

Preface

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This Academic Year 2022/2023, the Faculty of Education, Universitas Islam Internasional Indonesia (UIII), opens PhD Study Program, in addition to MA Study Program, which started in the Academic Year 2021/2022. Both MA and PhD in Education consist of four concentrations: (1) Curriculum, Teaching, and Learning, (2) Educational Assessment and Evaluation, (3) Educational Management, Leadership, and Policy, and (4) Education and Society. While the dominant topic of the first edition was Education and Society, the dominant issue of the articles in this second edition of *Muslim Education Review* (MER) is on Curriculum, Teaching, and Learning and is followed by the topic of Education and Society.

The first five articles on the topic of Curriculum, Teaching, and Learning are: (1) “Indonesian and Tunisian Constitutional Frameworks: The Impact on the Development of Higher Education Curriculum”; (2) “Prototype Curriculum: Opportunities and Challenges of Inclusive Schools in Implementing Education for All in the Metaverse Era”; (3) “Shaping Curriculum in State Islamic Religious Universities (PTKIN) to Match the Job Market”; (4) “Effectiveness of Mathematics Modules Based on Problem-Based Learning to Improve Students’ Reasoning Ability in Junior High School”; (5) “The Association between the Academic Level of Biology Education Students at a Private University and their Level of Trust in Conspiracy Theories Related to COVID-19”. In the first article, Ulpah shows how constitutional frameworks affect the development of higher education curricula in two countries: Indonesia and Tunisia. Tunisian curriculum was developed from French secular system, while the Indonesian curriculum was developed based on Pancasila ideology. This significantly affects the religious components of the curriculum development process in which no religious subject is offered in Tunisian public higher education. Any students who are interested in studying Islam are directed to study at Zaitunah University, an Islamic university. This differs from Indonesian higher education, which offers religious subjects in private and public higher educational institutions.

In the second article, Bakhri and Sofyan elaborate the opportunities and challenges of the use of the prototype curriculum in inclusive schools. While the use of the prototype curriculum allows the inclusive schools to develop students' soft skills and character as well as to provide equal access to education for all in this Metaverse Era, there are many challenges that many inclusive schools face, such as that government policies do not implement inclusive education thoroughly and evenly yet; uneasy adaptation with the prototype curriculum; lack of facilities and infrastructure; lack of teacher training; lack of community understanding; and technical problems in the implementation of inclusive education. In the third article, Annisa and Puspita explore the gap between the State Islamic Religious Universities (usually called as PTKIN) curriculum and the job market needs. They find that many alumni need to add extra competencies to do their responsibilities in their jobs. This finding can be used as the basis for PTKIN curriculum changes to cater to the needs of the job markets.

In the fourth article, Lestari, Mardiyana, and Slamet report their quasi-experimental research on the effectiveness of mathematics modules based on Problem-Based Learning. The result shows that the modules can increase students' reasoning ability (52.80 percent) in their study. In the fifth article, Fauzi indicates that there was no correlation between Biology Education students' academic achievement level with their level of trust in conspiracy theories about COVID-19. Based on this finding, Fauzi recommends the reformulation of higher education curriculum to improve the students' scientific literacy and information literacy.

The three last articles in this edition are categorized under the topic of Education and Society: (6) "Women's Agency in Action: Higher Education and Career Paths for Young Muslim Women in Indonesia"; (7) "The Complexities of the Mother's Role in Providing Early Childhood Learning Experiences for Children with Developmental Delays"; and (8) "Child Marriage and Its Impacts on the Education of Girls in the Rural Gambia: Focus on Niani District". In the sixth article, Aisyah offers us biographical interpretive research analysing the narratives of young Indonesian-educated Muslim women on their chosen career path. It seems that even educated women, who are being positioned by the author as an agent, are "constrained" by social pressure and existing gender construction "to choose" to be a full-time mom/house wife. Yet, I can agree with her final sentence that the higher the women's level of education, the greater the benefit that they can contribute to the society. Like Aisyah's article which shows the strong construction for women to be mothers or housewives, Rosepti's article confirms that children's upbringing seems to be the only mothers' responsibilities. Bringing up children is not an easy task, even more, to bring up children with development delays. This article enlightens us

about the complexities that mothers experience in upbringing their children with developmental delays, such as sadness, shock, panic and confusion. This invites us to be more empathetic with their condition and try to provide support for them. In addition, this article offers new model of prevention, such as to minimize the use of gadgets, something common nowadays, to allow more interaction with children and to provide educational sessions for young mothers during their pregnancy.

Child marriage is an acute problem in the developing countries, not only in Indonesia but also in the Gambia. Even though many efforts have been made by the United Nations and by both governments such as through the Sustainable Development Goals (SDGs) initiative and legislation, cases of child marriage still exist. The last article in this journal shows the negative impact of child marriage on girls such as their difficult access to education as well as social and economic benefits. The study shows that the higher the level of education, the less participation of girls. Even when girls can access education, they face more difficulties in completing their education than boys. This study also finds that the factors contributing to child marriage are religion, poverty, culture, lack of meaningful opportunity and lack of law enforcement. Therefore, this study recommends that the Gambian government enforce the existing law to protect girls' rights, especially the rights to education and to eliminate the cases of child marriage.

Like the publication of the first edition of this journal, all the articles in this edition are selected from the winners of the UIII Faculty of Education's Writing Competition I and from the papers selected to be presented at the First Education Annual Conference 2022. In the future, we expect that readers can voluntarily submit their articles through our Online Journal System (OJS). Happy reading the articles.