
RESEARCH ARTICLE

Effectiveness of an Educational Program Based on Educational Tasks in Islamic Education in Social Values among Ninth Grade Students

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ABSTRACT

The study aimed to investigate the effectiveness of an educational program based on educational tasks in Islamic education social values among ninth grade students. To achieve the goal of the study, a scale was built to measure social values. The study population consisted of 80 ninth-grade students from Janaa Basic School affiliated with the Directorate of Education for the First Zarqa Region for the 2023/2024 academic year. They were chosen intentionally and divided into two groups: the control group, which was taught in the usual way described in the teacher's guide, and the experimental group, which was taught according to the educational program based on educational tasks. The researcher used the quasi-experimental method. The results also showed that there was a statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the two mean scores of the post-test performance of the study individuals on each of the areas of social values (cooperation, respect, honesty, freedom, altruism, and justice), and the areas of social values as a whole attributed to the teaching strategy variable in favor of the experimental group. In light of the results of the study, the researcher recommended the need to train Islamic education supervisors and teachers to build educational programs based on educational tasks, employ them in the classroom, and pay attention to social values.

KEYWORDS

Educational program, educational tasks, social values, Islamic education topic.

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1. Introduction

The tremendous scientific progress that the present era is witnessing, and the rapid growth that has accompanied it in the field of science and knowledge, the modern communications revolution, the spread of the Internet, Satellite channels, and social networking sites, the doubling of the amount of knowledge and information, and the distortion to which man is exposed to the individual and social system, necessitates that we prepare a generation represented by a system social values and religious morals that make them good active citizens in their society.

Social values are among the basic foundations of society's culture. There cannot be a society without a system of social values that direct the behavior of its individuals, which determine the unity of thought within society and regulate their social behavior. The core of culture for any society, and it changes as long as society changes. It is inherited across generations through socialization, which is how an individual's fame of reference is formed (Hussein, 2013).

Al-Harshsh (2016: 41) defines social values as "perceptions and concepts that define what is socially desirable, influence the choice of methods, means, and goals of human behavior, and their manifestations are directed toward individuals' attitudes, behavioral patterns, beliefs standards, symbols, and relationships in a way that is consistent with the standards of society".

Both researchers believe that social values are standards and controls for social activities and practices, and they represent the ideals of the individual, society, and the community. The process of forming social values is the result of the experiences that individuals and groups from different life situations are exposed to life and the building of the earth.

Omari (2022) showed that social values consist of three components: the mental, cognitive component, the emotional component, and the behavioral component.

School and its curricula play an important role in shaping the social values of students. Perhaps the most prominent goal of Islamic education curricula is to build a society dominated by social values, virtuous morals, and principles and ideals such as: honoring parents, mercy, cooperation, respect, love, honesty and altruism. The basic goal of Islamic education is to prepare a good person who believes in his Lord. And his faith, the service of his homeland, and his nation interacting with his environment. The subject of Islamic education is concerned with directed education that specializes in the social aspect of human life, and this requires practical social skills that help him in social adaptation to continuous changes. And these values form a standard for judging the behavior of individuals, and according to them, the acceptance or rejection of social behavior is determined (Al-Drou' and Khawaldeh, 2021).

Achieving the goals of Islamic education falls on the responsibility of the Islamic education teacher in developing social values because he is the reliable source for his involvement in the Islamic sciences for the students, which results in him advancing himself and playing a fundamental role in shaping the integrated personality of the students, and conveying the social values associated with the skills, social communication, and love. Others are self-esteem, responsibility, cooperation, self-control, respect, brotherhood, and altruism (Al-Kandari and Al-Shrara'a, 2023).

Islamic education is taught using multiple methods, methods, and strategies to achieve its intended educational outcomes, one of which is the educational task, which is a specific educational activity that students are asked to perform in order to observe their knowledge, understanding, and competence. It is evidence of their learning and requires students to apply what they have learned in the context of learning to reach educational results through some processes, allowing the teacher to control and organize the educational situation (Qura and Moris, 2014).

Sanchez (2017) believes that educational tasks are based on students practicing activities designed by the teacher. To make learning meaningful and help the student gain a deep understanding of the academic content, educational tasks contribute to retaining the learning effect for as long as possible, provide the student with many social skills, and make the student the focus of the educational learning process.

Hassan (6: 2020) defines educational tasks as "a set of sequential, interconnected steps that the student performs to accomplish specific activities and clear-objective actions that are performed independently or in partnership to achieve the desired goals and obtain appropriate feedback. The teacher's role is to complete the task".

Both researchers see educational tasks as various actions and activities designed by the teacher and carried out by the students inside or outside the classroom through self-learning, peers, or groups. They employ their previous experiences and knowledge in implementing the tasks as they acquire knowledge, skills, and values through communication and social interaction among the students, and the teachers' role is directed. A guide, facilitator and monitor of learning.

