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Preface

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Welcome to the fourth issue of *Muslim Education Review (MER)*! As you may have already known that MER publishes articles within the four concentrations of Education: (1) Curriculum, Teaching, and Learning; (2) Educational Assessment and Evaluation; (3) Education Policy, Management, and Leadership; and (4) Education and Society. In this edition, the dominant number of the articles is on Curriculum, Teaching, and Learning (four articles), and followed by Education and Society (two articles) and Education Policy, Management, and Leadership (two articles). On Leadership, Supriyono, Tazkia Aulia Rahmah and Eka Hermansyah write an article “Born or Made: Weighing Up Nature vs Nurture Complexities in Choosing Islamic Boarding School Leaders”. This article discusses whether leadership in Indonesian Islamic Boarding School (*pesantren*) should be based on heredity (nature) or capacity of the person (nurture). This study supports the combination of the two aspects that *pesantren* leader should be continued by the descendants of the leader, but meritocratic aspects should also be considered such as by providing education and capacity building for the heir of the *pesantren* leader. Unfortunately, in my opinion, *pesantren* leader is still being dominated by male. Sons, rather than daughters, are usually preferred, gender discrimination which is not discussed in this article.

The second article on Education Policy, Management, and Leadership is written by Catur Niasari, Dwi Asih Prihatin and Iin Afriyanti Umar under

the title of “Gen Y Perspectives: Investigating Parents in Choosing School Culture”. This article examines how Millennial parents choose their children's primary schools. Using qualitative methodology, this research finds that there are three aspects of school culture being considered by these parents in selecting the school for their children: Islamic values, leadership characteristics and English language. Even though the school exceeded the parents' expectations, it was found also that there were some complaints in communication between teachers and parents/student guardians. This study only involves small number of participants (five parents) but it triangulates the data by using observation and interview with teachers and the Vice Principal.

On Curriculum, Teaching, and Learning, using library research, Luqyana Azmiya Putri and Tasman Hamami explain the history and development of Islamic Education Curriculum in Indonesia since Pre-Independence Era up until now, when Indonesia adopts Merdeka Belajar curriculum. According to the authors, Indonesia has the potential to become the world leader in Islamic education due to its well-known Islamic Education curriculum, known as Pendidikan Agama Islam (PAI). Over time, this curriculum has evolved to meet the changing needs of Indonesian society and includes internationalization and multiculturalism.

The second article on Curriculum Teaching and Learning is written by Moch. Khafidz Fuad Raya under the title of “Double Degree Transnational Curriculum: University Internalization Efforts in Malaysia with British Universities”. In this article, the author argues that internationalization of Higher Education (HE) and globalization have led HE in Malaysia developed double degree transnational curriculum with the choice of British Universities as partners. British Universities were chosen due to historical trajectory of British colonialism and imperialism over Malaysia. This article finds that to develop double degree program, there are many aspects to be discussed in response to the differences in the academic cultural climate between the two countries, different regulation and rules

as well as the credit system which needs to be synchronized. This study also finds that the creation of double degree program can maximize the marketing efforts in the current global competition of the internationalization of education.

The third article on Curriculum Teaching and Learning is written by Firman Parlindungan and Adrian Rodgers under the title “The Nature and Process of Meaning-Making in Text-Based Classroom Discussion of an American Islamic School”. This article explores the nature and process of meaning making in English class grade six elementary Islamic school in America. This research reveals that when the teacher took much control over the process of meaning making, students’ responses were only limited to remembering facts, rules and procedures within the texts. However, when the teacher gave much room for students to have dialogue, students’ responses were more elaborative and supported by evidences. This highlights the important role of teacher in creating democratic atmosphere in the class to allow more active roles for the students. The fourth article on Curriculum Teaching and Learning is written by Rio Alfinda and Radhia Humaira under the title “The Needs of English for Islamic Studies (EIS) in Traditional and Modern *Pesantren*”. This study assesses students’ English ability level and shows the four aspects of English that students need to improve: reading, listening, writing and speaking (the four macro language skills), but they especially need to improve speaking and reading to be used in the English for Islamic Studies courses.

Indonesian laws (the 1974 Marriage Law and the Compilation of Islamic Law) construct men as family breadwinner whose duties are economically provide for the family and women as housewife whose duties are to serve the husband, to take care of their children and household. This family division of labour may fit for some families, but not necessarily for all because some husbands may find it hard to have a job, while some wives have a good job with high salary. This division of labour

can deprive women the opportunity to work outside the house due to their domestic burdens and deprive men from the joy of fathering (Musawah, 2018). The article “‘Fatherman’ On the Move: Social Transformation Strategy in Indonesian Family Education” written by Lenni Lestari, which is categorised into the concentration of Education and Society, provides wind of changes to uncover the positive aspect of fatherhood on the well-being of the children in the context of the increasing number of single mother’s family (family with the absence of father), even though, as the writer argues that, this “Fatherman” is still semi-patriarchal, which domestic women and idealise men to be in public spheres.

Last but not least, the article under the concentration of Education and Society is “Exploring the Concept of *Menyama Braya*: The Cultural Heritage of Hindu and Islamic Communities in Pegayaman Village as a Multicultural Learning Medium” written by Kadek Nova Suadnyana. This study explains about the concept of *Menyama Braya*, the value of togetherness and kinship, which has been maintained from one generation to another in Pegayaman Village, located in Bali. This concept has influenced the personality of the people in Pegayaman Village, which support the harmony between Hindu and Muslim communities. This concept is potential to be used as medium for multicultural education.

Happy reading the articles in this MER edition!

References

Musawah (2018). *Who Provides? Who Cares? Changing Dynamics in Muslim Families*. Malaysia: Musawah.