed timeframe faces reliability and generalizability issues. Yet, PRISMA-style screening ensures replicability within these constraints.

**Originality/value** – This study proposes a comprehensive VET framework aligned with the NHRD policy, highlighting the potential of integrating the 2+3+2 model into VET to expand job market opportunities, enhance labour market fit, and strengthen policy linkages.

*Keywords: Human Resource Development, Vocational, Training, Labour Market, Skill Mismatch*

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# **Track: Management Education and Development**



# Managing Childhood Grief in Crisis: Educational and Developmental Mental Health Interventions for Children Bereaved by COVID-19 Without Ritual Closure

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## Abstract

**Background** – The COVID-19 pandemic fundamentally disrupted traditional Filipino funeral practices, forcing rapid cremations within 32 hours and eliminating cultural mourning rituals such as "lamay" (wake), "pasiyam" (nine-day prayers), and community gatherings. These restrictions created unprecedented challenges for bereaved children who lost parents to COVID-19, depriving them of culturally essential closure mechanisms and potentially complicating their grief adjustment processes.

**Purpose** – This study explores the lived experiences of Filipino children who lost parents to COVID-19 and examines how the deprivation of traditional funeral rituals affects their bereavement adjustment, coping mechanisms, and grief progression within educational management and developmental mental health frameworks.

**Design/methodology/approach** – A Consensual Qualitative Research (CQR) approach was employed with 12 adult participants from Metro Manila who reflected retrospectively on their childhood experiences of parental loss due to COVID-19. Participants were legal adults at the interview but had been children/adolescents during the loss and ritual deprivation. Data were collected through semi-structured virtual interviews, with clinical psychological support provided post-interview. Thematic analysis was performed using systematic coding and consensus-building processes with external auditing.

**Findings** – Five major themes emerged: disrupted grief progression following Worden's Four Tasks of Mourning, cultural and spiritual identity crises due to ritual deprivation, ambiguous loss syndrome preventing psychological closure, breakdown of traditional "pakikiramay" (community support) systems, and innovative adaptive coping strategies drawing upon Filipino cultural resilience values. Children experienced prolonged complicated grief, intensified bereavement guilt, and meaning-making difficulties, while simultaneously demonstrating remarkable resilience through personal ritual creation and virtual community adaptation.

**Research limitations** – The retrospective design relied on adult participants' recollections, potentially subject to memory bias. The geographic focus on Metro Manila limits generalizability across Filipino regions. Virtual data collection may have reduced emotional depth compared to face-to-face interviews.

**Originality/value** – This research provides the first empirical examination of childhood bereavement during pandemic conditions in Filipino cultural contexts, contributing insights into the intersection of public health policies, cultural practices, and psychological healing while offering culturally-informed recommendations for educational management and mental health support systems.

*Keywords: COVID-19 bereavement, Filipino funeral rituals, mental health, complicated grief*

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# Adversity Quotient of Non- Tenured Faculty Members of Different State Universities in Region 3

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## Abstract

**Background** – Adversity Quotient (AQ) is recognized as a predictor of job performance and organizational commitment. Yet in higher education research, most studies have centered on administrators, permanent faculty, or private school teachers. Non-tenured faculty in Philippine State Universities and Colleges (SUCs)—often regarded as expendable due to their contractual status—remain underexamined despite carrying equal academic responsibilities. Their precarious employment, marked by contract renewals and job insecurity, makes them especially vulnerable during crises such as COVID-19. This neglect creates the research gap addressed by this study.

**Purpose** – The study aimed to measure the AQ of non-tenured faculty in Region III SUCs and determine whether it is related to age, sex, educational attainment, and length of service. It also sought to recommend institutional strategies that strengthen resilience among the group.

