

The Impact of Teaching Values on the Success of the Educational Process: Al Arqam Academy

By

Ola Abdel Rahman Hamdi Ali

Director of Al-Arqam Academy - Doha - Qatar

Volume (6) Issue (2) April 2025

Abstract

The study aims to identify the impact of teaching values on the success of the educational process at Al Arqam Academy in the State of Qatar. The research uses both research quantitative and qualitative data collection techniques. The qualitative method entails one-on-one interviews with students, teachers and parents from Al Arqam Academy. The quantitative method that is used in the research is the questionnaire. The results of the interviews and the questionnaire support the positive impact of teaching values on students' academic level and personality.

مستخلص البحث باللغة العربية

تهدف الدراسة إلى التعرف على أثر تدريس القيم على نجاح العملية التعليمية في أكاديمية الأرقم بدولة قطر، وقد استخدمت الباحثة أسلوب جمع البيانات الكمي والكيفي، حيث تم استخدام الأسلوب الكيفي من خلال المقابلات الشخصية مع الطلبة والمعلمين وأولياء الأمور من أكاديمية الأرقم، أما الأسلوب الكمي المستخدم في البحث فهو الاستبانة، وقد أظهرت نتائج المقابلات والاستبانة الأثر الإيجابي لتدريس القيم على المستوى الأكاديمي وتنمية مختلف جوانب الشخصية للطلبة.

Introduction

Education is a process that occurs within each person in the community. Education is an act, a process, and a good prerogative. There has been a fast transformation of society, and this has led to a massive design change (Sofradzija et al., 2021). An individual's trait is related to a system of value orientations. The stability of an individual's values reflects the level of development and integrity. The establishment of an active social position is influenced by the development process and value orientations reflected in personality traits (Ruzikulovna, 2021).

Values are the traits that shape one's character and behaviour. Values are a premise through which one assesses the ideal action (Shrestha & Gupta, 2019). The formation of values supporting human development is an essential educational task to promote sustainability. For this reason, the family and the school have to work together to impart values and knowledge that change a lifestyle, a mindset, and therefore behaviour to maintain life on earth (Reyes-Sánchez, 2024).

Value education assists students in learning together both the ideas and their applicability in real-life situations, hence infusing other values in life beyond merely scientific and mathematical ones (Dede et al., 2024). Values are instilled through various teaching materials. Value teaching is also related to character education. The character values that schools teach include being friendly, expressing freely, and developing a love of reading (Jamaludin et al., 2021; Ye, 2021).

Character development is enhanced through storytelling and role-play. These values involve respect, empathy, and cooperation in students teaching values. The values of honesty, compassion, respect, empathy, and integrity are principles for making decisions and identifying rightness with showing ethical behaviour. This nurturing environment is conducive to learning and personal growth (Rachh, 2022; Zajda & Zajda, 2021; Martins, 2024).

The schools integrate values into the curriculum to offer a holistic reflection on a learning experience in which students learn to link theory and practice and be prepared for future challenges in the real world. Values guide individual conduct and performance in a school environment. These values appear in social behaviours, expectations, and choices (Gamage et al., 2021).

The value education strategies imply service-learning methods, which are related to activities in the school and community. The cognitive development method takes place through the activity, which develops capabilities for reasoning and decision-making through challenge and group discussions. The role-play method investigates values in complex social-ethical scenarios for spontaneous and engaging dialogue (Zajda, 2023).

There is also a positive connection between teaching values and student character development. This is confirmed by Nurasiah et al. (2022), who indicated that the values integration program positively develops student character traits. Students' tolerance is related to respect for religious, ethnic, and behavioural differences.

In addition, teaching values can enhance student achievement; Jassim & Al-Hamdani (2021) asserted that teaching values effectively enhance student achievement, as it encourages active participation in the educational process, leading to increased student accomplishment. Gomez (2024) added that curriculum integration instils values into the students according to the school's objectives and mission, considering the diversity of the present generation. These values of integrity, empathy, and respect lead to the emergence of 21st-century learners who overcome future challenges in the world.

Further, student achievement and satisfaction are crucial for education quality, and students' beliefs of values, including subject and achievement values. These values enhance student self-efficacy and achievement (Doménech-Betoret et al., 2017). Thus, it can be noted that school success is related to the process of teaching values. The best way to ensure that students learn in the classroom is to provide them with a quality education, which includes the main subjects with values that help them succeed in the real world.

1.3 Problem Statement

Values are the qualities that define how one behaves and who one is. Values are the standards that would help to weigh up a particular idea or action. Values are standards related to knowing right and wrong. Value education in schools teaches values (Carbonilla et al., 2024). Values set the framework of a society within which members further their socioeconomic tasks. These core ideas, convictions, and norms specify good behaviours and actions (Baig & Funer, 2022).

Values education interacts with character education and this is simply the development of a student's ability to make appropriate

decisions and put proper activities into practice. However, the specific character values are not included in the dynamic subjects (Astalini et al., 2023). Thus, values education is a deliberate effort to aid in student learning and practising values to be responsible members of society. The process of values establishment is greatly put at stake. Thus, values education has never been more urgent (Baig & Funer, 2022).

Qatar students have positive perceptions about the significance of values in this changing world. The education institutions develop courses to combat the incoming global values contrary to the Islamic faith and identity. Courses aim to highlight the destructive universal values that affect identity. This leads course teaching to immunize students from destructive values (Al-Dosari & Alzitawi, 2023).

However, value inculcation is quite tough for students due to socioeconomic pressures, peer influence, and personal biases. The psychological conflicts, social standards, peer pressure, and physical hurdles make the internalization of values difficult. Integrating values into practice daily can be inherently very complicated, such as patience, respect, commitment, empathy, courage, endurance, determination, and hopefulness (Carbonilla et al., 2024).

Sukiman et al. (2021) also evaluated the inclusion of love and compassion values in education curricula in schools and identified challenges in integrating these values. These challenges include differences in the content, as there is no support from the school administration and ineffective teaching methods of teachers. Additionally, there was an increase in cases of violence, such as bullying and harassment among school students.

