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The role of Islamic education in reducing school violence among
secondary school pupils from the teacher's point of view

khedidja selami ^{1*}, Dr kerbouche walid ², messaoudi tahar ³

¹ UNIVERSITY ZIANE ACHOUR OF DJELFA, khedidjaselami14@gmail.com

² University of jjel, walidkerbouche4@gmail.com

³ UNIVERSITY ZIANE ACHOUR OF DJELFA, elbahith18@gmail.com

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***Correspondingauthor**

Abstract :

This study aims to recognize the role of the Islamic Education Quota in reducing school violence in secondary education in some secondary schools of the city of Jéjel. The analytical descriptive curriculum was used, and a 20-paragraph questionnaire was designed to cover school changes. The study sample consisted of 25 Islamic education professors.

The study produced a set of findings, including:

- The share of Islamic education contributes highly to the reduction of physical violence in secondary school.
- The share of Islamic education contributes significantly to reducing psychological violence in secondary schools.
- Therefore, Islamic education has great effectiveness in reducing the prevalence of violence within educational institutions and it is therefore desirable to increase its teaching hours.

Keywords: Islamic education; school violence; secondary education

Problematic of the study:

Education is undoubtedly one of the most important areas of growing interest in most of the world's nations because it is the most effective way to achieve social, economic, political and other development. So spending on education has been great, and it has cost tremendous efforts to hope that it will have a positive impact on the nation in various aspects of its life. But among the obstacles to educational, educational and administrative work in the school community violent behaviour, attitudes of a hostile nature from which neither the teacher nor the teacher has been spared And not the learner, not the school administration, violence of all kinds in the educational institution has impeded the scientific, practical and value objectives that the institution seeks to achieve, Ignoring and disregarding such behaviours by failing to address them in time compounded their risks and consequences.

Education in our country Algeria - like other countries - is confronted by a series of lapses, shortcomings and problems that significantly hinder the achievement of its prevailing goals; Among them is the problem of school violence, which is notably widespread in the absence of effective and adequate solutions to address it. To correct the course of education, what we hear about and what we see as different manifestations of violence within educational institutions, From sabotage and destruction of various means, brawls and attacks in various ways among pupils, And between them and the teachers, and all the administrators, is the product of educational and educational shortcomings that are not well founded.

In the words of a group of experts, school violence is the most serious form of violence, as it combines two aspects of violence, the societal face, and the institutional face. It is violence by members of society collectively within an institutional framework, the school at all levels of education.¹

Undoubtedly, our educational institutions are not without this phenomenon, but are constantly increasing, as confirmed by the results of the study "Directorate of Education of the State of Setif". (2003), where (145) a case of violence was recorded at the level of the Directorate of Education in that year², and the results of the "Social Change Informant" study show a year (2011): Algeria is at the top of the list of Maghreb countries in terms of school-based violence, with the proportion of pupils practising violence (40%) and the percentage of students subjected to violence (60%).

From this point of view, the study's problem has arisen in the following questions:

- a. Does Islamic education reduce physical violence among school students?
- b. Does Islamic education reduce psychological violence among secondary school students?

Hypotheses of the study:

Islamic education contributes to the reduction of physical violence among high school students.

Islamic education contributes to reducing psychological violence among high school students.

Objectives of the study:

The present study seeks to:

- To know the prevalence of violence of all kinds within the secondary institution and the need to find solutions to the phenomenon.

- The degree to which the subject of Islamic education contributes to reducing school violence of both physical and psychological kinds among pupils from the teachers' point of view.

- To know the extent to which Islamic educators invest in the curriculum's religious and spiritual values, which help students to control their behaviour.

The importance of the study:

Highlighting the phenomenon of violence in secondary schools, which has hampered the good functioning of educational institutions and prevented them from achieving their objectives and achieving comprehensive development.

To provide educational practitioners with feedback on the degree to which Islamic education contributes to reducing the proportion of violence and considers it as one of the reliable solutions in addressing this serious phenomenon.

To guide the efforts of the members of the Islamic Education Team.