**Design/methodology/approach** – A quantitative descriptive–correlational design was used. One hundred non-tenured faculty were proportionally selected from five SUCs in Region III using Slovin’s formula. Data were collected through an online survey utilizing the Adversity Quotient Profile® (AQP) by Dr. Paul Stoltz, a validated tool ( $\alpha = .91$ ). Ethical safeguards included informed consent, voluntary participation, anonymity, and confidentiality.

**Findings** – Respondents had an average age of 28 (75% aged 30 and below); 58% were male; and 78% held only a bachelor’s degree. Their average length of service was three years, with 78% teaching less than four years. AQ scores indicated an average level overall, with 51% average in control, 48% in ownership, and 45% in endurance, while 44% were below average in reach. Correlation analysis showed no significant link between AQ and sex ( $r = -0.001$ ) or age ( $r = 0.121$ ). However, length of service ( $r = -0.194$ ,  $p < .05$ ) and educational attainment ( $r = 0.241$ ,  $p < .05$ ) were significantly related to AQ, suggesting that experience and higher qualifications improve resilience.

**Research limitations** – The study was limited to SUCs in Region III and excluded private institutions, with results possibly differing in metropolitan contexts. Data were drawn from self-report surveys, which may have restricted depth.

**Originality/value** – By centering on non-tenured faculty—a group often excluded from studies and treated as replaceable—this research provides novel insights into their resilience. It offers evidence-based guidance for administrators and HR managers in designing support programs that enhance working conditions, retention, and professional development in SUCs.

*Keywords: Adversity Quotient (AQ), Non-Tenured Faculty, Resilience, State Universities and Colleges (SUCs)*

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# **Track: Secondary Education**



# Exploring AI Literacy, Reliance, and Ethical Practices of Secondary Level Students in Using Generative AI

| Allan Deanmacgy Cruz<sup>1</sup>, Paul Christian Manrique<sup>2</sup>, Jonalyn Mendeja<sup>3</sup>

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## Abstract

**Background** – Generative AI is rapidly changing education, creating opportunities and challenges. With this technology now widely available to secondary students, it is crucial to explore how they are using it.

**Purpose** – This study explores secondary students' AI literacy, AI reliance, and ethical practices when using generative AI.

**Design/methodology/approach** – Utilizing a correlational and predictive research design, the study collected and analyzed data from a purposive sample of 595 secondary students from a private institution. This study used an adopted 20-item Generative AI Literacy Assessment (GLAT) with confirmed validity and reliability (Cronbach's alpha = 0.80) and a researcher-made tool for AI reliance and ethical practices with 5-point rating scale, which was validated by experts and had an acceptable reliability (Cronbach's alpha = 0.74).

**Findings** – Findings revealed that the students' mean AI literacy score was 8.71 out of 20, indicating a limited understanding of generative AI. The mean for AI reliance was found to be 2.91, while the mean for ethical practices was 3.88. Multiple linear regression analyses indicated that AI literacy and ethical practices significantly predict AI reliance, accounting for 6.02% of the variance in reliance ( $R^2=0.0602$ ,  $p\text{-value}<0.001$ ). Specifically, AI literacy was a significant negative predictor of AI reliance, suggesting that as students' knowledge increases, their reliance decreases. However, ethical practices was a significant positive predictor of AI reliance, suggesting that more ethical students tend to also be more reliant on the technology. Furthermore, both AI literacy and AI reliance were found to be significant positive predictors of ethical practices, explaining 9.13% of the variance in ethical practices ( $R^2=0.0913$ ,  $p\text{-value}<0.001$ ). This suggests a direct link where higher AI literacy leads to more ethical behavior, and that students who are more reliant on AI also tend to exhibit more ethical practices.

**Research limitations** – The study's research design, reliance on self-reported data, and use of a purposive sample limit the establishment of causality and generalizability. The small  $R^2$  values reflect the influence of unmeasured contextual factors, such as demographic profiles and school-wide AI policies.

**Originality/value** – The findings highlight the complex relationship between students' AI knowledge, reliance, and behavior, providing a foundation for targeted educational interventions.