Sever and Tok (2023) intended to provide resources that support students' familiarity with Qatari values as well as global citizenship. The aim is to include global citizenship values in education and develop critical thinking, creativity, communication skills, empathy, and information literacy related to the Education 2030 Framework among students (Sever & Tok, 2023). Students in Qatari preparatory schools indicated that they put the least importance on the value of education. This leads to challenges in student engagement and learning (Lee, 2016).

Values-based curriculum enhances student engagement in diverse learning environments. However, there is no empirical evidence in the literature on the influence of value education on student performance, behaviour, and school culture at Al Arqam Academy.

The study problem revolves around exploring the relationship between the values teaching and the educational process success at Al Arqam Academy, highlighting the character development significance in fostering an effective learning environment. Thus, the study investigates the teaching value effect on student engagement, academic results, and school culture.

1.4 Research Questions

The central inquiry is: What is the impact of teaching values on the success of the educational process at Al Arqam Academy? From this, the study poses the following sub-questions:

1. How does value education affect student academic performance?
2. How does value education develop student character?
3. In what ways does value education improve positive school culture?
4. What challenges hinder the implementation of value-based curricula?
5. How effective is Al Arqam Academy's curriculum in achieving educational goals?

1.5 Research Objectives

The main objective of the study is to identify the influence of teaching values on achieving success in education at Al Arqam Academy. This is supported by the following objectives:

1. Assessing value education effect on student's academic performances.
2. Exploring value education role in student character development.
3. Examining value education contribution to a positive school culture.
4. Identifying challenges to implementing a value-driven curriculum.
5. Assessing the effectiveness of Al Arqam Academy's curriculum in achieving academic goals.

1.6 Study Significance

This study seeks to address behavioural issues like bullying, substance abuse, and disrespect within schools. In particular, the study provides practical insights for educators and policymakers as it investigates the influence of teaching values on student achievement and school culture, fostering both improved academic outcomes and ethical development. This study is significant because it meets an increasing need for value-based education, leading to academic performance and ethical improvement among students. The resultant insights about the interplay between teaching values and students' educational success at Al Arqam Academy can be employed by educators, policymakers, and curriculum developers to overcome the resistance presented by the socioeconomic positions of stakeholders

involved in the school's curriculum. In particular, it shows the power of value education in increasing a student's engagement in and shaping the nature of behaviour and attitude while promoting a congenial school culture.

1.8 Study Limitations

The current study limitations include the following:

- **Objective Limitations:** The study is limited to the object of identifying the impact of value education on the education process success in Al Arqam Academy.
- **Human Limitations:** The study is restricted to the sample of students at Al Arqam Academy in Qatar.
- **Time Limitations:** The study is limited to the specific academic year 2024-2025.

1.9 Conceptual Framework

This framework illustrates the integration of value education in school curricula aims to improve student's academic achievements, character development, and school culture, addressing issues like bullying and lack of responsibility. Key theories include Kohlberg's Moral Development and Vygotsky's Socio-Cultural Theory. Independent variables include teaching strategies and value-based curriculum. Dependent variables include academic performance, school culture, and student engagement.

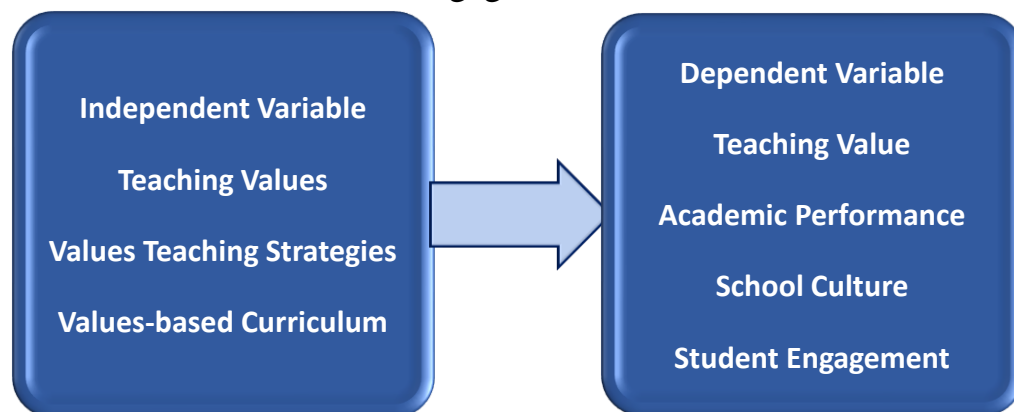


Figure 1: Conceptual Framework of Study

Literature Review

People's values, beliefs, viewpoints, and worldviews influence their behaviour. Due to the great diversity, social cohesion is challenging because everyone has or develops their own moral standards, values, and principles. When we assess various moral principles and value systems from the standpoints of absoluteness and relativity, we reach a dead end. Family is where people first learn

values, followed by school (KOÇ, 2022). The curriculum has always included lessons on values. It is reflected in education, which is defined as giving students life-changing personal values, beliefs, and behaviours to develop good citizens (Belarmino et al., 2024).

2.3 Importance of Teaching Values in Schools

Values education has gained widespread recognition in recent years as an essential part of holistic development in educational systems worldwide (Balong et al., 2024). Educational aims and values cannot be divorced from each other. Values are, in effect, the essence of philosophy. Therefore, educational aims are associated with values. Consequently, value-oriented education becomes extremely important in an evolving society (Behera, 2020). Teaching values is something that everyone should receive. When it comes to providing children with valuable education, educational institutions are crucial even before they enter school. Value-based education lays a high emphasis on the development of one's personality to define one's destiny and successfully traverse difficult situations. Education in values is important since it develops students emotionally. It promotes civility, a sense of nationalism, a sense of belonging, and religious tolerance (Belarmino et al., 2024).

