

## **Muslim Education Review**

Vol. 4 No. 1, 2025, 1-3

<https://doi.org/10.56529/mer.v4i1.451>

### **Preface**

**Nina Nurmila**

*Indonesia International Islamic University, Indonesia*

*Corresponding E-mail: [nina.nurmila@uiii.ac.id](mailto:nina.nurmila@uiii.ac.id)*

After three years of intensive publication twice a year, MER is accredited as Sinta 3 journal in March 2025. Of course, we expected higher result, even indexed by Scopus. However, we understand that success takes time to achieve. As a “baby” journal under five years old, we will try harder to achieve a better accredited and reputable journal. With this level of accreditation, other than advertising to have online journal system (OJS) submission, we keep relying on our sources of article from MER Writing Competition, Annual Conference papers and papers written by our Scholar in Residence. When we have better accredited journal, we believe that MER will attract more OJS submissions.

As you may know that MER focuses on four concentrations within the field 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 volume, most articles can be categorized within the concentration of Curriculum, Teaching and Learning (four articles) and the rest two articles can be categorized into Education and Society. The first two articles on the concentration of Education and Society is “Understanding School-Based Interpersonal Relationships: the Case of Morning Greetings in a Thai-Muslim School Context” written by Ubaidillah and Nurul Aini from State Islamic Institute of Kediri, Indonesia, and Yah Nursuraiya from Adameesoksavittaya School, Thailand. This study interestingly shows that morning greeting routines are expressions of cultural respect and social connectedness. These



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

morning greetings are subtly diverse depending on cultural backgrounds. Having these morning greetings positively result in inclusivity, mutual understanding, and a stronger sense of community among their members, shaping interpersonal bonds and fostering a supportive school environment. The second two articles on the concentration of Education and Society is “Exploring the Meaning of *the Secret Book of Baina Haq* as a Literature Learning: A Study of Ludwig Wittgenstein's Philosophy of Language” written by Hasanuddin Chaer from Universitas Mataram, Abdul Rasyad from Universitas Hamzanwadi, Indonesia, and Januari Rizki Pratama R., Irma Setiawan, Rahmad Hidayat, and Marlinda Ramdhani from Universitas Mataram. Using content analysis method and employing Wittgenstein's 'Philosophical Investigations' approach, this study finds similarities of the themes and expressions about spiritual experiences and the search for the meaning of human life in the *Secret Book of Baina Haq* and Hölderlin's poetry even though both were produced in different cultures. This, according to authors, indicates that the human desire to seek meaning and a deeper understanding of divine existence is a universal theme beyond cultural boundaries.

The first article under the concentration of Curriculum, Teaching and Learning is “Effective Strategies to Ensure Teachers’ Psychological Well-Being Amid Social Crisis: A Lesson from COVID-19 Pandemic” written by Muhammad Yahya Abdullah and Shalsabilla Rinira Putri from UIN Raden Fatah, Palembang. Even though the COVID-19 pandemic ended in 2021, there is a lesson learned from this tragedy to develop effective strategies to ensure teachers’ psychological well-being, which can be applied in a similar situation. The second article is “Implementing Religious Moderation Values at Islamic Schools in Indonesia” written by Siti Zulfa, Maya Defianty, and Yatni Fatwa Mulyati from UIN Syarif Hidayatullah, Jakarta. Implementing religious moderation values, such as being fair, tolerant, respecting differences, helping others, being honest, humble, cooperative, peaceful, responsible, is very important for students to live harmoniously and be respectful with each other in the context of diverse

religions, cultures, languages, and ethnicities in Indonesia. The third article is “Storytelling and Creative Writing: Critical Literacy Practices in a Community Learning Center in Central Java” written by Zulfa Sakhiyya, from Universitas Negeri Semarang, Indonesia, and Leslie C. Moore from Ohio State University, USA. I agree with the authors’ argument that meaningful literacy practices, especially storytelling and creative writing, are able to be effective and viable means to develop literacy learning, and build student agency and voice. The fourth is “The Role of School Climate Perception on Teaching Efficacy with Special Needs Children: Examining Teachers' Perspective in Depok City” written by Anisa Rahmadani, Muhammad Yudi Ali Akbar, and Zahrina Amelia from Universitas Al-Azhar Indonesia, Indonesia. Teaching students in general can be challenging, let alone teaching students with special needs. This study, among others, shows the importance of school climate in supporting teachers in teaching students with special needs. To have an effective learning climate for inclusive education, it is important that schools provide learning resources, teachers collaborate with each other, as well as parents and stakeholders. Capacity building for teachers to develop instructional innovation in enhancing teachers' confidence in accommodating students with special needs is also recommended.

Enjoy reading MER!