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ATIKAN: Jurnal Kajian Pendidikan will provide a peer-reviewed forum for the publication of thought-leadership articles, briefings, discussion, applied research, case and comparative studies, expert comment and analysis on the key issues surrounding the educational studies in general and its various aspects. Analysis will be practical and rigorous in nature. The ATIKAN journal, with print-ISSN 2088-1290 and online-ISSN 2714-6243, was firstly published on June 1, 2011, in the context to commemorate the Birth of Pancasila (Five Basic Principles of the Republic of Indonesia)'s name in Indonesia. Since issue of June 2011 to date, the ATIKAN journal has been organized and published by Minda Masagi Press, as a publisher owned by ASPENSI (the Association of Indonesian Scholars of History Education) in Bandung, West Java, Indonesia. The ATIKAN journal is published twice a year, i.e. every June and December. Website: www.journals.mindamas.com/index.php/atikan

FOREWORD



The cascading waves of competition occasioned by incessant technological has dramatically changed the pattern of service delivery, economic opportunities, and national development. The new economic order is rapidly reshaping, how countries and regions respond to the challenges, adopt strategies, and manage objectives and expectations. Despite some impressive macro-economic indicators which have been achieved in Malaysia, the capacity to sustain and improve them have been challenging, due to high degree of disconnect between human capital policy and national development. Without a robust and result oriented educational policy, Malaysia desire to attain a fully developed status would be difficult.

Although quality education is a great enabler for achieving sustained national development, policy ineffectiveness, and resultant outcomes have remained a source of concern for many stakeholders in the educational sector of Malaysia. Many countries are racing to improve their educational policies in other to improve their competitiveness in a largely driven knowledge economy. Even though, globalization has widened opportunities for market access across borders, it has also created additional challenges by making government and policy makers to keep abreast with the latest development in other climes, despite contextual and cultural differences which exist across countries.

Malaysia Education Blueprint (2013-2025) provides an articulated policy framework, which is designed among other objectives, to achieve a robust, targeted and result oriented knowledge based economy. Instructively, the core driving objective is to improve Malaysia ranking among the top third in PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) by 2025. Surprisingly, seven years down the line, the implementation of the policy has not generated the much touted policy outcomes, which the policy makers desired.

There are three cardinal features of educational policy intervention in Malaysia. Firstly, there is a compelling evidence that globalization and its resultant borrowing of best practice principles have focused largely on international standardization through over reliance on international assessment module to improve its ranking on PISA and TIMSS. Secondly, the top down approach on policy implementation means that over centralization have sapped the contributions of relevant stakeholders towards effective implementation. Thirdly, the notion of one size fit all approach has proven to be highly unsuitable in a diverse and culturally sensitive country like Malaysia, which ordinarily requires a customized strategic approach to achieve the needed objectives. While, I argued succinctly in favour of a broad based educational policy to bridge the widening gaps among urban and rural students, the increasing policy summersaults, inconsistencies, and politically induced policy interventions have affected educational policy outcomes.

Conclusively, education is an important platform for improving human capital development of any country. I noted that in an increasing interconnected world, a country economic and developmental prospect would be driven by what happens in the classrooms. In a globalized world, where knowledge, skills and abilities would be central in championing improved standard of living and sustained national development, the content of the policy and the contextual environment, where the policy intervention would be employed, is critical in achieving the desired policy outcomes. It is no gaining saying that the quality of education in a country is closely associated with range of outcomes, such as poverty alleviation, personal development, social unity, national innovation, and sustained economic growth and development.

Malaysia education policy requires immediate and sustained investments on contents and critical infrastructures in other to obtain the maximum outcomes. Malaysia aspiration to be a fully developed and high income country, which has eluded her in 2020, could still be achieved in the foreseeable future if her political elites and education bureaucrats pivot to data driven, research based, and contextually suited education policy intervention.

The articles presented in the ATIKAN journal this time, the June 2020 edition, do not specifically examine education policy and development in Malaysia. However, aspects related to education in other countries, such as: "Teaching Strategies and Social Support on Students' Mathematics Achievement, Attitude, and Anxiety" by Nicette N. Ganal & Marissa R. Guiab of the Philippines; "Relationship of Community Understanding on Environmental Sanitation with Community Attitudes towards Leather Factory Waste" by Ani Marlina of Indonesia; "Brunei Darussalam Education Policies, 1972-2008: Tracking Evolution in the Face of Challenges" by Haji Awang Asbol bin Haji Mail of Brunei Darussalam; "A Lifelong Learning Model to Encourage Positive Change in the Thinking Paradigm of Urban Poor Women's Communities" by Joni Rahmat Pramudia of Indonesia; and "The Development of Technical Skill Competency in Malaysian Transportation Sector" by Affero Ismail & Zeti Kasman of Malaysia, are very important and interesting to study, analyze, and compare, so that we can draw lessons and conclusions how important the field of education for each nation-state in the World to be made a top priority in the development process.

Happy reading articles in the ATIKAN journal. Hopefully a lot of benefits.

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