Balong et al. (2024) evaluated the integration of value education into elementary school teaching and took measures toward its implementation. Teachers were effective in achieving value education goals through a variety of strategies, such as organizing activities, raising community awareness, and conducting group discussions on values like tolerance, respect, co-existence, and acceptance are promoted. The study flags major problems such as ensuring curricula support the values that are envisioned, with a call for the building of more committed efforts by teachers. It is recommended that teachers cultivate desired values among learners, teach local stories on moral concerns, and solve the problems teachers face.

2.4.1 Relationship between Absent Values and Students' Bullying

This has gradually developed into a global public health issue that poses serious harm to children and teenagers. Should peer-to-peer bullying in elementary schools go unnoticed and unchallenged, the related consequences are dire—they range from poor academic performance, anxiety, and depression to substance use and suicide. In this situation, they face the risk of becoming endemic. The school environment, which is one of the most important factors in the rise

and eradication of bullying, may very well pose this risk (Özbek & Taneri, 2022).

Regarding social victimization school students are sometimes exposed to social bullying behaviours. Students who are at significant risk and appear to straddle normal behaviour and functions include those with developmental disabilities or social skills deficiencies, as well as underweight and overweight children. It is the victim who is now the target of social bullying (Elsisi et al., 2020).

Brown et al. (2021) examined teachers', principals', and parents' beliefs about the value of education significance in confronting primary school bullying. The data indicated that teaching values, such as respect, understanding, tolerance, inclusiveness, responsibility, caring, empathy, and compassion could eradicate bullying. It is necessary to develop a curriculum with values embedded in learner interventions or strategies and the regulations governing bullying to promote the student experience.

2.4.2 Relationship between Absent Values and Students'

Harassment

Harassment is discrimination based on gender which affects students' achievement and health. The college administration must take steps to ensure that students have adequate and appropriate information about the sexual harassment policy. Resolving sexual harassment concerns and instituting ongoing education must be ongoing activities at academic institutions (Konlan & Dangah, 2023).

One of the impacts that determine students' education is harassment. Sexual harassment has been in inverse correlation with students' educational experience. The saps out students' concentration on their studies and motivation toward self-directed learning are a reaction to sexual harassment. In a similar vein, the victim's fear of sexual harassment also inhibits their interaction with peers and teachers. Students' overall academic achievement may also suffer as a result. In this regard, a harassment-free environment in education means that all stalkers are made aware that such behaviour will not be tolerated (Gyawali & Maharjan, 2022).

2.4.3 Relationship between Absent Values and Students' Lack of Responsibility

A healthy social structure requires common values that we transfer to the next generations. The mechanism of this transfer is education, which plays a crucial role in endowing our society with

values. Values are personal moral and social emotions which keep a man and society alive (Gulec & Yalcin, 2020).

The indifference of students to the engagement of the classroom has resulted in disruptions to the instructional schedules demoralising the teachers, with students learning almost nothing. To endorse any accountability in learning means to have a readiness and ability to which the students welcome any consequences of their willingness and abilities for all the tasks and learning activities involved. Students gain this responsibility through the learning process and regular student guidance practices. Self-management is essential to help students control their behaviour, identify and monitor target behaviour, select and implement appropriate actions, and evaluate learning outcomes (Susanti, 2020).

2.5.1 Incorporating Values into School Curricula

The curriculum of primary education organizes virtues into four major areas of character education: those involving relationships, those involving personal responsibility and discipline, and the more theoretical virtues such as truth, prudence, and faith. The relational virtues are generosity, kindness, charity, solidarity, empathy, and friendship. The virtues of order, commitment, courage, self-discipline, perseverance, and self-esteem are all concerned with personal responsibility as part of discipline. Virtues such as truth, prudence, and faith are more theoretical, providing moral integrity and promoting judicious thinking. This classification aids the teacher to develop all-around good and virtuous persons (Fernández Espinosa & López González, 2024).

Alas & Korutürk (2024) examined the values education effect on students' behaviours. The findings showed that values education, including teaching values, curricula, textbooks, and reading texts, positively enhanced students' environmental awareness, living beings, sensitivity, and pollution. Other educational practices, such as workshops, poetry and essay competitions, and core subjects like language learning and science also contributed to values education. The study suggested that teachers collaborate to develop course schedules and content for long-term benefits from values education. Idris et al. (2021) researched values incorporation' influence on character education subjects at school. The integration of the values is an effective way of transferring knowledge, values, job skills, and active social change. The classroom quality was enhanced by

applying creative teaching procedures by the teachers and innovation throughout the learning process.

2.5.2 Practical School Activities for Teaching Values

It provides character development through both internal and external religious activities. It consists of spiritual discussion and cultivation of solemnity. The latter, however, includes martial arts training to add another dimension that puts the school in a different league altogether. These activities are open to both core and village students, thus making Islamic education well-rounded and inclusive (Jannah et al., 2023).

An aim should be to motivate teachers to talk about their roles as table values education teachers and further the support that the Department is giving to students in developing good values. For students to be taught their community values, teachers should be urged to make an effort to find more locally relevant stories that deal with moral principles. The principals of the various schools must deal with the various issues that the teachers face (Balong et al., 2024).

Instilling values in young students is largely the responsibility of the teacher, who serves as an example of moral behaviour. They are supposed to meet their students' learning needs and are viewed as authoritative by their students. Teachers must behave in a way that sets an example for their students and encourages them to grow into morally upright men. Students and parents have high expectations for their moral behaviour in both formal and informal settings, and they continuously monitor their behaviour both inside and outside of the classroom. Thus, a teacher's conduct is crucial to helping students develop positive character traits (Behera, 2020).

2.5.3 Value Program in Schools

For students, especially preservice teachers, to understand their own values and social norms, values education programs are essential. Programs and activities that help preservice teachers internalize moral values and impart them to future generations should be made available to them. This will encourage young people and society to be healthy. Preservice teachers must be given this education to ensure that it is passed down to future generations, as the success of values education is dependent on the teachers and the programs they receive (Yildiz, 2021).

