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Preface

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This is the fifth issue of the *Muslim Education Review* (MER) publication, which means that MER is about two and half years old. It has reached the minimum age (two years) to propose to be accredited. Accreditation for the journal is very important to ensure the quality of the journal. There are two journal accreditations: national and international. Nationally, we can propose our journal be accredited by the Science and Technology Index (SINTA) under the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek). Based on the assessment of the national journal accreditation (Akreditasi Jurnal Nasional/ARJUNA), the journal can be classified into Sinta 1 (S1) until Sinta 5 (S5) with S1 as the highest quality with the highest grade of 85-100; S2 with the second highest grade of 70-85; S3 with the third highest grade of 60-70; S4 with the second lowest grade of 50-60; and S5 with the lowest grade of 40-50. Usually, the higher the quality of the journal, the more articles received for publication. The level of accreditation is commonly asked by the writers when we invite writers to send their articles for publication. We are glad that our journal has received many articles to be published before being accredited. We attracted submission through the Writing Competition and International Conference programs conducted in our faculty.

Internationally, our journal can be proposed to be indexed by Scopus. Scopus is a large, multidisciplinary database which contains

peer-reviewed scientific journals, books and conference proceedings in the fields of science, technology, medicine, social science, and arts and humanities. Scopus was launched in 2004 by the academic publisher Elsevier in the Netherlands. Most of the publications indexed by Scopus are highly reputable by meeting certain criteria, such as that the journal publication must be regular, the content of the journal must be relevant and understandable by an international audience and be ethical. Every year, Scopus announces the list of the journals indexed by Scopus. Any journal that no longer meets Scopus criteria can be discontinued. Due to its rigorous process in indexing, the journals indexed by Scopus are considered reliable and trusted sources to be cited and the writers in these journals can use their publication to support their career promotion. We did propose our journal to be indexed by Scopus in February 2024, and it is still waiting to be processed. After being indexed by Scopus, the journal can directly be accredited as Sinta 1 and usually it will be easier for the journal to receive article submission. We understand that it will not be an easy process, but we are ready to improve the quality of our journal from time to time.

The articles which are published in this edition can be categorized into three among the four concentrations in our Faculty of Education: (1) Curriculum, Teaching and Learning, (2) Educational Assessment and Evaluation, (3) Education Policy, Management, and Leadership, and (4) Education and Society. Most of the articles in this edition can be categorized into Education and Society (five articles), and then followed by two articles in Curriculum, Teaching and Learning and one article in the category of Educational Assessment and Evaluation. In fact, the article "Gender Representation in Education: Evidence from English National Tests in Indonesia", written by Dewi Resminingayu from Abdurrahman Wahid Center for Peace and Humanities, Universitas Indonesia, Indonesia, and Novika Grasiaswaty from Universitas YARSI, Indonesia, not only can be categorized into Educational Assessment and Evaluation because this article analyzes the Indonesian national test (assessment), but also can be categorized into Education and Society

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because it analyzes gender representation in education, which according to the authors, mirrors the reality of Indonesian society. The authors argue that Indonesian society is patriarchal, especially during the New Order Era, which tended to domesticate women and put men mainly in public spheres. However, the researchers found a decline in this traditional gender construction after the New Order ended in 1998. This research found that the test items after 1998 gave more room for women to be active in the public spheres, even though men still mainly dominate employment in the public sphere.

Most of the articles on Education and Society are concerned with social justice and inclusive education for religious minority or underprivilege groups. The first in this category is "Nurturing Young Muslim Students as Part of a Minority Group in American Society" by Maretha Dellarosa from Universitas Negeri Surabaya, and Titus Eko Windarto from the Ministry of Religious Affairs, Indonesia. This article explores two Muslim religious teachers' efforts in nurturing young Muslim students in America, where religious subjects are not taught at school. These efforts to deepen religious faith to be the strong foundation of the students' spiritual development were conducted at Sunday school, independent from the existing formal schools. In these efforts, teachers face challenges such as the difficulty of practicing Arabic in English speaking country and disconnection between school and home, in which parents rely too much on teachers in cultivating Islamic values on children's lives, while teachers expect parents to be the role models in practicing Islamic values in children's daily lives. Nurturing the spiritual development of young Muslim students is considered to be important to make them mentally ready to face the challenges of Islamophobia in America after 9/11.

