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The Extern of Practicing Islamic Values Among Al Ain University Students and The University's Role in Developing Them

Mohammad Salman AlKhaza'leh¹, Reema Al Qaruty², Bilal Fayiz Obeidat³, Samer Abdel Hadi⁴, Mohamed Elsayed Elzeiny⁵ and Lamyaa Raslan⁶

Abstract

The study aimed to know the reality of practicing Islamic values among Al Ain University students and the university's role in developing them. To achieve the goal, the researchers designed the study tool, which is a questionnaire consisting of (25) items distributed in one field, which is "Islamic values." Its validity and apparent reliability were confirmed, and it was distributed to the study sample consisting of (1,100) male and female students at Al Ain University. The study concluded that the reality of practicing Islamic values has reached a significant degree. The study also showed that there were no statistically significant differences due to the gender variable. The study also showed that there are 15 items that the study sample members agreed were important and effective values that the university works to develop among students through courses, workshops, seminars, and everything related to the environment.

Keywords: *Islamic Values, Religious Values, Al Ain University*

INTRODUCTION

Values are a system that directly affects the essence of man. Throughout intellectual and cultural history, Muslims have prided themselves on possessing a system of articulate values with a solid reference based on revelation. Their manifestations were found in shaping the human being and making important milestones in the history of humanity. In our present world, we are in dire need of this system of comprehensive values. Aspects of life, derived from the Islamic doctrine based on reward and reward in this world and the hereafter, through which the nation of Islam was built. (Kaufman et al., 2019; Overton, 2022)

Islamic studies have focused on the interest in studying Islamic values and the importance of establishing them at the university level. Because of their interest in the integrated and proper growth of the learner's personality, as it is an expression of one of the important determinants of social behavior and the product of interests and activity of the individual and the group. Islamic values represent the essence of the emotional dimension of the human personality in which the mental dimension is integrated. Cognitive, physical, and psychomotor, and a large part of the responsibility for their formation, acquisition, and modification falls on the university and society (Kaufman, 2019, Krok & Gerymski, 2019).

(Al-Khaza'leh, 2012) emphasizes that Islamic values occupy a great place in all scientific and life fields in Islamic societies, as they represent one of the important foundations for learning and human adaptation processes, as one of the educational means used to achieve social cohesion, achievement and excellence. It is also one of the components of human behavior in reaching advanced social and life positions.

¹ Al Ain University, Al Ain, Abu Dhabi, United Arab Emirates. E-mail: mohammad.alkhazaleh@aaau.ac.ae Orcid: <https://orcid.org/0000-0003-2826-9127>

² University of Dubai, United Arab Emirates, ORCID NO: 0000-0003-2128-2580, Email: ralqaruty@ud.ac.ae

³ Al Ain University, Al Ain, Abu Dhabi, United Arab Emirates. E-mail: bilal.obeidat@aaau.ac.ae Orcid: <https://orcid.org/0000-0002-1527-3349>

⁴ Al Ain University, Abu Dhabi, ORCID NO: 0000-0002-4111-0084, Email: samer.abdelhadi@aaau.ac.ae

⁵ Al Ain University, Al Ain, Mansoura University, Mansoura, Egypt, ORCID: 0009-0009-0705-9287. Email: mohamed.elzeiny@aaau.ae

⁶ Al Wasl University, College of Islamic Studies Dubai. United Arab Emirates, Email: lamyaa.gad@alwasl.ac.ae

Values in Islam are derived from the texts of the Qur'an and Sunnah. The origins of these values are determined by nature and confirmed by reason. They are fixed and do not change with change in time and place, nor with changes in circumstances and conditions, but the means of achieving them may change. Change in Islamic values is a matter of flexibility in application without prejudice to the origin of the value (Al-Harbi, 2018).

Values in Islam vary between higher values; Such as slavery, justice, truth, benevolence, wisdom, and cultural values; Such as succession, responsibility, freedom, beauty, security, strength, work, and moral values. Such as honesty, honesty, advice, cooperation, goodness, unity, and mercy (Sulami, 2020).

Islamic values can be defined as a set of positive human qualities and principles that are determined by Islamic law according to the approach of the Qur'an and Sunnah. These values will push the Muslim to act in a positive way and improve his behavior in the situations he faces in his life (Allemand & Flückiger, 2022).