Peer support networks, community service initiatives, and student task forces are just a few of the extracurricular activities that schools and other educational institutions support and encourage in their

students. These interventions give students the chance to learn empathy, unity, responsibility, and respect for other people, their viewpoints, ways of life, and cultures, as well as how to collaborate with others to solve problems (Gamage, 2021).

The curriculum has promoted multicultural values at schools to a great extent. The strong love for peace among students, the spirit of nationalism, and religious tolerance are some of the major milestones achieved through this program. The entire school environment has become harmonious, safe, and comfortable. Moreover, the program has elicited positive responses from all parents and increased religious tolerance. Schools thus show an intention of Islamic Education curriculum being directed to multicultural values, hence the visible positive difference in the school environment and relations in the community (Muhammad et al., 2023).

2.6 Effect of Values Teaching on Educational Process

Values have a big impact on how people choose to learn during their academic careers. These principles have a big impact on how people behave in their learning community, which in turn affects how well they do academically (Gamage et al., 2021). Akmaliah & Ridlo (2019) examined the impact of language teaching on maintaining student-friendly values and ensuring effective knowledge transfer. Teaching values enhances reassurance, creates a friendly atmosphere, encourages active participation, and facilitates knowledge transfer for personal growth. Teachers prioritized creating a learning environment that supports cognitive, social, and emotional skills while considering self-esteem. The study underscored the importance of creating educational environments that promote active student participation and provide safe infrastructure.

2.6.1 Improving Students' Academic Achievements

Another major factor is character education in schools; a recent meta-analytic study puts it in a prominent role in increasing math achievement among students. This analysis presents findings with positive and moderate effect sizes in clearly showing the association of integrated character education with an improvement in math achievement without evidence of publication bias. Thus, school improvement with enhanced academic improvement also provides them with ways of meeting the success of the 21st century and prepares them to work with the demand for Revolution Industry 4.0 and Society 5.0 (Khadijah et al., 2021). Gomez (2024) recommended a school-wide incorporation of values education in all subjects to

provide students with a basic touch of values principles across all settings in life to improve the absorption and application of such principles.

2.6.2 Improving Students' Problem-Solving Abilities & Critical Thinking Abilities

Students' interest in learning can therefore be shaped by solving various kinds of problems, modifying the problems' form depending on the circumstances, and using thinking operations (Gafurova, 2022). By offering a framework for investigation that aids in gaining a deeper comprehension of a subject, problem-based learning encourages students to apply critical thinking abilities. The techniques are easy to remember and can be applied to any novel topic (Sharma et al., 2022). The students who think critically can collate all the relevant facts or information on a situation to comprehend and evaluate. Individuals can sort or arrange facts and other information using critical thinking techniques to recognize and address an issue (Sharma et al., 2022). Students are expected to relate their ideas and thoughts to real-world contexts by using the critical thinking concept. The most important element is how educators can impart values that are suitable for students' critical thinking needs (Tathahira, 2020).

2.6.4 Improving Students' Behaviors

Schools and various educational establishments are kind of facilitators so that children learn and socialize with others from different social backgrounds to be best equipped with wider social values (Shrestha & Gupta, 2019). Characteristics of obedience, honesty, fairness, and devotion in worship are fostered through the adoption of Islamic moral values. It reflects in respectful behaviour to teachers, politeness, and nurturing virtuous relationships. In-depth knowledge about God and spiritual principles will help them reduce their negative behaviours, such as drug abuse, disrespect for teachers, selfishness, tyranny, carelessness, indiscipline, and anti-social tendencies. Islamic morals include vertical aspects, as in the relationship with God, and horizontal aspects, as in the relationship with others, to encourage good manners and create a supportive and positive environment for students (Nuriman et al., 2024).

Akan (2021) recommended to provide other programs at other levels to facilitate the value education curriculum and develop training for teachers to improve their teaching practice concerning value education.

2.6.5 Improving Student Character

Character education is the foundation for developing all-rounded persons by instilling in them important skills and values. It develops intelligence, thinking, creativity, innovation, inquisitiveness, broad-mindedness, efficiency, and science orientation. The "heart" core values are honesty, trustworthiness, responsibility, and patriotism. "Sports" values include resilience, discipline, and teamwork. "Feeling" values include caring, friendliness, politeness, respect, tolerance, and being cosmopolitan. These values as a whole foster public interest, hard work, and persistence (Khadijah et al., 2021). For the promotion of ethical behaviour in communities, character education is pivotal. They teach truthfulness, cooperation, respect for one another, and life values. Stakeholders must all buy into such an endeavour. Instilling basic or core ethical beliefs is crucial to the forging of positive character (Fitriani, 2020).

2.6.6 Improving School Culture

School culture is a part of building a cultured society, rich and diverse in education. It is a representation of values and beliefs, orienting people's daily lives—it affects their mindset, lifestyle, traditions, and experiences. The value system is the spiritual foundation of society and the driving force of social development that comes forth from human labour. Education, being the product of culture, has both its content and aim rooted in education itself (Thanh, 2023).

2.6.7 Improving Adherence and Discipline to School Rules

The purpose of school rules is to help students adjust to the school environment, practice self-control, assume more responsibility for their responsibilities as students, and act in a way that aligns with the national education goals. The goal is to develop students who will make valuable contributions to the development of the country (Maimun, 2023). To accomplish educational objectives, it is essential to have tools that can restrict or guide students so that their behaviour does not deviate from accepted norms (Wanda et al., 2021). In essence, discipline is a liberation rather than a restriction; a student who practices discipline in his studies is essentially preparing for freedom since he will succeed in the future and be trouble-free as a result (Taufiqurrahman & Nabilah, 2023).

2.7 Challenges in Values-based Curriculum in Schools

The curriculum in schools' exercises values only to be met with challenges. Some of the critical challenges include uncooperative peer interactions, limited pupil understanding of the principles, a community environment that fails to enhance these practices, and a lack of support from fathers. The features also hinder peaceable characteristics, diverse pupil characteristics, a society environment not in line with international objectives and distinctive parental views. Overcoming these challenges requires cooperation among schools, offspring, and societies (Muhammad et al., 2023). The curriculum's goal is to prepare students to be responsible members of society. Integrating values into instruction across various subject areas is one of the main obstacles (Balong et al., 2024).