*Keywords: AI literacy, AI reliance, AI ethical practices, generative AI, senior high school students*

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# **Track: Higher Education**



# Challenges and Coping Strategies of Working Undergraduate Students

| Menchi Nayad  
EVSU

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## Abstract

**Background** – Balancing academic responsibilities and employment is a growing reality for many undergraduate students worldwide. Pursuing higher education is often viewed as a pathway to greater career opportunities. In the Philippines, a similar trend is evident, with many students taking on part-time or full-time jobs to support their education and contribute to their families' financial needs. This dual role presents unique challenges that can affect their academic performance, personal well-being, and future aspirations. Consequently, many working students experience a decline in academic performance. Educational institutions play a critical role in supporting working students. In the Philippine setting, universities have begun offering flexible learning options, including evening and weekend classes, to accommodate students' work schedules. However, gaps remain in providing adequate mental health services and financial aid (Morillo et al., 2019). Addressing these challenges is crucial to ensuring the academic success and well-being of this growing demographic.

**Purpose** – The findings will contribute to the development of institutional policies and programs tailored to the needs of working students in the local context.

**Design/methodology/approach** – A qualitative descriptive design was employed for this study. By using semi-structured interviews, the research seeks to explore both the challenges faced and the coping mechanisms adopted by students who are engaged in employment while continuing their studies.

**Findings** – The findings highlight the need for institutions to offer flexible course options, expanded financial aid, and enhanced mental health support to better assist working students. By addressing these needs, educational institutions can foster the academic success and well-being of this population.

**Research limitations** – Limitations of the study include the relatively small sample size, which may limit the generalizability of the findings to all working students. Since the data are self-reported, there is a possibility of response bias, where participants may not include important items or go beyond what is expected to be included in the report related to challenges or coping strategies. However, the data provide valuable insights into the lived experiences of working students.

**Originality/value** – By examining the coping mechanisms employed by working students, this study seeks to understand how they conserve and manage their limited resources to maintain both academic success and personal well-being.

*Keywords: Working Students, Time Management, Financial Strain, Academic Performance, Coping Strategies*

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# **Track: Teacher Training**



# Transnational Pedagogies: Filipino TESOL Teachers' Cultural Identity, Adaptation Strategies, and Professional Resilience Abroad

| Mark Anthony Elepaño  
National University, Philippines

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## Abstract

**Background** – The globalization of English language education has increased the mobility of Teaching English to Speakers of Other Languages (TESOL) teachers. However, research on Filipino educators' navigation of cultural and institutional demands across host countries remains limited.

**Purpose** – This study examined how cultural identity influences Filipino TESOL teachers' practices, adaptation strategies, professional interactions, and the role of institutional support in their resilience.

**Design/methodology/approach** – Using a qualitative phenomenological design, the study employed purposive sampling to recruit ten Filipino TESOL teachers (seven female, three male) with 3–15 years of teaching experience and postgraduate TESOL or education qualifications. Participants were based in countries with significant populations of Filipino TESOL instructors: three in the UAE, three in Taiwan, two in Thailand, and two in Japan. Data were gathered through in-depth semi-structured interviews and analyzed thematically using Braun and Clarke's six-phase framework.

**Findings** – Thematic analysis revealed five interrelated themes: (1) identity-infused pedagogy, blending Filipino cultural values into teaching practices that foster belonging and interculturality; (2) adaptive methods and communication, involving calibration of address forms, routines, language, and feedback to align with local norms while preserving core values; (3) interactions and power dynamics, navigated with diplomacy and face-aware sensitivity to hierarchy; (4) institutional support and constraints, supported by structured onboarding and mentorship but hindered by thin orientations that pushed reliance on informal peer networks; and (5) resilience as praxis, involving deliberate identity work, boundary-setting, upskilling, and meaning-making anchored in a bridge-builder stance. The findings depict Filipino TESOL teachers as cultural navigators who enact principled hybridity to maximize learning and dignity across contexts. Recommendations include the intentional integration of cultural values into pedagogy, culture-sensitive feedback, extended onboarding, structured mentoring, and continuous learning.