The importance of Islamic values for the individual and society is demonstrated through the following:

- It helps the individual improve his behavior and make crucial decisions.
- It refines a Muslim's morals, makes him have good qualities, and keeps him away from reprehensible morals. This will enhance the general behavior of members of society.
- It increases self-confidence and the individual's sense of security, as he needs values that he always returns to whenever he makes a mistake, gets lost, or loses his way.
- Establish controls and limits that prevent him from being drawn into desires and sins.
- It helps in the cohesion and cohesion of society. If all Muslims adhered to Islamic values and adopted them as a method, society would be one monolithic unit.
- It is considered a constitution and a curriculum from which all members of society learn, which constitutes intellectual, cultural and educational harmony between them (Al-Hazmi, 2017).

Advantages and Characteristics of Islamic Values

- Islamic values are divine, as their source is the Holy Qur'an, which is from God and the Sunnah of His sent Prophet, and includes divine qualities of holiness, justice, and clarity of purpose, with the pursuit of the afterlife.
- Universal, it is not limited to Muslims and can be used and applied by everyone due to the progress it achieves.
- It is clear, not am High uous, and does not require evidence to explain it, but can be applied easily.
- Moderation and moderation. These values call for carrying the message of Islam and tolerance, and they contain what allows the Muslim to be moderate in the way he lives and coexists with others.

Realism. These values suit the extent in which a person lives and make it easier for him. They are neither imaginary nor difficult idealism.

- Humanity, as they all stood with the truth and the oppressed and supported the weak. When Islam entered upon the Arabs in the Arabian Peninsula, there were a number of pre-Islamic customs in it. Some of them were forbidden, such as polytheism. Some of them were approved and praised, just as the Arabs before Islam had customs of generosity and courage. He also took advantage of others to support and spread them, such as the Arabs' eloquence, poetry, and eloquence(Al-Qudah, 2017 AD Al-Sawalma, 2000).

In light of Islamic values, the individual lives within a psychological and intellectual framework, from which he always derives sound behavioral patterns, and the benefits of values in Islamic societies help predict what societies will be like. Good values and morals are the foundation upon which civilizations are based. They also protect society from excessive selfishness and tendencies, preserve society's cohesion, define its goals, ideals and fixed principles for practicing a sound social life. They also give individuals the ability to achieve what is required of them within the framework of the Islamic message. (Adamus & G, 2022)

Therefore, educational and Islamic studies have emphasized that university students are affected by several factors, including internal factors related to the student himself, in terms of his abilities, attitudes, inclinations,

and the values he believes in, and external factors related to the environment surrounding him, such as society, university buildings, lecturers, and the provision of facilities granted to him. , and students in terms of their abilities, preparations, inclinations, and decision-making (Zakawa, 2016)

In light of the scientific and technological revolution and the factors of cultural change, it has brought about by reshaping much of our knowledge and concepts about life and delegating most of man's perceptions of himself and his world. Thus, it has led to fluctuation and instability in both inherited and acquired values, and since university, students are an active element in improving... Society and its development, the bulk of development falls on their shoulders, through the value system they received in their various years of study and which they receive at the university.

The Study Problem

The study addressed the extent of practicing Islamic values among Al Ain University students, given that the university is one of the most important educational institutions that contribute to consolidating Islamic values among students, based on our true Islamic religion. Empowering students to practice Islamic values has an impact on the safety of the individual and society. In this regard, Smith (2019) says that if one wants to understand an individual's personality, one must study his value system, in which the values are arranged in a hierarchical manner that shows the details of the person, and this helps in predicting his behavior. Hence, this study came to identify the extent of practicing Islamic values among university students by answering the following questions:

1. What is the extent of practicing Islamic values among Al Ain University students from their point of view?
2. Does the practice of Islamic values differ among Al Ain University students from their point of view according to the variable (gender)?
3. What is the role of the university in developing Islamic values among university students from their point of view?

The Importance of This Study

The importance of this study stems from identifying the Islamic educational values practiced at Al Ain University. This has the potential to reveal the driving factors of human behavior, and providing the university, those responsible for higher education, and faculty members a clear picture of Islamic educational values and the extent of their practice, which they should pay attention to. The importance of this study comes from benefiting from its results in conducting research in light of the changes associated with it.