2.8 Effect of Technology on Effective Value Teaching in Schools

Technology is an important part of moral education nowadays. The virtual classroom, educational technology, and online courses enable anybody with internet access to learn. Other innovative technologies such as AI and augmented reality are transforming education today into a more effective, individualized, and engaging experience (Mdhlalose & Mlambo, 2023; Somer et al., 2024). The widespread use of e-learning in educational institutions, training centres, and industrial entities such as Cisco Systems, IBM, HP, Oracle, and other giants is a testimony to the global acceptance of the concept. Essentially, e-learning represents conventional education, which has transformed into its digital form through the utilization of Internet technology (Nuraini, 2023).

2.10 Overview of Values and Educational Process at Al Arqam Academy

Al Arqam Academy is an international Islamic school dedicated to giving a diversified education program to foster cultural and religious identity. The Academy strives to establish caring environments in which girls are recognized and educated as individuals. It visualizes the generation of empowered young lives that believe in their origins, take pride in their identities, represent values, pursue academic excellence, and are in touch with humanity. The mission is to add value to education by instilling the tenets of Islam in proper citizenship, critical thinking, creativity, and representation within the evolving and competing problems of the modern era to fulfil the ongoing needs of both local and international communities.

Honesty, respect, responsibility, sincerity, and sisterly love are the soul values of Al Arqam Academy (Al Arqam Academy for Girls, 2024a).

An outstanding educational institute in Doha, Al-Arqam Academy is one of the best schools that is committed to providing quality education on Islamic principles and values. It brings up the whole child- intellectually, emotionally, physically, and spiritually that they are ready to emerge as confident, knowledgeable, and responsible global citizens. It combines academic programs with other activities, including club activities and sports such as basketball, volleyball, soccer, track and field, music, dance, and drama. The school is known for its academic success, commitment to hyacinth values, and focus on a holistic approach to child development. We seek a vision whereby girls are developed into even more confident, knowledgeable, and responsible global citizens (Al Arqam Academy for Girls, 2024b).

2.11 Theoretical Framework

■ Kohlberg's theory of moral development stages

One of the primary functions of education is to aid individuals in developing morally. Islamic traditions maintain that a person is judged by his moral character (Hafeez et al., 2020). Moral reasoning is the capacity to reason out the reasoning proofs of how and why certain behaviour is perceived as right or wrong, to identify what will become of the behaviour selected, and to identify what the consequences will be if the chosen behaviour is followed. An individual who possesses good moral reasoning uses one or more of such factors, each of which contributes to a moral or religious standard, in his judgment and analysis of available alternatives (Sham et al., 2021).

■ Vygotsky's socio-cultural theory

The sociocultural theory, which looks at cognitive and higher mental function development in humans, derives its main concepts from those of Vygotsky. This theory emphasizes the vital role those sociocultural contexts have in human cognitive development, integrating the social, cultural, and biological processes coexistent within the learning processes (Rahmatirad, 2020). Theories of socioculturalism and social constructivism are fundamental for education and learning. Vygotsky's excellent study also urged critical theoretical ideas that include internalization, scaffolding, mediation, private speech, and the zone of proximal development. It emphasized significant historical, social, and cultural artefacts for cognitive

development in students and their subsequent abilities (Nithideechaiwarachok & Chano, 2024).

Methodology and Design

Three research methods have been identified in the literature; qualitative, quantitative, and mixed methods (Gustianti et al., 2023; Putri and Nasih, 2022; Chibsah, & Ford, 2019). The research uses both research quantitative and qualitative data collection techniques. The qualitative method entails one-on-one interviews with students, teachers and parents from Al Arqam Academy. These interviews are conducted in the secondary building of Al Arqam Academy during school days.

The instrument that is used in the interviews was the tape record, to have the actual words of the students, teachers, and parents. The interview questions for the students were as the following:

1. What values have you learned through the value program in the school?
2. Which one of these values has the greatest impact on your life? How?
3. Does this value have an effect on your academic level? How? The interview questions for the teachers were as the following:
4. What strategies do you use to introduce the value in your lesson?
5. How do you assess your students in learning the values?
6. Do you find any progression in your students' academic level after applying the values in your class?

The interview questions for the parents were as the following:

1. What is your feeling towards teaching values in the school?
2. Do you notice the impact of teaching these values on your daughter's behavior? How?
3. Do these values have an impact on your daughter's academic level?

To be sure of the reliability and validity of the interviews, an individual appointment was arranged with the students, teachers, and parents in a free open discussion atmosphere assuring confidentiality and reminding them of the importance and value of honesty and freedom of giving their opinion, and an authorization was granted for them confirming that they are telling the truth in their answers and reflect the reality to have accurate results. That makes the results of the interviews trustful and believable which support the reliability of the interviews (Ahmed & Ishtiaq, 2021).

The interviews were analyzed by examining the data that comes from the participants' feedback, and a report is formed according to the researcher's impression in a structured form which reflects the students, teachers, and parents' exact opinions and the findings that the researcher observes in their answers plus adding the researcher's comments.

The quantitative method that is used in the research is the questionnaire, there is two questionnaires, the first one is for the students and the second one is for the parents. The setting for the students' questionnaire is in the school in their classes, but the parents' questionnaire has been sent to them at home with their daughters. The questionnaire instrument is the questionnaire papers.

The reliability and validity of the questionnaire paper were as the following: The validity of the questionnaire is achieved by choosing the questions of the questionnaire accurately to make sure that they assess what the researcher wants to know, and when the questionnaire paper was given to all the students and all the parents, the sample became an accurate representation of the population, which makes its validity is high, and can easily be generalized from a sample to a population. The validity of the questionnaire is established when the questions accurately assess their intended constructs (Boushehry & Mohammad, 2022).

