

EDITORIAL

The Loss of Humanity and Recovering it through a Humanized Education

The dawn of Industrial and Social Revolution 5.0 remains a challenge as we struggle to adjust to the onslaught effect of the recent pandemic. Inevitably, covid 19 has exacerbated the inequalities faced by communities in need of humanitarian responses and aid due to restriction of movement and traveling. In consequence, the post covid effect has tremendously changed the systems and forms of education, further aggravating the humanitarian crises of these neglected communities.

It may be true that education itself cannot solve all the challenges facing humanity, but it plays a primary role in shaping our collective future. Without transforming education, it is difficult to imagine how we can effectively address these challenges. UNESCO's Futures of Education project launched in 2021 recognizes that education goes beyond merely responding to a changing world and acknowledges its potential to transform it. This ambitious project attempts to generate debate on how education might need to be re-thought in a world of increasing complexity, uncertainty, and precarity. UNESCO's pillars of education, i.e. learning to know, learning to do, learning to live together, and learning to be and become is supposed to guide the curricular design and development globally, striving for ESD and promotion of peace and global understanding.

Yet the recent conflict in Gaza marked a humanitarian catastrophe, with unprecedented fatalities, increased displacement, and escalation of anger and hate. Human suffering in Gaza has reached a crucial point as many calls into question the state of 'our collective humanity,' turning the UNESCO's learning pillars into a mockery, an indication that 'learning to live together' is far from reachable.

Today, our world faces increasing levels of inequalities, social fragmentation, political extremism, social divisions, and the devastating consequences of selfish human interest. To some extent, one may even question the purpose and ends of existing education. What has education achieved when humanity is lost? If UNESCO wants to remain committed to its role in constructing defences of peace in the minds of men and women, it first must agree on what peace is and must exercise a more forceful will to realise it.

In view of this loss of humanity, the December issue presents papers related to post pandemic effect in education and Islamization as a form of humanizing education. Two papers in the issue, discuss the mental and psychological wellbeing of different levels of students. Both papers argue the need for intervention support and services for the students. However, a preventive measure may be achieved through an education that humanizes learners, by developing them to possess strong and resilient mindset, and great emotional and spiritual strength so that they can better manage any challenges in the future. Apart from that, one of the analytical papers examines the policy and practices of employability in Malaysia while the other offers a critique of the Early Turkish system of education, based on Arvasi's idea of de-secularization through Islamization of the Turkish culture. Acknowledging the importance of Islamization in education too, Javeed and Othman investigate the Islamization initiatives in teachers' professional development and highlight its impact on the development of teacher-*murabbis* in selected integrated Islamic schools. And finally, this month's issue presents a study on language learning related to student challenges in learning Arabic while another explores the use of graphic organiser in improving English language students' writing performance.

If education is to play its role in transforming society's mindset and practices, the academic world too is responsible in identifying the kind of education that can help achieve this noble aim through responsible research and impactful studies. It is hoped that discussions in this month's issue have helped to achieve this to some extent.

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December 29, 2023