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About the Journal

NAMA International Journal of Education and Development, NIJED, is a double-blind peer-reviewed scholarly journal concerned with interdisciplinary and multidisciplinary educational issues, published twice a year (January and July) by International Institute for Muslim Unity, International Islamic University Malaysia, on behalf of NAMA Foundation.

The journal publishes high-quality empirical, theoretical, and review articles. It welcomes submissions that bridge the gap between research and real-world practices, addressing the interests and concerns of diverse stakeholders like policy-makers, NGOs, and civil society. The journal also features reviews, interviews, and special features on current issues in Islamic Education, alongside fostering academic, professional, and societal debates on key educational topics.

The journal welcomes submissions in the following areas:

Curriculum and Instruction	Educational Technology
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Multicultural and Inclusive Education	Language Education
Educational Policy	Educational Sociology
Teacher Education and Professional Development	Research Methods in Education
STEM Education	or any related field in education

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Editorial

Dawood Abdulmalek Al-Hidabi

In this second issue of the *NAMA International Journal of Education and Development*, we present a diverse and comprehensive collection of research studies focused on critical themes within the landscape of education across three developing countries: Indonesia, Kyrgyzstan, and Tanzania. The featured articles delve into the transformative power of education, offering valuable insights into teacher development, school leadership, student empowerment, financial sustainability, and the adoption of innovative pedagogical practices.

The Role of Professional Development in Shaping 21st Century Teaching

One of the central pieces of this issue explores the impact of teacher professional development and the broader school climate on the adoption of student-centered teaching practices. Ssekamanya, Nalubega, and Kassim's study emphasizes the importance of continuous professional development initiatives as a key driver of educational innovation, particularly in fostering critical 21st-century skills such as creativity, critical thinking, and collaboration. The findings from this multi-country study underscore the need for integrated approaches that involve collaborative planning and community engagement, providing a strong endorsement of NAMA's Theory of Change which prioritizes these elements for achieving meaningful educational outcomes.

Access to Higher Education and Student Empowerment

The paper by Zeki and Wasiq highlights the barriers to higher education access in developing contexts and examines the potential of technology as a tool to bridge these gaps. Through an empirical analysis of data from Indonesia, Kyrgyzstan, and Tanzania, the authors demonstrate the critical role of digital literacy and community engagement in overcoming socioeconomic and geographic challenges. Their research calls for a multi-faceted approach to expanding educational opportunities,

with a strong focus on enhancing digital access and building awareness of higher education pathways.

Financial Sustainability and the Quality of Islamic Secondary Schools

Nor Razinah and colleagues tackle the issue of financial sustainability in Islamic secondary schools, a topic that remains underexplored despite its importance in ensuring quality education. Their findings challenge the conventional capitalist perspective on financial management, instead advocating for a model that aligns more closely with the core educational values of Islamic institutions. By emphasizing the necessity of adequate facilities rather than expensive infrastructure, the authors make a compelling case for a balanced approach that prioritizes the essential needs of both students and educators.

Understanding Perceptions of School Excellence

Mai and Yusuf's comparative study provides a nuanced examination of how different stakeholders—teachers, parents, and students—perceive school excellence. The research findings reveal significant variations in these perceptions, influenced by cultural and educational contexts. This study underscores the importance of culturally responsive policies that align educational practices with the values and expectations of local communities, highlighting the complexities involved in achieving comprehensive school excellence.

Enhancing 21st Century Skills Through Positive Pedagogical Practices

In the article on the impact of school support and advocacy, Ssekamanya, Khalid, and Ramli provide empirical evidence on the positive correlation between school support mechanisms and the development of 21st-century skills. The study emphasizes the role of positive pedagogical practices as a mediating factor, suggesting that tailored interventions focusing on extracurricular activities and citizenship education could significantly enhance student outcomes. These insights offer valuable guidance for educators and policymakers seeking to foster skills essential for the modern workforce.

School Leadership and Capacity Building

Effective school leadership is a recurring theme in this issue, as explored in studies by Amzat, Yusuf, and Mai. The research investigates the relationship between governance structures, human capital development, and financial management in Islamic schools across the three countries. The findings highlight the importance of robust leadership capacity building, which is shown to have a direct impact on school development and overall educational quality. The authors recommend targeted capacity-building initiatives to enhance the leadership skills of school principals and administrators, aligning with broader goals of educational improvement.

The Co-Teaching Paradigm and Teacher Collaboration

Preece, Hamed, and Juperi's exploration of co-teaching models represents a shift towards collaborative teaching practices in Islamic educational contexts. Their research points to the benefits of co-teaching in fostering pedagogical skills and creating a supportive learning environment. The positive reception of these models by teachers in the study suggests a readiness to embrace collaborative approaches, which could pave the way for improved teaching and learning outcomes in these settings.

Assessing School Performance and the Role of Evaluation Frameworks

The evaluation of self-reported school assessment indices by Hamed and Preece offers a critical look at the metrics used to gauge educational success. By developing a comprehensive performance framework based on the NAMA Theory of Change, the authors provide a systematic approach to assessing the effectiveness of educational interventions. This study highlights the need for reliable and context-sensitive indicators to guide curriculum planning and policy development, ultimately supporting a more data-driven approach to educational improvement.

The Impact of NAMA's ROOTS Program on Teaching and Learning

In a rigorous analysis of the ROOTS teacher training program, Tunku Ahmad and colleagues document the program's significant impact on instructional practices in Indonesia, Kyrgyzstan, and Tanzania. Their findings demonstrate clear improvements in areas such as collaborative learning, real-life lesson connections, and the use of technology. The study's insights affirm the effectiveness of NAMA's interventions, while also identifying areas for further enhancement, particularly in the integration of technology and assessment practices in Indonesia and Tanzania.

Conclusion

As the NAMA International Journal of Education and Development concludes its second issue, the collective findings presented by our authors reflect a deep commitment to advancing educational quality and equity across diverse contexts. The research featured here not only provides evidence-based recommendations but also underscores the importance of contextually adapted interventions. By highlighting the unique challenges and opportunities present in Indonesia, Kyrgyzstan, and Tanzania, these studies contribute to a broader understanding of educational development in the Global South.

We extend our gratitude to the researchers for their rigorous contributions and to our readers for their engagement with this evolving dialogue on educational innovation. It is our hope that the insights shared in this issue will inform practice, inspire new research, and ultimately help shape policies that foster inclusive and high-quality education for all.