Triangulation is a methodology that facilitates the validation of data and is applicable in both quantitative and qualitative research (Noble & Heale, 2019). The reliability of the questionnaire paper has been achieved when an authorization was granted for participation by students, teachers, and parents to make their answers trustful.

The data collection procedures of the questionnaire is as the following: Questionnaire surveys sent to randomly selected groups of students and parents. These questionnaires used to collect quantitative data. The questions in the students' questionnaire measure the percentage of the results among the students. Participants answer the questions by choosing the degree of their point of view, such as strongly agree, agree and disagree.

The questionnaire papers were analyzed by making tables and graphics for each question in the questionnaire paper, and a comment is written for every question to get the number and the percentage of the students who strongly agreed, agree, strongly disagree and disagree, after that a graphic for each question has been done to show

the relationship between the information obtained from the students and the parents expressed in numerical form and percentage. A detailed comment is written by the researcher to explain the findings of each graphic and the results.

Findings

4.1 Analyzing Interview Results

Some interviews have been done with the students to hear from them about how can the values affect their personality and their academic level. Video with sound only is on this link,

- The first one is the parents' interview
http://www.youtube.com/watch?v=cz46w1SXqmM&list=HL1360100049&feature=mh_lolz
- The second link is for students' interviews
<http://www.youtube.com/watch?v=3Hxfj0Zd5TQ&feature=youtu.be>
- The third link is for teachers' interviews
<http://www.youtube.com/watch?v=7Sc8LKN-FpA&feature=youtu.be>

Interviews with teachers indicated that teaching values in classrooms plays a major role in enhancing students' behaviour and improving their academic performance. Teachers confirmed that values such as responsibility, cooperation, and respect positively affect students' behaviour and contribute to a productive learning environment. Teacher Hina confirmed that applying values such as responsibility and cooperation in biology classes contributed to increasing students' discipline and interest in the subject. For example, students organized study groups to cooperate in understanding difficult topics, which led to a noticeable improvement in their grades. This cooperation between students led to an educational environment that encourages positive interaction and benefiting from mutual experiences between students, which added a new dimension to their learning method. In the context of the Information Technology subject, teacher Amira added that values such as cooperation and responsibility contributed to increasing students' interaction with practical lessons. By encouraging students to work in groups and cooperate in solving technical problems, students were able to exchange ideas and solve problems collectively, which positively affected their technical skills and academic achievement.

Interviews with students also showed that applying values at school had a clear impact not only on their academic behavior, but also on their personal behavior. Many students reported that they began to feel more responsible towards their studies and their colleagues thanks

to the values they learned at school. Student Ruba Sultan (seventh grade) said, “Applying values such as cooperation and mutual assistance contributed greatly to improving her interaction with her colleagues.” She also began to feel more responsible towards her studies, as she organized her time better and became more committed to performing her duties. She explained that these changes contributed to raising her grades in most subjects, which made her more confident in her academic abilities.

Through interviews with parents, it became clear that teaching values did not only affect students inside the classroom but also had a direct impact on their behaviour outside of school. Parents pointed to the positive change they witnessed in their children’s behaviour in terms of respect, responsibility, and discipline, which was reflected in their children’s academic performance and daily lives. Duaa said, “Teaching values at school played a major role in developing her daughter Alaa’s personality.” She confirmed that she noticed an improvement in her personal behaviour, as she became more respectful and cooperative with family members, in addition to a significant improvement in organizing her time.

4.2 Analyzing Questionnaire Results

Questionnaire results of evaluation of the impact of teaching and applying values in Al Arqam Academy

Question	Strongly agree		Agree		Disagree		Strongly Disagree		Total
1. Values that I have learned in school have a direct effect on my personality.	16	11%	101	66%	30	20%	7	5%	154
2. Learning values and practising them in school helps me make progress in my academic level.	29	19%	99	66%	20	14%	4	3%	152
3. The value of cooperation encourages me to be more helpful to others and to become a proactive person.	70	45%	71	46%	11	7%	4	3%	156
4. After learning a lot about the importance of									

the value of responsibility, I became a responsible person when dealing with all areas of my life, especially my studying.	22	15%	81	54%	38	26%	9	6%	151
5. When I learned about (love to learn) I became very interested in scientific research and the scientific way of solving problems and making decisions.	28	19%	59	39%	55	36%	12	8%	154
6. I value cleanness and I try to keep the place around me clean at all times, the cleanness Value helps me develop this behavior.	76	50%	63	42%	11	7%	4	3%	153
7. Respecting myself and others became part of my behaviour after learning the importance of respect and being a respectful person.	54	36%	82	54%	11	7%	7	5%	153
8. Learning and practising values changes my way of reviewing my priorities in thinking and life	31	21%	91	62%	22	15%	4	3%	147
9. Learning and practising values give me the power to be an and to plan for my future to become an ambitious person.	38	26%	89	60%	18	12%	4	3%	149
10. It is very important to teach and practice values in schools for the success of the educational process.	51	34%	79	53%	13	9%	7	5%	149

Questionnaire results for parents to evaluate the impact of teaching and Applying values on their daughters in Al Arqam academy

Question	Strongly agree		Agree		Disagree		Strongly Disagree		Total
1. The values program which is applied in Al Arqam academy helps me to build my daughter's personality	9	28%	22	67%	2	6%	-	-	33
2. Teaching values in the school has a clear impact on my daughter's life. She becomes more responsible, and cooperative and shows respect to others. She loves to learn and respect the values of cleanliness.	10	31%	21	64%	2	6%	-	-	33
3. The values that my daughter has learnt in the school enhance positive effects on her academic level	8	32%	12	48%	5	20%	-	-	25