**Research limitations** – The small, purposively selected sample and focus on four host countries limits transferability. Reliance on self-reported narratives may introduce recall or social desirability bias, although the depth of qualitative accounts offers nuanced insights into lived experiences.

**Originality/value** – This study contributes to the literature on transnational pedagogy and intercultural competence by highlighting the complex interplay between cultural identity, adaptation, and institutional support in shaping Filipino TESOL teachers' experiences abroad.

*Keywords: adaptation strategies, cultural identity, institutional support, intercultural competence, transnational pedagogy*

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## CLOSING REMARKS

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Excellencies, Presenters, Attendees,  
Ladies and Gentlemen,

As we conclude The 5<sup>th</sup> International Conference on Language, Education, and Teaching Research (5<sup>th</sup> ICLET), organized by Research Synergy Foundation, Co-Hosted by Sekolah Pascasarjana dan LP3K Universitas Djuanda, Indonesia, and National University, Philippines and supported by Scholarvein, Reviewer Track, Research Synergy Institute, Research Synergy Press, Global Research Community, and F1000Research, I am honored to deliver the closing remarks. This virtual gathering has been a significant milestone in our collective pursuit of knowledge and innovation.

Over the course of this conference, our discussions have spanned various fields, including Education Policy, Management Education and Development, Educational Technology, Secondary Education, Higher Education, Education, Elementary Education, Teacher Training, Educational Leadership, Teacher Education Practices, and many more. The insights shared have enriched our understanding and opened new avenues for research and collaboration.

I extend my deepest gratitude to all participants, keynote speakers, invited speakers, reviewers, presenters, attendees, and session chairs from various countries. Your contributions have been invaluable, fostering a vibrant and engaging conference environment. Special thanks to the organizing committee for their dedication and hard work in ensuring the success of this event.

Congratulations to the recipients of the Best Paper and Best Presentation awards. Your exemplary work sets a high standard for us all. The feedback provided by our session chairs has been instrumental in enhancing the quality of discussions, and we look forward to future collaborations.

As we part ways, I encourage you to carry forward the knowledge and connections gained during this conference. May they serve as catalysts for your professional development and contribute to building a more sustainable, equitable, and prosperous future for all.

Thank you for your participation. Stay safe and healthy, and I look forward to seeing you at our upcoming events.

Best regards,

Research Synergy Foundation



# Future Events



**<https://bit.ly/UpcomingConference-RSF>**

***6<sup>th</sup> MESS***

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6<sup>th</sup> International Conference on Management, Education, and Social Science (6<sup>th</sup> MESS)

<https://messconference.com>

Virtual Conference – November 4, 2025

***ICSRD-25***

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2nd International Conference on Sustainable Research and Development (ICSRD-25)

<https://icsrd-upnyk.com>

Virtual Conference – October 25, 2025

***JICRISD 2025***

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Jakarta International Conference on Research, Innovation, and Sustainable Development 2025 (JICRISD 2025)

<https://jicrisd.com>

Virtual Conference – December 2, 2025

***ICRES-ISCLO 2025***

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International Conference on Research in Emerging Technologies and Strategic Business &

The 10th International Seminar and Conference on Learning Organisation (ICRES-ISCLO)

<https://icres.events>

Virtual Conference – December 11-12, 2025

***IHSATEC 2025***

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The International Halal Science and Technology Conference 2025 (IHSATEC):  
18th Halal Science Industry and Business (HASIB)

<https://www.ihsatec.com>

Virtual Conference – December 18-19, 2025

***ICISMA***

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International Conference on the Synergy of Islamic and Multidisciplinary Approaches (ICISMA)

<https://icisma.com/>

Virtual Conference – February 11-12, 2026

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