Tavers & Lees (2016) believe that the current era requires a focus on educational tasks, as they are not only a means of acquiring information and experiences but rather a means of learning in and of themselves. The skills, facts, generalizations, and concepts acquired from educational tasks include cognitive, emotional, and skill components, and the student needs awareness to take the components and acquire them in order to achieve speed and accuracy. And mastery in his performance.

Educational tasks are based on higher local processes and end with reaching educational learning objectives to make learning valuable in the student's life, as it provides the opportunity to practice communication with his colleagues within a social context, and this communication and interaction between students on the one hand and between the students and the teacher on the other hand produces social learning skills (Qura and Morsi, 2014).

Despite the multiplicity of models that dealt with educational tasks and the different components of the model and nomenclature, they agree on dealing with it before the task is implemented during the implementation of the task. In the current study, the researchers adopted six stages for performing the educational tasks, as mentioned in Abu Rumman's study (2023), as follows:

1. Before the task: The students were given instructions and examples about what they should do during the educational task, and they were helped to recall useful previous knowledge to complete the task.
2. The task: Explaining the task, specifying what is required and exchanging options and ideas. The task is implemented through peers or groups, and the teacher's role is to guide, monitor, and reinforce.
3. Planning: The implementation of the task is planned, and an oral or written report is prepared to test other students on what happened during the implementation of the task. This prompts them to practice what will be said in front of the groups. In the meantime, the teacher is present among the groups to provide guidance and direction.

4. Report: An oral written report is presented. The teacher selects a student to read the report, organizes the roles, and the teacher provides feedback on the report.
5. Analysis: The focus is on some concepts related to the students' tasks for analysis.
6. Practice: Some concepts are selected to be dealt with according to the need that emerged during the task or report stage, and here, additional activities are practiced to increase confidence and to take notes about useful patterns and structures. Both researchers added to it the assignment, where students are assigned to carryout a task outside the classroom.
7. There are many previous relevant studies that dealt with social values as a dependent variable. Al-Shammari's study (2021) aimed to find out the effect of using the cooperative learning strategy in achieving Islamic education and developing social values among second year intermediate students in Iraq, while the study of both Issa and Al-O'taibi (2018) aimed at identifying the effectiveness of the strategy (K.W.L.H) in teaching the biography of the Prophet on developing moral values and awareness of them among sixth-grade female students. Abu Naim's study (2019) reveals the effect of the mental trial strategy on the acquisition of social values among sixth grade female students in the Arabic Language course; all of them used the experimental method, and their members were students of the academic levels. There are previous studies that used educational tasks as an independent variable in quasi-experimental studies. Abu Rumman (2023) conducted a study that aimed to identify the effectiveness of an educational program based on educational tasks in developing twenty-first century skills among basic-stage female students in the field of social and national education.

Hamdan (2021) conducted a study aimed at developing reading fluency and speaking skills among primary school students using a program based on linguistic, educational tasks, Barqawi (2021) conducted a study that revealed the impact of developing educational units in the English language based on enriching educational tasks in developing life skills and achievement motivation among first and second- year industrial students.

The researchers benefited from previous studies in constructing an educational program based on educational tasks, preparing a measure of social value, and benefiting from its results in interpreting the results; the current study was distinguished from previous studies in addressing the effectiveness of an educational program based on educational tasks in Islamic education in developing social values among students of Ninth grade students.

2. Problem of Study and its Question:

Based on the justifications stated in the introduction of the study and taking into account the recommendations of some previous studies, such as those of Abu Rumman (2023) and Al-Masri (2010), the necessity of working to diversify teaching methods to highlight and enhance social values, and what the researchers noted of the weakness in the system of social values among students, and because it is one of the most important voluntary activities for the study of Islamic education in Jordan, students acquire twenty-first century skills, especially the development of values in particular among students, which have a clear impact on the students' personality and behavior, and represent the concepts of Islamic education and their use in the reality of their lives. Hence, the desire was born among researchers to investigate the effectiveness of an educational program based on educational tasks in developing social values in the subject of Islamic education among ninth grade students in Jordan by answering the following main question:

Are there statistically significant differences at the level of statistical significance ($\alpha=05.0$) between the middle class of the study group: experimentation and discipline in the development of social values in the discussion for the 9th grade of the elementary school?

3. Significance of Study:

The significance of the study is limited to two aspects:

They are the theoretical significance:

Through what is available in this study of educational literature and previous studies, tackling the educational tasks social values. The experimental significance: it is hoped that the results of this study and the included knowledge in it share in raising the level of cognitive awareness of teachers of Islamic education and their educational supervisors in benefiting from procedures of the educational tasks in Islamic education in development the social values at students through concluding training courses for teachers of Islamic education on employing it in teaching students. It may benefit the authors and developers of the Islamic education curricula in the teaching stages, including the Teacher's Guide for school books and educational tasks and educational activities sharing in developing the social values of students.