Students' questionnaire results reflect the following impressions

1. Values that I have learned in the school have a direct effect on my personality.

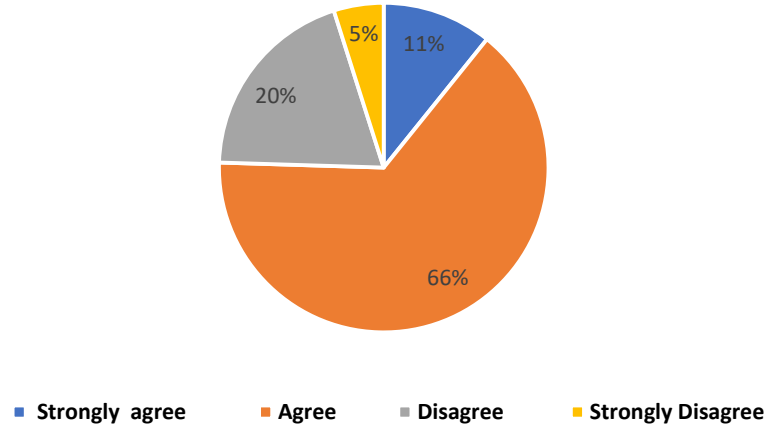


Figure one shows that 66% of the students agreed that the values that they have learned in the school have a direct effect on their personality, while 11% were strongly agree, you can find that 20% of the students do not feel that the values they have learned have a direct effect on their personality, on the other hand 5% of the students strongly disagree, as they feel that the values, they have learnt have no effect on their personalities. The results show that most students believe that the values they learned at school play an important role in shaping their personalities, reflecting the positive impact of education on building personal values.

2. Learning values and practicing them in the school helps me make progress in my academic level.

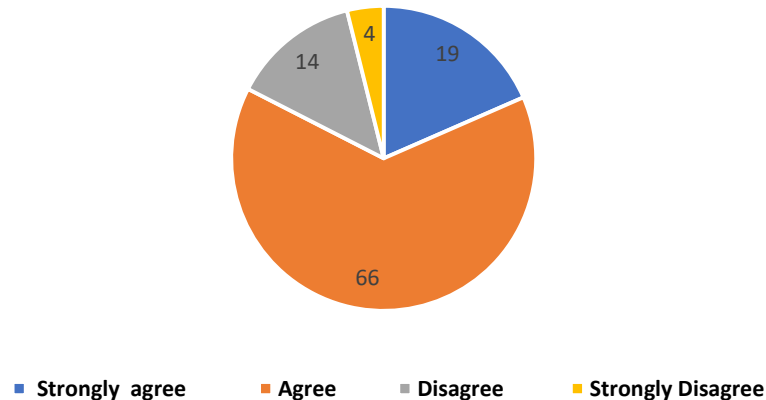


Figure 2 reflects that the majority of the students 66% agree that learning and practicing values in the school helps them to make progress in their academic level, while 19% were strongly agree. 14% of the students were disagree, as they can't see the impact of the values on their academic level, only 4% who are strongly disagree. This can be explained by the fact that the majority of students realize the importance of learning and practicing values in school, as they see that these values contribute positively to improving their academic level.

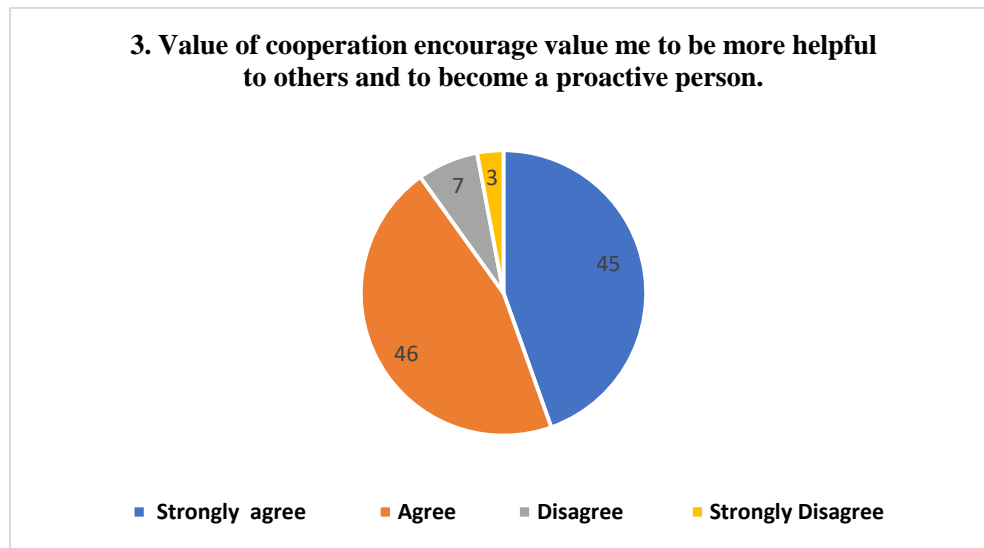


Figure 3 shows that nearly half of the students are strongly agree that the value of cooperation encourages them to be more helpful to others, and to become a proactive person, and the second half nearly agree, 7% percent of the students are disagreed, as they do not feel that the value of cooperation makes them more helpful to others or to be a productive person. Only 3% were strongly disagree. This result indicates that the majority of students recognize the importance of the value of cooperation in enhancing their positive behaviors, as they see that this value motivates them to be more willing to help others and develop their personalities to become more productive and effective. This reflects the school's success in establishing the value of cooperation as a basic element that contributes to building a cohesive and supportive student community.

4. After learning a lot about the importance of the value of responsibility, i became a responsible person when dealing with all areas of my life especially my studying.

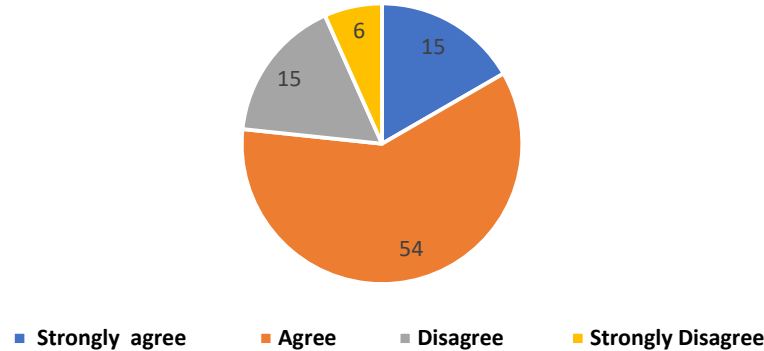


Figure 4 declare that more than half of the students agreed that after learning the importance of the value of responsibility, they became responsible persons when dealing with all areas of their life especially their studying, 15% of them were strongly agree, 26% of the students were disagree about the impact of the value of responsibility, and 6% of them were strongly disagree about the idea.