The second article under the category of Education and Society is "Scholarly Discourse on Equity, Inclusion and Education by Scholars in Indonesia: A Bibliometric and Science Mapping Analysis" by Visal Moosa from the Islamic University of Maldives, Maldives, Charyna Ayu Rizkyanti and Bambang Sumintono, both from Universitas Islam Internasional Indonesia, Indonesia. The authors did a bibliometric and science analysis

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of Indonesian scholars' publications on equity, inclusion, and education. Among the results of this study is that the number of publications of Indonesian scholars on equity, inclusion, and education is declining, and the citation of these publications is low, fluctuating, and is within the small circle. Based on this finding, the writers recommend Indonesian scholars doing more research on this topic, which is part of the Sustainable Development Goals (SDGs), in order they can contribute to the global publications. In addition, the research finds that there was weak and small institutional collaboration in publications. Therefore, this research recommends the expansion of collaboration among authors from within and outside Indonesian institutions.

The third article under the category of Education and Society is "The Challenges and Opportunities of Underprivileged Urbanized People in Accessing Education: A Case Study in Depok City" by M Syauqi Asfiya' Rihifuddin and Wiwin Windiana, both from Universitas Islam Internasional Indonesia, Indonesia. The authors did qualitative research by interviewing seven respondents of urbanized people who moved from their village to the City of Depok to seek better life opportunities. However, due to the lack of education and skill, they ended up being underprivileged groups who live in slump areas. They mainly work as beggars, buskers and scavengers with very low income. Therefore, they face challenges in fulfilling their children's rights to education, such as that their children cannot compete with other urban children to access public school. As a result, they have to send their children to private schools which are costly. Some of them have support from the local government by accessing the Indonesian Smart Card and Depok Welfare Card to support their children's education. In contrast, some others cannot access these two cards because they already have a BPJS, a health insurance card, which they had from previous employment.

The fourth article under the category of Education and Society is "Understanding the Complexities of Teaching Marginalized Groups and Promoting Inclusive Education in Masjid Terminal School: Teachers' Perspective" by Wiwin Windiana and Mariam Ulpah, both from Universitas Islam Internasional Indonesia, Indonesia. They did qualitative

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research on the implementation of inclusive education in Masjid Terminal School (Master School). It is called Masjid Terminal School because the location of the school is in the mosque, near the terminal. This school was established to cater to the needs of the marginalized children in Depok. Because the students mainly come from under privilege societies in Depok, therefore economic hardship became the main obstacle. However, with the support from the staff and teachers in this school, the underprivileged students could access free schooling with a variety of extracurricular activities, and some of the students could even access scholarships to study abroad.

The fifth article under the concentration of Education and Society is "A Literature Review Study of the Role of Family Education in Minimizing *Klitih* Crime and Moral Decadence in Yogyakarta" by Choirul Muna from UIN Yogyakarta, Indonesia. This study highlights the lack of parental role and ability in educating their children as one of the causes of teenagers' committing *klitih* crime, the crime which endanger human life such as stabbing with sharp knife. To prevent this juvenile delinquency, the writer recommends parents cultivate moral and religious values and be more intense in monitoring the activities of their children.

The last two articles are under the concentration of Curriculum, Teaching and Learning. The first is "Exploring Teachers' Beliefs in the Rationale for Learning and Teaching Arabic and Their Impact on the Intended Specific Purposes" by Mahmud bin Sayeed from Warwick University, UK. He investigates the teachers' beliefs on (1) the rationale for learning Arabic in independent Muslim secondary schools in the UK; (2) Arabic language resources used at these schools; and (3) the identity of Arabic taught in these schools. His study found that the rationale for learning Arabic is to help students understand Islamic sources such as the Qur'an, Hadith and Islamic classical texts. However, what is being taught in the independent Muslim secondary schools in the UK is modern standard Arabic (MSA), which does not necessarily support the expected

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religious goal of the learners. Therefore, the author recommends that Arabic language authors and policymakers provide resources that can support the intended rationale for learning Arabic: to specifically understand Islamic sources.

Last but not least, the second article under the concentration of Curriculum, Teaching and Learning is "Postmodernism Challenges for Muslim Schools and Universities in Malaysia: The Role of Artificial Intelligence Pedagogical Integration into Islamic Education" by Jamaliah Jamil from Universiti Teknologi Malaysia and Nurul Huda Izzati Jamil from Universiti Teknologi MARA Sarawak. They did qualitative research based on the researchers' teaching experiences of nearly twenty years at private universities in Malaysia. The researchers found that postmodernism undermines traditional religious values and contributes to socio-economic inequality. In their argument as Muslims, Islam teaches justice and equality, which conflicts with Western secular values of over-capitalism and Lesbian, Gay, Transgender, and Queer (LGBTQ). Given the importance of Islamic education in shaping and cultivating Muslim character to face the challenge of postmodernism, the authors recommend reforming the Islamic curriculum from the pre-school level until tertiary level to effectively integrate Artificial Intelligence (AI) into Islamic education and in daily life in order to make the class more engaging and in response to the rapid changing technology and increasing access to the information through the internet and big data.

Happy reading the articles!

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