

EDITORIAL

The Promises of Education: Revisiting the Core Business of Educational Institutions

"Education is the most powerful weapon you can use to change the world" - Nelson Mandela

An important turning point in the history of global education was the adoption of the Dakar Framework on Education for All and the Millennium Development Goals. Since then, UNESCO has been committed to ensuring that every child and young person has the knowledge and skills they need to succeed in our rapidly changing world. It is also committed to ensuring that every child has access to a positive learning environment and excellent teachers. Together with the World Bank, they have made a financial commitment to help every child in the world realise their full potential by providing them with a free, inclusive, equitable and quality education. Accordingly, countries around the world have responded by endeavouring to improve access to education and schooling for millions of children around the world and to facilitate learning with effective tools and pedagogical training for teachers.

Unfortunately, developing countries' responses have not led to meaningful learning in the classroom, and promises have not been fulfilled due to funding obstacles and budgetary constraints. Thus, they are unable to allocate sufficient resources for the professional development of teachers and prioritise education, let alone consider it an indispensable tool for national development and economic growth. According to the World Bank Research Observer Journal of the Oxford Academy, good teachers have a major impact on student achievement throughout schooling and into adulthood. However, in low- and middle-income countries, the lack of teachers' pedagogical skills is a widespread and persistent problem (Popova et al., 2021). In today's world, higher education has become commercialised and unavoidable for many young people around the world. The high cost of schooling and attending university has skyrocketed, making the dream of accessing higher education unrealistic or difficult.

In higher education, students expect institutions to meet their expectations by offering relevant courses that meet market demand and by providing consistent academic progression and employment opportunities. As colleges strive to meet rising student expectations, budgetary constraints are becoming a barrier to convenient learning and a comprehensive education that provides tangible value before graduation and beyond. Certainly, they are striving to provide services at a lower cost while gaining student confidence and satisfaction. They want to promote sustainable economic growth, a secure environment, transparency in their co-operation and transformation, and the building of a democratic and inclusive society. However, given the complexity of today's education system, the tide is high. Fulfilling these expectations and delivering on the promises seems to be an insurmountable task. Nonetheless, governments are determined to fulfil these expectations and deliver on the promises they made in the 1990 Global Declaration on Education for All.

On the path of struggle to fulfil the desired educational expectations and deliver on the promises, the July issue contains some noteworthy articles on improving teaching, effective teaching aids, employment of graduates, the importance of education, basic education,

improving literacy and Islamic education. The article by Moo Keng looks at the knowledge gap in exploring the potential and talents of students in tertiary education through the Work-Based Learning (WBL) approach, while the article by Olori Abiola Lateef and Saka Adewale Owodunni examines the use of TPACK between experienced and less experienced computer science teachers in Ogun State, Nigeria.

In terms of reading and writing accuracy, the work of Ratnawati Mohd Asraf and Syakirah Abd Halim investigated the attitudes of pre-school children in English as a second language (ESL) towards reading aloud and the perceptions of their teachers, while the work of Arshad Iqbal Khattak and Mohammad Azanee Saad examined the effect of written corrective feedback (WCF) on the writing accuracy of EFL/SL learners and compared the effectiveness of focussed and comprehensive WCF in improving learners' writing. The article by Nur Sakinah Ahmad Nasaruddin, Mohd. Shukri Nordin and Muhammad Sabri Sahrir and Afiza Mohamad Ali on the importance of education and expectation states that the main objective of higher education institutions is to enhance employability. They then argued that Education 4.0 opens up new possibilities and promises through the use of technology in response to the 4th Industrial Revolution (IR).

On the topic of Islamic education and values, Hamed Salem Saleh Al-Rajhi and Nik Md Saiful Azizi Nik Abdullah examined in their paper the implementation of a cognitive enrichment programme to improve cognitive awareness of Islamic studies among grade 11 students in the Sultanate of Oman. The article by Nabihah Husna Razali and Arifin Mamat deals with the educational philosophy of the Islamic scholar Al-Zarnuji from the 10th century and its application to Islamic education in Malaysia. The translation of terms from the Arabic language of the Quran into the Malay language was discussed in Muhamadul Bakir Hj. Yaakub's paper. The paper emphasised the importance of semantic equivalence in translating Islamic terms into the Malay language.

Against this backdrop, investing in the quality of education, increasing literacy rates, and improving teaching and learning play a crucial role in realising the goals of educational institutions, meeting desired expectations and delivering on promises.

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