Terms and concept of the study :

Islamic Education: This education is derived from Quran and Sunna and is geared towards the development of the preparations of the learner in secondary education in the spiritual, intellectual, moral, social and behavioral fields, which is included in the curriculum of Islamic education for this stage.

School violence: Violent behaviour by an individual towards others belonging to the secondary education institutions of Jegel City, whether pupil, teacher or administrator, where it takes various forms, such as verbal and physical violence, or abuse of property.

Secondary education: The post-middle and three-year level, covering all literary and scientific disciplines.

Theoretical aspect of the study :

1-Islamic Education Concept:

It is an integrated system of established divine facts, standards and values, and changing human experiences, knowledge and skills, provided by an educational institution to its learners, with a view to bringing them to the status of perfection for which God has prepared them, thus being able to do the right of succession to the earth by contributing positively and effectively to its reconstruction and the promotion of life on its back in accordance with God's approach.³

2 school violence :

Definition of school violence :

School violence can be classified into one of two categories, physically aggressive acts and “less severe forms of interpersonal violence”.⁴ Physically aggressive acts tend to involve more serious types of assault with or without weapons. Less severe forms of interpersonal violence tend to involve psychologically or emotionally harmful behaviors such as verbal threats, bullying, cursing, ethnic taunting, pushing and shoving.

Types of school violence:

What types of violent behaviors should be included in such a shared instrument? We propose to be as inclusive and as comprehensive as possible. The scientific literature indicates strongly that school violence has many forms and types, each with different frequencies and different patterns of association with student characteristics, such as gender and age, and with school context variables, such as poverty in the school neighborhood. We suggest, therefore,

that school violence studies examine the prevalence of a wide range of concrete and specific victimization types. These should include at least the following groups of behaviors:⁵

- Verbal, such as calling names, racial slurs, and cursing;
- Social, such as isolating a student or a group of students;
- Indirect violence, including media-related victimization (e.g., showing private pictures over the internet and spreading rumors through cell phones);
- Physical, both moderate physical violence, such as pushing and shoving, and more severe types of physical violence such as serious beating;
- Property related, including vandalism, theft, and damages to students and staff property;
- Sexual, including verbal harassment and physical forms of unwanted sexual behaviors;
- Weapon-related, including the possession and use of a range of weapons, such as pocket knives and guns

3 Islam's attitude to violence:

Islam is the religion of universal love, broad compassion, charity in all things, compassion for the neighbour, social solidarity that pervades the family and society, and Muslim brother of the Muslim does not injure, fail, intimidate or intimidate him, because the worship that the right of the Almighty people has established, we can only perform in the confines of an atmosphere in which security and peace prevail. ⁶

Stop Islam from infringing on the rights of others, not infringing on breath and other people, and establish a set of values and moral norms that call for the preservation of the rights of others, and for the good of both the individual and the group.⁷

And all the teachings of Islam that exist both in the Holy Quran and in the tongue of the Prophet and peace be upon him. or from his wounds, she translated high human behaviour into honour and heaven. You order the favour and you

end the denial, you fight corruption and you call for virtue. compassion, compassion, forgiveness and tolerance are the principles that Islam has called for. So Islam hated violence to us, making its principles incentives to avert injustice of all kinds, of which violence is a part.⁸

Applied aspect of study :

Search procedures

1-Study curriculum:

In order to achieve the study's objectives, the analytical descriptive curriculum, defined as a method of research dealing with existing events, phenomena and practices available for study and measurement, has been selected as such; Without interference in its course, the researcher can interact with it and describe and analyze it. The current study aims to identify the role of Islamic education in reducing violence within the school in secondary education students.

2-Sample Study:

The study sample consisted of a group of Islamic education professors in Jegel City's secondary schools, selected by the random sample of the study community, consisting of 25 teachers.

3-Study tool:

The questionnaire was prepared after a review of pedagogical literature and previous studies related to the subject. Some of the questionnaire building models used in previous studies were also found. In its preliminary form (20), the questionnaire shall be a paragraph divided into two main dimensions:

After physical violence, it included (10) paragraphs, after psychological violence and (10) paragraphs, as well as in building alternatives to answer the Licert tripartite ladder.

