

Editorial

The May/June 2024 JIRSEA Issue has consistently resulted in 67% of papers being declined or withdrawn due to relevance to JIRSEA's focus on Higher Education issues or Institutional Research and those that do not meet the "sound scientifically grounded" research requirements of JIRSEA. Of the 23 papers that went through the Preliminary Reviews with revisions and re-submitted, and after the Double-Blind Review of 10 papers, only 8 papers were accepted for this issue publication after the rigorous and stringent vetting process, with 2 non-follow-ups. The first two papers from Malaysia and Indonesia used internationally indexed databases to look at internationalization activities in universities and to identify, evaluate, and summarize the findings of all studies about inequality in VET, respectively. The third paper from China conducted a comparative analysis of art education curricula in China and Kyrgyzstan, followed by the identification of commonalities and major differences in the approaches to shaping the arts education system in both countries. Two papers from Indonesia used a case study examining the risk management of the implementation of Learning from Home and explored the phenomenon of international cultural exchange programs done by students and faculties from different countries: Indonesia, Malaysia, and the Philippines. A key paper discussed the challenges and frustrations of editorial work and provided basic guidelines and improvements to guide better development and ensure paper acceptance. The last two submissions from Vietnam covered blended learning in a Vietnamese university and the readiness of EFL students for online learning in Vietnam and identified difficulties in online learning.

The key synopses of these nine papers are as follows:

- **Article 1 – Mohammad Nurhafiz Hassim** of *Universiti Teknologi MARA, Malaysia*, explored the implementation of scorecards and dashboards in assessing internationalization activities in universities using academic databases from Scopus, Web of Science (WOS), and Google Scholar, focusing on aspects related to the benefits, monitoring, and effectiveness of scorecards and dashboards in evaluating an internationalization process or activity carried out by a university. Several key factors, such as academic reputation, employer reputation, faculty/student ratio, citations per faculty, international faculty ratio, and international student ratio, were used as the criteria. This study found that implementing scorecards and dashboards in evaluating a university to improve its reputation and ranking is indeed effective due to various factors, including the benefits, effectiveness, and accurate measurement offered by the scorecards and dashboards and their widespread use in universities.
- **Article 2 – Yolandaru Septiana, Edi Istiyono, Sukirno, and Siti Irene Astuti Dwiningrum**, all from *Universitas Negeri Yogyakarta, Yogyakarta, Indonesia* conducted a systematic literature review to identify, evaluate, and summarize the findings of all studies about inequality in VET, thereby making the available evidence more accessible to decision-makers. A total of 8.892 studies were found, and 46 studies were selected based on the specified criteria, showing that inequality in VET includes inequalities experienced by marginalized international students, immigrants, refugees, people with disabilities, gender, labor markets, opportunities, and wages. They proposed that efforts need to be made to reduce inequality by reviewing

policies, improving curricula and learning processes, evaluating learning in VET, and improving VET.