OBJECTIVES OF THE STUDY

The study aims to do the following:

- 1- Knowing the extent of practicing Islamic values among Al Ain University students.
- 2 - Identifying the differences in students' viewpoints regarding practiced Islamic values, according to the variable (gender).
- 3- Identifying the role that the university offers in developing Islamic values among students

LIMITATIONS OF THE STUDY

The limitations of the study included the following:

- 1- Spatial boundaries: This study took place at Al Ain University.
- 2- Time limits: This study was applied during the first semester of the academic year 2023/2024.
- 3- Human limitations: The study population and sample were limited to Al Ain University students.

4- Methodological limitations: The results of this study will determine by the accuracy of its individuals' answers to the areas that will serve its purposes. The results of the study will determine \ the implications of the tool prepared for this study, in terms of its validity, reliability, and the procedures that were used in it.

Procedural definitions:

Islamic values: They are the normative provisions that determine the orientations of individuals and emerge from

Teachings of the Islamic religion.

LITERATURE REVIEW

There are a few studies that have dealt with Islamic values, including the following:

Al-Attas and Al-Salami (2023) conducted a study that sought to identify the degree

Belief in Islamic values included in the concept of belief in destiny and destiny among university students

King Abdulaziz. To achieve the objectives of the study, the survey was followed through

Designing a questionnaire and applying it to (203) students from the College of Arts and Human Sciences at the University

King Abdulaziz. Among the findings of the study is the degree of university students' practice

Islamic values related to the concept of belief in destiny and destiny, which are: (patience,

Humility, optimism, contentment, and gratitude were highly appreciated.

Al-Harbi's study (2021) also aimed to reveal the most prominent types of educational values

Among the students of Majmaah University, to achieve the objectives of the study, the survey method was used

A questionnaire that includes Islamic values, social values, cognitive values, political values, and then

Applying it to a sample of (645) male and female students from Al Majmaah University. And I arrived

The results indicate that Islamic values are the most widespread values among university students, in addition to

There are no differences in the level of prevalence of these values due to the gender variable.

The judges' study (2020) sought to reveal the level of commitment of university students

The questionnaire was applied to (1,769) male and female students, and the results showed a high degree of commitment to Islamic values, followed by social values. The study also found differences in the degree of commitment of university students due to the gender variable and in favor of females.

Comment on previous studies:

By reviewing previous studies, it is noted that they focused on Islamic values and the importance of their application in universities and their practice by students.

This study came to complement these studies, as I agreed with them on the subject of Islamic values and disagreed with them on the nature of society, as this study was applied to a sample of Al Ain students, and previous studies were benefited from in their results, objectives, and analysis.

METHODOLOGY AND PROCEDURE

To achieve the aim of the study, the researcher used the descriptive survey method, as it suits the purposes and objectives of this study.

Population and Sampling

The study population consisted of all Al Ain University students for the academic year 2023/2024, where a sample was chosen by a simple random method and consisted of (1100) male and female students from the study population, meaning (27%) of the study population as shown in the table (1)

Table (1): Distribution of study sample members according to the variables of gender and educational level.

Variable	Gender		Total
	Female	Male	
Variable Level	500	600	1100

Study Tool

After reviewing the Islamic educational literature related to the title of the study, a questionnaire was designed that consisted of one field, “the field of Islamic values,” and consisted of 25 items. An open question was also distributed to the study sample, and the text of the question was: What is the role of the university in developing Islamic values? 100 students answered this question. The paragraphs that were repeated and had a consensus of more than 50 were selected. The paragraphs on which the consensus was less than 50 were excluded. The unanimous answers to this question consisted of (15) paragraphs.

Validity of the Tool

After developing the tool in its initial form, it was presented to ten faculty members at Al Ain University to ensure the validity of the tool. After knowing their opinions and observations, the researcher made the necessary modifications to the tool, which finally consisted of (33) items. All items of this questionnaire were formulated on a five-point Likert scale, which ranged from (very high, high, moderate, little, very little).

Tool Stability

To verify the stability of the tool, before the actual application of the study, the tool was applied to a survey sample of students consisting of (28) male and female students from outside the study sample, and the reliability coefficient was calculated using the internal consistency coefficient Cronbach - Alpha (Cronbach - Alpha). The reliability coefficient for the tool as a whole reached (0.88), and this amount is considered indicative of reliability and sufficient for the purposes of the current study.

