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Al-Dirasah: Jurnal Pendidikan Islam is a leading journal in Islamic education institutions that discusses Islamic education. The journal promotes research and scientific discussion on Innovative and Transformative Islamic Education based on interdisciplinary-multidisciplinary, focusing on scientific advancement in both formal and non-formal education. Topics raised can be in the form of Islamic education studies in a madrasah, and an Islamic boarding school (pesantren).

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Table of Contents

Madrasah Education Strategies in Facing the Challenges of Extremism and Radicalism: A Case Study in Jordan

Wardani, Rahwan, Hosaini, Sodik Okbaevich Yuldashov

1-10

The Contribution of the Muslim Diaspora in the Development of Transnational Madrasas: The Indonesia-Middle East Islamic Education Network

Khundhori Muhammad, Abdul Hamid Bashori, Moh Nafi Alisha, Leila Chamankhah

11-20

Gender and Leadership in Islamic Educational Institutions: The Transformation of Women's Roles in Madrasah Management in Arab Countries

Ulfa Ainul Mardhiyah, Isnawati Nur Afifah Latif, Rr. Kusuma Dwi Nur Ma'rifati, Anggun

Kurnia Dewi

21-28

Beyond the Boundaries of Tradition: A Design Thinking Approach in Modern Pesantren Curriculum Reformulation

Binti Nur Afifah, Muhammad Syabrina, Salamun, Muhammad Lukman Arif

29-37

Islamic Neurofeedback: Measurement of Brain Activity in Dhikr Meditation for the Development of the Concept of Self-Regulated Learning

Fiqah Nugrawati Abdullah, Wahyuni, Taseman, Abdul Kirom, Muhamad Ali

38-49

Editorial Board Introduction

Dear readers,

The Editorial Board of *Al-Dirasah: Journal of Islamic Education* presents the latest edition featuring five high-quality scientific articles. In the face of the era of globalization and rapid technological development, Islamic educational institutions are faced with various challenges as well as opportunities to transform. This publication explores various dimensions of Islamic education reform, ranging from strategies to deal with extremism to the use of neuroscience in Islamic learning practices.

The first article examines the strategies of madrassas in Jordan in dealing with the challenges of extremism and radicalism. This research provides valuable insights into how Islamic educational institutions play a leading role in instilling the values of moderation and tolerance. In a polarized global context, these findings offer a perspective on the contribution of madrassas in strengthening social resilience through an inclusive educational approach.

Furthermore, the second article reviews the role of the Muslim diaspora in the development of transnational madrasas, especially the Indonesian-Middle Eastern Islamic education network. The contribution of the diaspora not only enriches learning methodologies but also expands cross-border scientific networks. This study illustrates the dynamics of knowledge exchange that shape the identity of contemporary Islamic education in a global landscape.

The third article highlights the transformation of women's roles in the leadership of Islamic educational institutions, particularly in the management of madrassas in Arab countries. This research reveals a shift in gender paradigm in the context of Islamic education leadership that reflects the evolution of understanding of equality values within the framework of Islamic teachings. These findings inspire more inclusive education policy reforms.

In the fourth article, readers are invited to explore the design thinking approach in the reformulation of the modern pesantren curriculum. The integration of pedagogical innovation with traditional values shows the awareness of pesantren to adapt to the needs of the times without leaving the roots of Islamic science. This research demonstrates how pesantren can transform learning methods while maintaining the essence of Islamic education.

The final article presents cutting-edge research on Islamic neurofeedback, focusing on measuring brain activity during dhikr practice for the development of the concept of self-regulated learning. This study represents a new frontier in Islamic education that integrates spirituality with neuroscience, paving the way for the development of learning methodologies based on a deep understanding of cognitive function in worship practice.

The entire article in this issue reflects the complexity and dynamics of contemporary Islamic education that continues to evolve in response to the demands of the times. The Editorial Board hopes that this publication can contribute to the development of a progressive, inclusive, and globally minded Islamic education discourse, while remaining rooted in authentic Islamic values.

We would like to thank the authors who have contributed high-quality research, the peer review partners who have carefully reviewed, and the entire editorial team who have worked hard in the publishing process of this journal. Hopefully the scientific papers

presented can inspire further research and provide benefits for the advancement of Islamic education around the world.

Happy reading and reflecting.

Editorial Board