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Contents

Foreword. [ii]

JEANNE-MARIE LOTTER & LOYISO MENNON LUVALO,

Socio-Economic Status as a Determinant of Academic Achievement in South African Schools. [1-20]

ANDROMEDA ADEROBEN & ANDI SUWIRTA,

Rethinking Multiperspectivity as a Logic of Perspective Selection in History Education. [21-36]

OLUMUYIWA A. KEHINDE, BERRINGTON NTOMBELA & CAROLL HERMANN,

Integration of Augmentative and Assistive Technology for Boosting Linguistic and Communicative Competence of Bi/Multilingual Autistic Children in Nigeria and South Africa. [37-52]

NURSILA ABDUL & SHAKILA CHE DAHALAN,

Integration of 21st Century Learning Practice in History Education: A Literature Review. [53-62]

CHRISTIAN KAUNERT, ISMAIL SUARDI WEKKE & ABD KADIR,

The Integration of Peace Education and Religious Education within Constitutional Law Frameworks: Balancing Autonomy, Pluralism, and Civic Stability in the Indonesian Context. [63-84]

Info-edu-tainment. [85-94]

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 Suci Foundation and 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



Education is a crucial factor in the progress and well-being of a nation-state. The advancement or decline of a nation—as well as the prosperity of its people—depends heavily on the quality of its human resources, which are the product of a long, planned, systematic, and integrated educational process.

There are numerous aspects of education that can be examined and researched, including the history of education and/or education of history within a nation-state. By studying the history of education, for instance, we can gain insight into and learn from the developmental journey of a nation that prioritized educational advancement to become a developed, prosperous, and sovereign state. Similarly, education of history highlights the importance of national identity and pride in the past—elements that remain relevant to the present day and to the nation's positive future trajectory.

The articles in the August 2026 edition of the EDUCARE journal explore various facets of education, including the history of education and/or education of history.

The first article, authored by Jeanne-Marie Lotter & Loyiso Mennon Luvalo from South Africa, titled “Socio-Economic Status as a Determinant of Academic Achievement in South African Schools”, examined that socio-economic status affects educational outcomes through interconnected structural, environmental, psychological, and institutional factors. Although resilience, teacher support, peer encouragement, and parental motivation served as protective influences, they were insufficient to fully overcome systemic inequalities.

The second article, authored by Andromeda Aderoben & Andi Suwirta from Indonesia, titled “Rethinking Multiperspectivity as a Logic of Perspective Selection in History Education”, explained a pluralist-additive logic adds voices for the sake of representational completeness. A critical-power logic makes the selection apparatus and archival asymmetry an object of historical reasoning. The central claim is that a pluralist logic indifferent to power produces false balance, that is, a formal equation of victims and perpetrators that obscures the asymmetry of evidence and power between them.

The third article, authored by Olumuyiwa A. Kehinde, Berrington Ntombela & Caroll Hermann from South Africa, titled “Integration of Augmentative and Assistive Technology for Boosting Linguistic and Communicative Competence of Bi/Multilingual Autistic Children in Nigeria and South Africa”, revealed that despite educators’ level of education and teaching experiences, the majority of them were unaware of the importance of certain augmentative and assistive technology, as well as how to integrate this technology into the teaching language and other concepts to children with autism, which in turn may enhance language learning and social communication.

The fourth article, authored by Nursila Abdul & Shakila Che Dahalan from Malaysia, titled “Integration of 21st Century Learning Practice in History Education: A Literature Review”, reviewed the integration of critical thinking, digital literacy, collaboration and communication skills in the teaching of history provides significant benefits to students and the teaching process.

The last article, the fifth one, authored by Christian Kaunert, Ismail Suardi Wekke & Abd Kadir from Ireland and Indonesia, titled “The Integration of Peace Education and Religious Education within Constitutional Law Frameworks: Balancing Autonomy, Pluralism, and Civic Stability in the Indonesian Context”, demonstrated that embedding critical peace education within both state-run and private religious educational institutions underpinned by robust constitutional guarantees strengthens democratic resilience, protects minority rights, and secures long-term social cohesion.

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

Bandung, West Java, Indonesia: August 30, 2026.

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