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It is with great pleasure that we present Volume 4, Number 5 of the *International Journal of Educational and Psychological Sciences*, published in September 2026. This issue brings together a collection of scholarly works that explore contemporary challenges and innovations in education and psychology, particularly in response to the rapid development of digital technology, artificial intelligence, changing learning environments, and emerging psychological and social needs.

The articles presented in this issue reflect the interdisciplinary nature of educational and psychological sciences. The first article examines the implementation of educational digitalization policies at the junior high school level in Paser Regency, East Kalimantan, highlighting the importance of policy implementation in supporting the transformation of educational practices. This discussion is complemented by a systematic literature review examining teacher and parental mediation in children's digital media use, with particular attention to learning, digital literacy, and identity development in early childhood.

This issue also emphasizes the importance of innovative and experiential approaches to learning. One article explores project-based learning through seminar organization as a strategy for developing transferable skills among office administration students. Such an approach demonstrates how learning can move beyond theoretical knowledge toward the development of practical, collaborative, communicative, and professionally relevant competencies.

From a psychological perspective, this issue presents research on the role of self-efficacy in academic stress among senior undergraduate students, including the moderating effect of social support. The findings and discussions offered in this area contribute to a deeper understanding of the psychological factors that influence students' academic experiences and well-being.

The rapid advancement of artificial intelligence and digital technologies is another important theme addressed in this issue. An article on Indonesian language learning in the digital and AI era discusses strategies for fostering critical, creative, and ethical learning. This topic is particularly relevant as educators and learners increasingly encounter new opportunities and challenges associated with AI-assisted learning and digital transformation.

Finally, this issue extends the scope of educational and psychological inquiry to the well-being of older adults. The study of a healthpreneurship-based mental health box illustrates an innovative effort to support psychological well-being among

the elderly, emphasizing the importance of accessible and creative approaches to mental health promotion across the lifespan.

Taken together, the articles in this issue demonstrate that education and psychology are continuously evolving fields that must respond to technological transformation, changing social contexts, and diverse human needs. We hope that the studies presented here will contribute to academic discourse, inspire further research, and provide meaningful insights for educators, researchers, practitioners, policymakers, and other stakeholders.

We sincerely thank all authors, reviewers, editors, and contributors whose dedication and scholarly efforts have made this issue possible. We also extend our appreciation to our readers for their continued interest and support. May this issue provide valuable knowledge and encourage further exploration and collaboration in the fields of educational and psychological sciences.

Happy Reading

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