CORRECTING THE QUESTIONNAIRE AND THE CRITERION FOR JUDGING THE ITEMS, AREAS, AND THE TOOL AS A WHOLE

To judge the responses of the sample members, the questionnaire consisted of 5 alternatives according to the five-point Likert scale (very little, little, moderate, high, very high), where the highest grading in the items (very high) was given “5 marks” and the lowest grading in the alternatives was given (very little). “One score”, where the scores are arranged according to the alternatives (1, 2, 3, 4, 5).

In order to determine the level, the upper limit of the alternatives (5) was subtracted - the lower limit of the alternatives (1) = (4).

The result of 4 was then divided by 5 alternatives: $4 \div 5 \text{ alternatives} = 0.8$.

To reach a standard for the study, the result was increased by 0.8 for each of the alternative grades as follows: $1 + 0.8$.

Thus, the weights of the items that were adopted as a standard against which the arithmetic averages were measured in the study became as follows:

- (1 - 1.8) degree is very low.

- (1.81-2.6) Low degree.
- (2.61 - 3.4) Average score
- (3.41 - 4.2) High score
- (4.21-5) Very high score

Statistical Processing

To answer the study's questions, appropriate statistical treatments were performed after entering the data into the computer to analyze it using the SPSS program and process it statistically. Arithmetic means and standard deviations were extracted for the study areas and for their paragraphs as a whole, and the T-test was used.

RESULTS AND DISCUSSION

Below is a comprehensive presentation of the study results and their discussion in the order of the questions:

The first question: What is the extent of practicing Islamic values among Al Ain University students from their point of view?

To answer this question, the arithmetic means and standard deviations of the study sample members' answers to the field items and the field as a whole were extracted, and Table No. (2) Shows this.

Table (2): Arithmetic means and standard deviations for items in the field of Islamic values according to degree of practice.

Paragraph Number	Area paragraphs: Islamic values	SMA	standard deviation	Rank	Arrange the paragraphs according to the degree of practice
1-	My role model is the Messenger of God in my dealings with others.	5.00	0.60	1	High
2-	Always perform prayers on time.	5.00	0.65	2	High
4-	I make sure to earn halal money in all my work.	4.96	0.70	4	High
3-	I fast during the month of Ramadan.	4.99	0.76	3	High
7-	My faith in God makes me tolerant of others.	4.92	0.78	5	High
6-	Follow the principle of compassion in dealing with others.	4.91	0.99	7	High
5	Be careful to enjoin good and forbid evil.	4.91	1.12	6	High
9-	Be careful not to cheat non-Muslims.	4.90	1.24	8	High
10	I fight drug abuse in society.	4.82	0.56	11	High
11	I apply the principle of forgiveness when possible.	4.85	0.71	10	High
8	I treat my neighbors well.	4.89	0.75	9	High
12	I speak the truth and do not give up on it.	4.80	0.78	12	High
13	Make sure to meet others cheerfully.	4.77	0.83	13	High
14	Take an interest in interacting with people and building good friendships.	4.75	0.73	14	High
15	I accept the opinions of others and discuss them objectively.	4.72	0.89	15	High
16	I appreciate the value of gender equality in dealing within the family.	4.70	0.87	16	High
17	Work with the volunteer team to maintain the university buildings and facilities.	4.67	0.99	17	High

18	I aspire to reach higher levels than I already have	4.62	0.54	18	High
19	Realizing my desire to succeed through ethical behavior in science and society	4.50	0.79	19	High
20	I do my best to try to achieve what I aspire to.	4.49	0.81	20	High
21	My ability to strike a balance between two or more parties	4.40	0.98	21	High
25	I want to become familiar with knowledge, science and general culture in society	4.38	0.74	22	High
22	My ability to predict what will be based on my personal experience	4.37	0.90	23	High
23	I want to develop my knowledge within the available means	4.25	1.33	24	High
24	I initiate virtuous, good and unprecedented things	3.14	1.23	25	High
Total		4.71	0.80		High

It is clear from Table (2) that the arithmetic means for this field ranged between (5.00) and (4.14), as well as the standard deviations ranged between (0.67) and (1.24), where paragraph No. (1) was occupied, which reads: “My role model is the Messenger of God in my dealings with others.” It ranked first with a arithmetical average of (5.00), while paragraph No. (24), which reads “I initiate unprecedented, virtuous and good things,” came in last place, with a arithmetical average of (4.14).