3.1 Limits of Study and Determinants:

Students of Ninth Basic Grade at Janna' Basic School following the Education Directorate of First Zarqa Zone through the first semester of the scholastic year 2023-2024. A Studying Unit of the Islamic Education Text-Book and six social values are cooperation, respect, honesty, freedom, altruism and justice.

The generalization of the results of the current study was determined according to the psychometric properties of the study tool, represented in its validity and reliability, and the extent of objectivity of the study subjects' response to it.

3.2 Procedural definitions:

Educational program: A set of planned procedures, steps and skills that are performed in the scheduled class session. It includes a series of educational activities designed and organized to achieve the educational outcomes for the two specific academic stages.

The educational assignments: A group of systems which will be performed by students of Basic Ninth Grade through the specified educational stands by the teacher; they are: before the task, the task, planning, enlightenment, analysis, practice and the home assignment.

The educational program is based on tasks, practices and activities which will be performed by students of the Basic Ninth Grade to accomplish the educational tasks entrusted to them in the form of groups or peers, or self-learning, and they are class- sessions of the Islamic education in accordance with the educational program prepared for this purpose.

Social values: The wished attributes in the community and direct individuals' behavior. The six social values (cooperation, respect, honesty, freedom, altruism, and justice).

Method of study and individuals: The present study employed (Qusai- Experimental Method) considered the most appropriate method for the study; its individuals consisted of 80 students of the Basic Ninth Grade in Janna' Basic School for Boys following the First Zarqa Directorate for Education, they are distributed on two random branches one controlling studied by the habitual way, and an experimental group studied by using the educational program based on the educational tasks.

Scale of social values: Both researchers prepared the scale of social values to measure the scope of the students of the Basic Ninth Grade owing the social values by revising the previous studies for the same connection by the social values, and the scale by its initial form consisted of (45) paragraphs. The validity implications of the scale were extracted in two ways:

Validity of arbitrators: The scale in its initial form showed a group of arbitrators, (11) arbitrators of specialists. The scale in its final form consisted of (40) paragraphs by using (Liker Scale), the fivefold.

Validity of construct: The scale has been applied to a sample consisting of (30) students of the Ninth Basic Grade from outside the sample of study and inside its community. Investigation of the reliability of the scale in two ways: the first was by applying the scale on an explanatory sample consisting of (30) students of the Ninth Basic Grade from outside the sample of study and inside its community, then reapplying it after two weeks on the same sample by a (Test- Retest). The second way was through counting the values of reliability by way of the internal consistency due to (Cronbach's Alpha) coefficient.

Both researchers, for the purposes of the present study, prepare an educational program depending on the educational tasks in Islamic education in accordance with seven stages to carry out the educational tasks, they are: before the task, the task, planning, report, analysis, practice, and homework. It was investigated by a group of specialized arbitrators.

3.2 Variables of study and its insistence:

The study covered the following variables:

Firstly, the independent variable has two levels:

The educational program is based on the educational tasks and the habitual way.

Secondly, The dependent variable, social values:

EG	O1	X	O 1
CG	O 1	-	O 1

Where the provided symbols in the previous design indicate the following:

EG: Experimental group.

CG: Controlling group.

O1: Scale of social values before and after.

X: Teaching Islamic education in accordance with the educational program based on the educational tasks.

-: The habitual way.

Results related to the question of the study:

To answer the main question of the study, arithmetic means and stand, and deviations of the scale before and after for both groups: experimental and controls were extracted from the questionnaire of social values at students of Ninth Basic on the questionnaire of social values at Students of Ninth Basic Grade, table No.1 shows the results:

Group	Before Test		After Test	
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation
Experimental	3.11	0.915	4.38	0.250
Controlling	2.60	0.821	2.51	0.820
Total	2.85	0.901	3.45	1.121

It is clear from Table (1) existence of apparent differences among means of degrees of both groups: experimental and controlling in the after measurement of the social values scale at students of the Basic Ninth Grade for the interest of the experimental group, where average of experimental group degrees of the after measurement in the social values amounted to (4.38), but the before one was (3.11) meanwhile the average of the controlling group degrees of the after measurement on the scale of social values amounted to (2.51), but the before one was (2.60). Therefore, the (one Way ANCOVA) was employed, as shown in Table (2), to show the differences between the two groups: experimental and controlling on the scale of social values.