- Psychometric properties of resolution:

4-1 questionnaire was valid; The veracity of the questionnaire was verified in two ways:

- The arbitrators' sincerity:

To verify the authenticity of the questionnaire, it was presented in its preliminary form to a group of 5 professors of psychology and pedagogy, in

order to verify the clarity of the items and their relevance to the areas to be measured. Some paragraphs have been amended and clarified to become the ready tool for sample exploratory experimentation, consisting of 25 Islamic education professors from secondary education.

- Sincerity of internal consistency:

The authenticity of the instrument was calculated by calculating the sincerity of the internal consistency of the items, where the Pearson coefficient was used to calculate the correlation factor between each item and the instrument, and the results showed high correlation transactions ranging from 0.68 to 0.92; This study tool has therefore been adopted.

5.Areas of study:

- Spatial area: The study was conducted with some of the city's secondary schools.
- Time area: Field procedures were implemented at the beginning of Feffrey 2018.
- Human field: Those involved in the study are a sample of high school professors, from Islamic education during the school season (2017-2018), of whom 25 are teachers

Presentation and analysis of results in light of hypotheses:

Presentation of the results of the first hypothesis: Islamic education contributes to the reduction of physical violence among high school students.

Table No. (01): Calculation averages and standard deviations of the first hypothesis.

N	phrase	arithmetic average	standard deviation	rank	degree
3	I often begin my lesson with a Quranic verse to calm pupils' souls and control their nerves	2.90	0.66	1	highly
10	After each lesson, I provide a comprehensive summary of what has been addressed highlighting its usefulness in the pupil's life.	2.87	0.67	2	highly
7	I note that some lessons have been useful in reducing attempts to cheat the exam	2.87	0.63	3	highly

5	I support every behaviour accepted by students in the classroom, including the cleanliness of the department.	2.74	0.66	4	highly
4	I often remind pupils of the part that hurts their fellow life and aftermath.	2.73	0.69	5	highly
2	Alert students to the need to preserve school furniture and avoid vandalism	2.68	0.67	6	highly
1	I advise to respect observers and management and not to engage in disputes that may exclude them from school	2.63	0.69	7	highly
3	Employ some companions' stories to solidify some moral values	2.60	0.61	8	Highly
8	Work to attract the pupil's attention to the quota so that he does not go into jamming his colleagues	2.29	0.52	9	average
6	Ask pupils to quietly exit the classroom	2.20	0.67	10	average

Table (01) shows the computational averages and standard deviations and the degree of contribution of Islamic education to reducing physical violence, depending on each paragraph that formed this axis, and it is clear from the table that the paragraphs (10,3) Its calculation averages are large and converging by ranking (2.90, 2.87) and standard deviations by ranking (0.66, 0.67), which indicate the opening of the lesson in a Quranic or prophetic verse, and the importance of providing a comprehensive summary after each lesson and attempting to benefit from it in the pupil's reality.

As well as phrases (7,5, 4), their averages are also high and converging in order (2.76, 2.74, 2.73) and standard deviations respectively (0.63, 0.66, 0.69), which are also high. ", noting that some lessons reduce the phenomenon of exam fraud, To support all benign and positive behaviour of the pupil, as well as to recall the part of the person who harms his colleague in the world and the other, On the same approach, the phrases (9,1,2) were also high but lower than the previous ones, where their calculation averages were in order (2.68, 2.63, 2.60), and standard deviations respectively (0.67, 0.69, 0.61), which are also high marks the importance of preserving school furniture, and advises students to respect the laws of the institution, as well as to employ some companion stories to entrench faith values.

Conversely, phrases 8.6 were averaged by 2.29, 2.20 and standard deviations by 0.52, 0.67, indicating work to attract the pupil's attention to avoid confusion, as well as asking him to leave the classroom quietly.

Presentation of the results of the second hypothesis: Islamic education contributes to the reduction of psychological violence among high school students.

Table No. (02): Computational averages and standard deviations of the second hypothesis.

