



EDUCARE

International Journal for Educational Studies



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EDUCARE: International Journal for Educational Studies will provides a peer-reviewed forum for the publication of thought-leadership articles, briefings, discussion, applied research, case and comparative studies, and expert comment and analysis on the key issues surrounding the educational studies in general and its various aspects. Analysis will be practical and rigorous in nature. The EDUCARE journal, with print ISSN 1979-7877 (print) and ISSN 2621-587X (online), was firstly published on 17 August 2008, in the context to commemorate the Independence Day in Indonesia. Since editions of February 2009 to February 2016, EDUCARE journal was organized and managed by the Lecturers of FKIP UMP (Faculty of Education and Teacher Training, Muhammadiyah University of Purwokerto) in Central Java; and published by Minda Masagi Press, as an academic publishing owned by ASPENSI (International Association for Historians and History Educators) in Bandung, West Java, Indonesia. The EDUCARE journal is published twice a year, i.e. every August and February. Website: www.journals.mindamas.com/index.php/educare

FOREWORD



For five years, from the February 2022 edition to the August 2025 edition, we were not published. This was due to the change in the ASPENSI (International Association for Historians and History Educators) Management for the 2023-2028 period and the refreshment of the new Editorial Board for the international journal EDUCARE. The presence of Editorial Board members, including myself, who had to complete their Doctoral studies, was also a major factor in EDUCARE's absence from reaching its readers. I believe that republishing EDUCARE would be better than not publishing it at all or being suspended indefinitely.

The Articles in EDUCARE Journal, as its name and its vision and mission, have been since its inception, remains "caring and sharing in educational matters." These educational issues are examined not only from the perspective and experience of Indonesia, but also from other countries in the Southeast Asian region and even the world. Governments, families, and communities worldwide recognize that education is a crucial factor for the progress of a nation-state.

There are articles in the EDUCARE international journal, February 2026 edition, which examine the learning process in this era of the COVID-19 (Corona Virus Disease of 2019) pandemic. Articles written by Oyeyemi Jumoke Jekayinfa & Isreal Ayodeji Gbenro of Nigeria, entitled "Comparative Analysis of Effects of COVID-19 Lockdown on Public and Private Secondary School Students' Performance in Kwara State, Nigeria"; Jose M. Ocampo, Jr., May Yoong-Soo & Sheila Marie P. Dela-Peña of Philippines and Malaysia, entitled "Lived Experiences of Instructors on Emergency Remote Teaching to Mainstreamed College Students with Visual Impairment in a Higher Education Institution"; and Marc Lorence N. Bisda, Aliel Kyla P. Lana & Nerissa S. Tantengco of Philippines, entitled "The Line between Online and Modular: Onset of the Distance Learning Amidst Pandemic" regarding the COVID-19 and its impacts on education.

Even though the COVID-19 pandemic has long passed, which lasted from 2020 to 2022, humanity's experience of dealing with the phenomenon of this dangerous viral disease has become valuable experience and material for reflection in the present and future. Even more so when looking at the impact of COVID-19 on aspects of education in all countries in the world. How the government, families and society handle education problems in the COVID-19 era is still very relevant to study and reflect on.

The rest of the articles have been studying about decreasing of Students activities in the BEM of Higher Education Institutions. As shown by Abdul Haris Fatgehipon of Indonesia in his article entitled "Decreasing Interest from UNJ FIS Students to Take Part in BEM (Students Executive Body) Organizational Activities". He said that the low number of FIS UNJ students is caused by the academic load; time-consuming lectures; the economic burden of students, which requires them to work; asking students to take part in MBKM (Merdeka Belajar Kampus Merdeka/the Freedom to Learn Program) activities; freedom to learn on their campus; and lack of innovation and adaptation of the BEM organization to current developments.

And last, but not least, article written by Nur Hayati Mat Rahim & Shakila Che Dahalan of Malaysia, entitled "The Relationship of Whole Brain Teaching in History Subject towards Student Communication in Secondary Schools: A Concept Paper". They stated that this study underscores the importance of WBT as an effective medium for fostering communication skills and suggests proactive teaching methods that promote active learning in the classroom. WBT has the potential to become a teaching strategy that can enhance the quality of History education in Malaysia, ultimately producing a generation that is not only skilled in communication but also globally competitive.

Do enjoy reading the EDUCARE journal and hopefully you will derive much benefit from it.

Bandung, West Java, Indonesia: February 15, 2026.

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