Table (2)

Source of Variation	Squares Average	Degrees of Freedom	Squares Average	F.	Significance Level	Effect Size
Group	49.352	1	9.352	239.374	.000	.757
Before	12.811	1	12.811	62.136	.000	.447
Error	15.875	77	.206			
Total	99.283	79				

Table (2) clears the existence of differences with statistical significance at the significance level ($\alpha=0.05$) between averages of the two groups; experimental and controlling in the scale of the social values, where F. value amounted (239.374), these differences were for the interest of the experimental group, and effect size of the educational program based on educational tasks in developing the social values amounted (%75.7), and table (3) clears the amended arithmetic means and the standard error of both groups: experimental and control in the scale of the social values.

Table (3)
Amended arithmetic means and standard error of both groups: the experimental and the habitual in the questionnaire of the social values.

The Group	Amended mean arithmetic	Standard error
Experimental	4.264	0.073
Controlling	2.625	0.073

Table three clearly shows that the amended arithmetic mean of the experimental amounted to (4.264), but the controlling group amounted to (2.625), the thing that guides the existence of differences statistically significant at the level of significance ($\alpha=0.05$) between both averages of the group's performance: the experiment and the controlling in the total degree on the after scale of the social values at students of the Basic Ninth Grade ascribed to the educational program based on the educational tasks.

And analyze the fields of the social values scale arithmetic means and the standard deviations of the scale of both groups' individuals; the experimental and controlling on the before and after test. Table (19) of results clears that.

Table (4)
Arithmetic means and standard deviations of the social values fields for individuals of both groups: experimental and controlling on the two tests: before and after

Dimension	Group Measurement	Experimental		Controlling	
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation
Cooperation	Before	3.17	1.06	2.70	0.87
	After	4.57	0.41	2.59	0.94
Respect	Before	3.21	1.07	2.65	0.90
	After	4.42	0.36	2.49	0.91
Honesty	Before	3.18	1.15	2.64	0.96
	After	4.29	0.52	2.43	0.82
Freedom	Before	3.08	1.09	2.52	0.84
	After	4.16	0.50	2.47	0.89
Altruism	Before	2.96	1.09	2.52	0.79
	After	4.24	0.51	2.48	0.89
Justice	Before	3.09	1.17	2.55	1.04
	After	4.70	0.31	2.59	0.93

It is clear from Table (4) the existence of apparent differences among averages of both groups: experimental and control degrees in the after test for the fields of the social values for the interest of the experimental group, where it gets higher averages in the after test of the controlling group. To know if these differences were statistically significant, the (One Way MANCOVA) was used, as results indicated the existence of differences with statistical significance at the level of significance ($\alpha=0.05$) between both averages of the experimental and control groups in the scale of the social values fields, where all values of "F" with statistical significance below (0.05), and these differences were for the interest of the experimental group which was exposed to the educational program based on the educational tasks, and the size of affect amounted to (0.754 – 0.576).

It is inferred from the results of the study question that the effectiveness of the educational program is based on educational tasks in developing and improving social values. This is due to the components of the educational program and the activities, dialogue, and discussions it includes between students on the one hand and between the teacher and students on the other hand.

The program worked to save a social environment that was safe and quiet and performed on cooperation, mutual respect, and tolerance. The program also encouraged students to tell the truth, be honest, and go far from telling lies. The student's opinion is the sole of respect and appreciation of the teacher and his colleagues. Also, the positive and safe climates that prevailed provided them with the truth. Both researchers noticed that during the teacher's following the educational tasks of self-learning and home-works.

The activities of the program also covered practical and dialogue stands, playing the roles and simulation. This is shared in implanting the values of justice, honesty, cooperation and altruism, so concentration on the applied side transforms theoretical knowledge into constructive work, good manners and behavior amendment, also as; it is implanting values in a practical way, and this calls for the reliability of values because the practical applications save climates for practicing the social values.

What the program saved from experiences and stands did expose students of the experimental group helped it to acquire social values, for values are derived and extracted from experiences related. The child discovers values and acquires them by practice or practicing works consistent with them or preparing to acquire them, and this is applied to all social values, so it is possible to expose students to purposed experiences shared in socializing honesty, altruism, justice, cooperation, respect and faithfulness and else.

The result of this study agreed with the results of Al-Shammari's study (2021), Issa and I'teibi's study (2018), and Abu Nueim's study (2019), disclosed the effect of educational programs in implanting social values and developing them.

4. Recommendations and Suggestions:

In light of the results deduced by the study, both researchers recommend the following:

- Employing the educational program based on the educational tasks in teaching the subject of Islamic Education and getting benefit from the activities, strategies, calendar and work-papers included in the program.
- Concluding workshops to train educational supervisors and male and female teachers of Islamic Education on preparing and building programs based on the educational tasks and employing them in the class-sessions.
- Concentrate on the moral and ethical aspects in general and the social values in particular while teaching Islamic Education, connect learning with the student's life, and make the learning meaningful.

Doing more research and studies that tackle the educational tasks, applying them to different samples and tackling other variables.

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