N	phrase	arithmetic average	standard deviation	rank	degree
5	Teaching Islamic education at this level helps to achieve an emotional balance for the pupil	2.81	0.50	1	highly
9	Modify some of the erroneous behaviors I have in the high school courtyard	2.77	0.43	2	highly
8	The students heard the Koran to alert them to the need to respect the feelings of others	2.77	0.50	3	highly
6	Work to document pupils' relationships with each other both inside and outside the classroom	2.64	0.60	4	highly
1	I use some enhancement methods to raise pupils' morale and drive them to persistent diligence	2.63	0.55	5	highly
3	See the pupils of the place held by the student of science in God and the position in which God favored him	2.63	0.61	6	highly
4	I am entrenching some concepts of amnesty and tolerance in pupils.	2.60	0.50	7 ^l	highly
10	I am keen to train the pupil in communication skills with his colleagues	2.54	0.67	8 ^l	highly
7	I seek to introduce the pupil to accepted standards of conduct in Islam	2.52	0.61	9	highly
2	I show the pupil the best ways to control himself when angry	2.50	0.71	10	highly

Table (02) shows the calculation averages and standard deviations. The degree to which the share of Islamic education contributes to reducing psychological violence according to each paragraph has formed this axis, and it is clear from the table that the paragraphs (5, 9, 8) averages were high and converging by ranking (2.81, 2.77, 2.77) and standard deviations respectively (0.50, 0.43, 0.50), refers to the importance of Islamic education in achieving emotional balance and the need to modify the erroneous behaviours observed in the schoolyard as well as to employ some Koranic evidence to alert to the need to respect others' feelings.

As well as phrases (6,1,3, 4), averages are also high and converging by ranking (2. 64, 2. 63, 2. 63, 2.60), standard deviations respectively (0. 60, 0. 55, 0. 61, 0.50) also have high grades, indicating closer relations between pupils inside and outside the department, as well as the use of an enhancement technique to motivate them, as insight of pupbringing.

In the same vein, the phrase (10,7, 2) came at a high level, with arithmetic averages 2. 54, 2. 52, 2. 50 and standard deviations respectively: 0 .67, 0. 61 and 0. 71, referring to pupils' training in communication skills, familiarization with accepted standards of conduct in sharia law, methods of control and control of breath during anger.

3-Discussion of results according to hypotheses.

Presentation and discussion of the findings on the first hypothesis.

By presenting the analysis and interpretation of the data on the first hypothesis: The share of Islamic education contributes to the reduction of physical violence to a high degree in which the majority of the sample found that Islamic education was necessary in order to address physical violence, The average arithmetic level of contribution is 2.35, a high degree that suggests the great efforts of the faculty members to modify all behaviors they see that are incompatible with Islamic beliefs and values. as well as addressing life issues in human beings, and the need for them to know the legitimate controls that govern their behaviour and make them a successful, scientific and practical human being, including cooperation and compassion in society.

Turning to the analysis of items related to the contribution of Islamic education to the reduction of physical violence We note that the greatest responses have been made to the importance of opening the lesson by consort or speaking to calm pupils, Make them more rational and arrive at the end of the lesson at a comprehensive summary of what has been addressed and demonstrate its utilization in the areas of life, avoiding fraud in the exam and the importance of self-reliance clauses associated with supporting the Section's hygiene behaviour and indicating the unjust penalty, And also the need not to vandalize school furniture, even though it came with high grades, But they are lower averages of calculation than their predecessor, and this shows that most professors point to the importance of regulation and hygiene in the department. or the body and ocean to prevent various diseases and epidemics that may result And that contributing to the sepsis of the ocean in the neighborhoods is an injustice to the right of neighbors and all society, Hence, the teachers stressed

that there was no encroachment, and also at the school level emphasized the need to preserve all educational devices and means.

Provisions relating to respect for the Foundation's law, entrenching Islamic values and attracting the attention of the pupil in order not to disrupt it was also high, and is also lower than its predecessors in terms of its computational averages But it still refers to an important set of principles of life, such as respect and obedience for harmony and social harmony. and to avoid conflicts and conflicts within or outside the institution among members of society, intolerance and acceptance and understanding of the other party, Trying to discuss and engage in a humane and satisfying dialogue away from discomfort and envy which may eventually destroy relationships, the latter clause And that involves quietly walking out of the classroom, and it came in an average degree. education ", which is a clear indication that teachers rarely ask the pupil to do so, being outside the classroom and being out of teacher control.