While the arithmetic mean for the field as a whole was (4.71) and the standard deviation was (0.80). This indicates that the student community is a Muslim community, and this appears in the behavior of individuals. They are keen to have the Messenger of God as a role model for them in their dealings with others, and they are keen to perform prayers on time, to fast during the month of Ramadan, to earn lawful money, and to adopt the principle of mercy and tolerance with others. As for the paragraphs.

This is also attributed to the importance and depth of Islamic education, which aims to develop the learner’s personality in a comprehensive, balanced and integrated manner in the regular and legislative aspects, and to organize his behavior on the basis of a set of principles of Islamic values.

Results related to the second question: Do the educational values practiced at King Faisal University differ according to the variables (gender, student’s academic level)?

To answer this question, a test was used (T) Table No. 3 shows this.

the field	Gender variable	the number	SMA	standard deviation	T value	True significance level	indication
Religious values	male	500	3.75	0.95	1.061-	0.297	Not a sign
	feminine	600	3.85	0.83			

It is noted from Table (3) that there are no statistically significant differences in the responses of the study sample members due to the gender variable. The researcher attributes this to the fact that the students, whether male or female, all live in a society that applies the system of Islamic values, in which the male and female students learn these Islamic values from their upbringing in The family, the school, the university, these are the values that stem from their Islamic religion applied in their behavior, dealings, and interaction with each other and with other communities.

Results related to the third question: What is the university’s role in developing Islamic values among university students from their point of view?

To answer this question, an open-ended question was distributed to the study sample. 100 members of the sample answered this open-ended question, and they were chosen as a sample for this question. Their

observations were taken about the role the university plays in developing Islamic values, and this was recorded. The role is to record all the points made by each student individually, where the paragraphs that were repeated by each student were collected and rephrased, and the repetitions of each paragraph by each student were calculated, and Table No. (4) shows this.

Table (4): Arithmetic means and standard deviations for items in the political values domain according to degree of practice.

Paragraph Number	Area paragraphs: political values	Duplicates	Percentages
1-	The university focuses on developing Islamic values among students, by enabling them to practice the pillars of Islam (unity in God Almighty, establishing prayer, fasting, zakat, and Hajj).	100	100%
2-	The university develops the necessity of adhering to the Sunnah of the Messenger, peace be upon him	99	99%
3-	The university promotes the need to spread peace among students by focusing on the Islamic greeting, "May the peace and mercy of God be upon you."	99	99%
4-	The university develops the necessity of obedience to parents, as it is linked to obedience to God.	98	0.98
5-	The university develops the necessity of honoring the guest, as it is a quality that God loves.	90	0.90
6-	The university focuses on the necessity of intervening and resolving disagreements if they arise between colleagues.	88	0.98
7-	The university promotes the need for commitment to communicating with surrogates.	85	0.85
8-	I developed a need to uphold the value of honesty	84	0.84
9	The necessity of visiting among my friends has grown	82	0.82
10	I developed a need to respect the elderly and be kind to young children	82	0.82
11	The necessity of enjoining good and forbidding evil has grown in me	81	0.81
12	The necessity of being satisfied with God's will and destiny grew in me	81	0.81
13	The importance of treating neighbors well and checking on their conditions has grown in me	80	0.80
14	It reinforced to me the importance of the value of supporting the oppressed person	56	0.56
15	It reinforced the value of humility in me	51	0.50
Total		3.39	0.90

It is clear from Table (4) that the frequencies ranged between (100% --- 50%), and the paragraphs that received a frequency of less than (50%) were excluded.

These answers may indicate that the university focuses on developing Islamic values among its students through teaching and through workshops and seminars that encourage this and educates students in an education that combines religious awareness and the necessity of practicing this in word and deed, through commitment to Islamic values.

RECOMMENDATIONS

In light of the study results, the researcher recommends the following:

Study recommendations:

- Developing the content of curricula at all levels of education, including the university stage for students, and providing them with enrichment activities that stimulate the dissemination and practice of Islamic and human values in all fields of applied sciences and humanities.
- Educating university students about the importance of practicing Islamic and human values and their positive impact on personal development and community development through educational lectures at the university.
- Professional development programs for faculty members at the university include courses that contribute to helping them increase students' awareness of Islamic and human values and their application.
- It is necessary to conduct a comparative study on the values existing among Emirati university students and students at the basic, middle and secondary levels

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