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The mission of the *Indonesian Research Journal in Education (IRJE)* is to serve as a vital and international forum for a different group of scholars and researchers who are of interest in exchanging ideas in order to enrich the theory, policy, and practice of education in Indonesia and around the world and who can grasp a noteworthy voice in discussions and decision-making around issues of education. IRJE is a FREE, twice-yearly, open access, peer-reviewed, international, and e-journal, published in Indonesia, which accepts unpublished, high quality, and original research manuscripts in English, resulting primarily from quantitative, qualitative, and mixed research methodology related to or associated with education. All research articles appearing in IRJE have undergone a thoroughly peer-review.

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Focus and Scope The *Indonesian Research Journal in Education (IRJE)* accepts unpublished, high quality, and original research manuscripts in English, resulting primarily from quantitative, qualitative, or mixed research methodology related to or associated with education. These issues include, but not limited to, *practices, policies, and research in education from early childhood education to higher education* which cover the areas of instruction, learning, teaching, curriculum development, educational policy, language education and policy, bilingual education, multicultural education, art education, teacher education, educational technology, educational developments, educational psychology, and international education in *Indonesia and other parts of the world*.

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Editorial

The first volume of the *Indonesian Research Journal in Education* (IRJE) brings together six articles that examine various issues on education. This volume begins with the article **“20 Years of TIMSS: Lessons for Indonesia”** by **THOMAS F. LUSCHEI**, an associate professor in CGU’s School of Educational Studies, Claremont Graduate University, USA. In his article, he argues that although Indonesia has participated in every round of TIMSS, there is very little published research in English drawing educational lessons from these data for Indonesia. In the article, he describes Indonesia’s performance on TIMSS over time and relative to other countries by reviewing TIMSS reports on mathematics and science. He offers both positive and negative lessons from Indonesia’s participation in TIMSS since 1995. For the second article, **PEDRO SÁNCHEZ-ESCOBEDO**, the University of Yucatan, Mexico **AND LIZ HOLLINGWORTH**, the University of Iowa, USA discuss about **“A Model for Evaluation of Rural Schools in Developing Countries.”** They argue that rural schools in developing countries present a unique opportunity to understand the factors required to create a successful learning environment for students with a specific set of challenges. Their paper proposes a developmental model for evaluating rural schools, constructed with data derived from evaluation and research projects carried out in Yucatan, Mexico.

Another thought-provoking article proposed by **JUDIT NAVRACSICS AND CLAUDIA MOLNÁR**, is entitled **“Multilingualism, Teaching, and Learning Foreign Languages in Present-Day Hungary.”** They highlighted some of the facts and problems undermining real multilingualism of the present day in Hungary. They elaborate based on previous academic research they cited that there have always lived representatives of other cultures and speakers of other languages in Hungary. The fourth article **“Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts”** is authored by *QISMULLAH YUSUF, YUNISRINA QISMULLAH YUSUF, BURHANSYAH YUSUF, AND AFLA NADYA*. They used a pre-test and a post-test to collect the data. They prove that the techniques, Skimming and Scanning Techniques (SST) improved the students’ reading comprehension. The paper also discusses some setbacks while implementing the techniques SST in the classroom where they conducted the research.

This volume also presents an article, **“Introduction of Research Articles in Applied Linguistics by Indonesian and English Academics”** by *UDI SAMANHUDI*, an English Lecturer at Sultan Ageng Tirtayasa State University, Indonesia. *He* focuses on the textual analysis of the rhetorical structure of ten preliminary samples of research article introductions (five research article introductions for each) in the area of applied linguistics written by Indonesian and English academics. The last article for this issue, **“Measurement Model of Professional Learning Community: A Malaysian Teacher Context”** is written by *MOHD FAIZ MOHD YAAKOB*. The main purpose of the study was to develop an empirical empirically measurement model for Professional Learning Community (PLC) among teachers in Malaysia primary schools. Structural Equation Modelling (SEM) utilizing AMOS Version 22 was employed to develop the model. Exploratory Factor Analysis (EFA) was utilized to identify the underlying factors, whereas confirmatory factor analysis was employed to test the construct of the PLC.