- **Article 3 – Chunhuan Liu and Nurbubu Asanalievna Asipova** of *Kyrgyz National University named after Jusup Balasagyn, Kyrgyz Republic*, and **Bin Lu and Wei Wu** from *Luoyang Normal University, China*, conducted a comparative analysis of art education curricula in China and Kyrgyzstan, followed by the identification of commonalities and major differences in the approaches to shaping the arts education system in both countries. The study employed a qualitative document analysis approach to comprehensively compare art education curricula in China and Kyrgyzstan, focusing on curriculum structure, content emphasis, teaching methodologies, and cultural integration. The result identified significant differences in the strategies of curriculum development in art education. In China, preference is given to a centralized system with a rigidly structured curriculum, while in Kyrgyzstan, students and teachers are given more freedom and a more individualized approach to the choice of topics and teaching methods, promoting flexibility in art education. In Kyrgyzstan, special attention is paid to national artistic traditions, whereas in China, contemporary art movements are also actively supported in parallel with traditional art, all illustrating how cultural and historical aspects significantly influence the organization of art education in different countries.
- **Article 4 – Imeldha Putrianti** of *Sekolah Dharma Suci Jakarta* and **Ktut Silvanita Mangani** of *Universitas Kristen Indonesia* used a case study examining the risk management of implementation Learning from Home during the COVID-19 Pandemic at SMA 'X' in North Jakarta. Risk values were calculated by multiplying the probability and impact factors and then presented in the heatmap matrix. Bow Tie Diagrams were used to illustrate each event comprehensively, including the mitigation procedure applied to each likelihood and impact. The study's findings identify contributing factors to the decline in education quality, including teachers' readiness and skills, unaltered learning methods, and difficulty measuring student competency, providing a basis for developing more effective learning methods to mitigate risk in this school and other schools with similar contexts, thereby improving the quality of education.
- **Article 5 – Teay Shawyun** of the *South East Asian Association for Institutional Research* and **Krisda Tanchaisak and Narat Wattanapanit**, both from *Ramkhamhaeng University*, discussed the challenges and frustrations of editorial work and provided basic guidelines and improvements to guide better development and ensure papers acceptance. This paper aims to support good paper development and submission and dispel beliefs of easy and potentially frustrating efforts. This paper attempts to provide retrospect and reflections on the "frustrations" of an Editor that papers should avoid in a Scopus Indexed Journal. It attempts to identify researchers' innocent or non-intentional practices by providing a set of dos and don'ts that are personalized based on retrospect and reflections of the paper submitted, rejected, and accepted in this Journal. It attempts to share "overlooked" practices that the researchers can use to ensure their papers stand a higher chance of acceptance.
- **Article 6 – Nailul Authar, Tyas Saputri, Djuwari, and Ali Mas'ud**, all from *Universitas Nahdlatul Ulama Surabaya*, explored the phenomenon of international cultural exchange programs done by students and faculties from different countries:

Indonesia, Malaysia, and the Philippines. It provides evidence about the handicap of having the cultural exchange program to visit *Kampong Lali Gajet* and other problems during the visit in this region. These are intended to (1) improve the relationship with other nations, (2) get strategies for networking (3) get skill of interpersonal communication skills. The study believes that the program serves the purpose of sharing common traditional games, recognizing cultural differences, and fostering connections through shared interests.

- **Article 7 – Tram Huyen KIEU, Tho Doan VO, and Dinh Ha Quang VO**, all from the *University of Economics Ho Chi Minh City, Viet Nam*, and Kean Wah LEE and Gurcharan Singh BISHEN SINGH, both from the *University of Nottingham, Malaysia Campus, Malaysia* used a mixed-methods study that utilized the Concerns-Based Adoption Model (Hall & Hord, 2006) to assess the stages of concerns among lecturers and their specific concerns regarding the top-down decision to adopt blended learning in a Vietnamese university. The findings showed that the lecturers were early adopters of blended learning, exhibiting strong concerns about the adoption, particularly those unrelated and self-focused. The research also indicated that lecturers experienced instructional ambiguity in understanding the essence of blended learning, technological apprehension, workload stress, and skepticism about student learning autonomy, lecturers' readiness to learn about blended learning, their enthusiasm for intradisciplinary cooperation, and their flexibility in applying the teaching strategy.
- **Article 8 – Vo Thi Kim Anh, Nguyen Van Long, and Ho Thi Thuc Nhi** from the *University of Foreign Language Studies, The University of Danang*, presents findings of a quantitative study examining the readiness of EFL students for online learning in Vietnam and identifies difficulties in online learning in late 2021. The findings revealed that EFL students in Vietnam have a high level of readiness for online learning with no significant statistical difference in the level of readiness of male and female groups of students for online learning. Students' class levels are found to have an impact on students' readiness. Students are found to experience challenges such as difficulties in a distracting environment, and technical issues. The paper recommended that universities provide students with consistent technical support and necessary training for their online learning, suitable online learning activities, specific guidelines for online learning, course requirements, and suitable teaching pedagogies with varied activities that need to be designed carefully to increase students' online learning readiness.

JIRSEA Editor: Assoc. Prof. Teay Shawyun, Ph.D.

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