Through the above, and by reference to the overall degree of the axis associated with the contribution of Islamic education to the reduction of physical violence, we note that the hypothesis has been achieved, reflecting its significant role in modifying erroneous behaviors that cause significant material and human losses.

2Presentation and discussion of the findings on the second hypothesis.

By presenting, analysing and interpreting data on the second hypothesis Islamic education contributes to the reduction of psychological violence to a high degree, The majority of members of the sample found that Islamic education is effective in confronting and mitigating psychological violence. with the average arithmetic contribution of 2.35, This is a high degree of affirmation of the severity of the phenomenon of psychological violence in the school community. and therefore, through the responses of professors, we realize how keen they are through the content of this subject to adopt methods that enable them to rationalize pupils' behaviour, Preventing the high incidence of such violence, which often generates other physical violence, because psychological and moral impact often leads to explosion.

Turning to a more thorough analysis and discussion of the constituent items of this axis In our view, the biggest responses came about the importance of Islamic education in achieving an emotional balance for the pupil, Modify his erroneous behaviour, invite him to respect the other's feelings, not ridicule him and ridicule him That this is terminated in Islam, a serious psychological

violence that causes estrangement and hatred among people. And we know that sharia is the first and most important source in providing psychological and emotional balance and peace of mind, All these make the pupil isolated from the causes of violence and aware of the fact that man is a sacred being who cannot be assaulted. clauses relating to the close connection between pupils and the way they promote acceptable behaviour and the place of science in Islam and the entrenchment of the values of amnesty; It also came in high grades, and this stems from the faculty's realization that closer connectivity between pupils, Makes them more loving and caring among themselves, thus decreasing the existence of bickering that will disturb the school climate and create confusion and aggression between them, For this reason, the values of amnesty, tolerance and the insight of pupils as brothers, linguists and one religion are established. And their reason for being in school is to ask for science, because its owner is sacred to God. and has a high status that not all people enjoy, through which the teacher cultivates purpose and ambition in the same pupil and simply gets him away from everything related to violence, because he will be in the event of achieving a goal he seeks.

As for the items related to training pupils in communication skills and familiarizing them with acceptable behaviour in the sharia and how to control oneself during anger It also came in high grades, as it indicates how to deal or treat. And that's very important, because pupils when they don't get better at being subconsciously involved in mental violence. And hence the professor recognizes the necessity of this subject in evaluating the pupil's behaviour and dialogue with his peers and in his family and society as a whole, And he shouldn't blow up or insult anyone when he gets angry. But he has to control himself and stay away from everything that causes him distress or disturbance so that he doesn't have problems that can be serious and cause him harm. Consequently, this quota has had a significant impact on avoiding forms of violence.

Through the above, and by reference to the overall degree of the axis associated with the contribution of Islamic education to the reduction of psychological violence, we note that the hypothesis has been achieved, which is a definitive indication that Islamic education is self-raising and recommended.

Conclusion:

Lastly, Islamic education plays a significant role in reducing the prevalence of violence in schools. And this is based on the findings, this article can be adopted and invested in addressing different types of violence and

whatever their intensity and causes. The situation of educational institutions in general, the middle and the secondary levels of education in particular. s beliefs and values as the child's first cell and institution, If we return to the principles of proper Islamic education and benefit from it, the incidence of violence will be almost non-existent.

Proposals:

1. Review the number of hours of Islamic education (daily courier volume), and work to increase it in order to optimize its curriculum.

Rehabilitation of the subject of Islamic education and raising of its own laboratories at all levels of education, especially in the baccalaureate certificate.

The need to take advantage of the mosque's role as an educational institution in strengthening young people's upbringing on Islamic morals that prohibit violence of any kind.

4- Enriching Islamic education programs with subjects that polite behaviour and entrench the values of tolerance and pardon with others.

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Introduction to the topic, the problematic and the method of analysis adopted, the hypotheses adopted, clarify the objectives of the article.

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