This result indicates that the majority of students are aware of the impact of the value of responsibility in their personal and academic lives, as they believe that this value has helped them become more responsible people in dealing with various aspects of their lives, especially in their field of study. This deep understanding of the importance of responsibility in building a balanced personality based on commitment and seriousness is evident.

5. When I learned about (love to learn) I became very interested in scientific research and the scientific way of solving problems and making decisions.

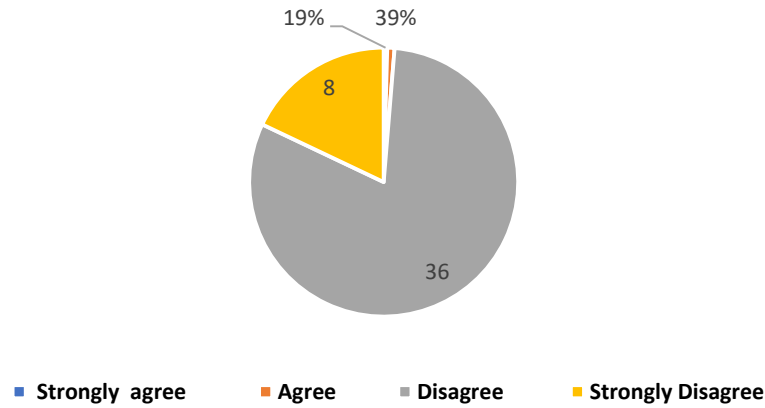


Figure 5 shows that half of the students between strongly disagree and agree that they became very interested in scientific research and the scientific way of solving problems and making decisions, as a result of learning the value “love to learn”. On the other hand, 36% of the students disagree about this idea and 8% are strongly disagree.

This result indicates that there is a division in students' opinions about the impact of the value of "love of learning" on their interest in scientific research and the scientific method in solving problems and making decisions. Although some students feel that this value has a positive impact on their interest in science, as they have become more involved in scientific research and using scientific methods to solve problems and make decisions, another group of students does not share the same opinion. This group may not see that “love of learning” has contributed significantly to changing their attitudes towards scientific research or applying scientific methodologies in their academic and professional lives.

6. I value cleanness and I try to keep the place around me clean at all time, The cleanness Value helps me develop this behavior.

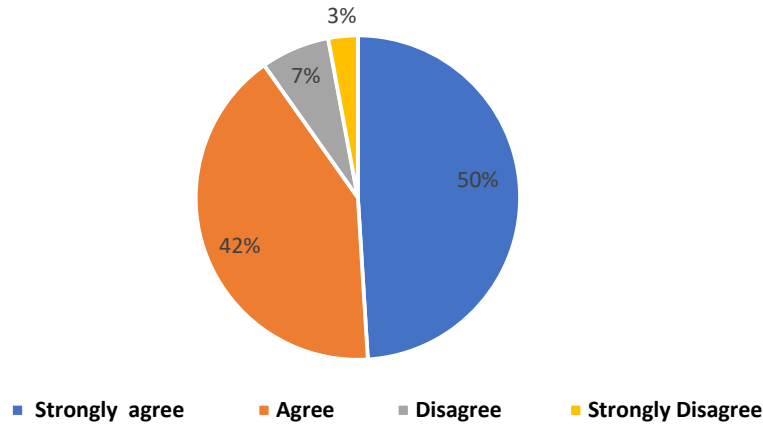


Figure 6 shows that half of the students strongly agree that the cleanliness value helps them to love to be clean and to keep the place around them clean all the time and 42% support the idea and agree about it, only 7% of the students are disagree and 3% are strongly disagree.

This result indicates that most students feel that the value of “cleanliness” has a positive impact on their daily lives, as many of them confirmed that learning this value helped them to love cleanliness and take care of their surrounding environment. These students believe that cleanliness has become part of their daily behaviour, which enhances their keenness to keep their places clean at all times.

7. Respecting myself and the others became part of my behavior after learning the importance of respect and to be a respectful person.

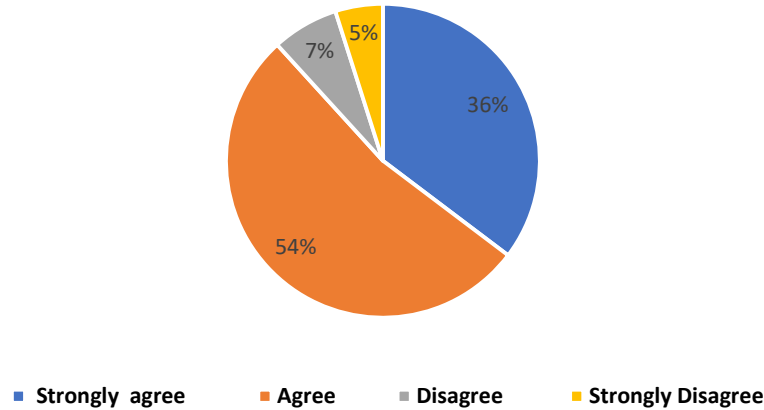


Figure 7 reflects that more than half of the students agree that respecting themselves and others became a part of their behaviour after learning the importance of respect and being a respectful person on top of them there are 36% strongly agree, 7% of the students are disagree about the idea, as they do not see the impact of the value on their personalities, and 5% of the students are strongly disagreeing and refusing the idea. This result indicates that most students were positively influenced by the value of “respect for self and others”, as respect for others became part of their daily behaviours after learning the importance of this value. Students who agreed with this opinion felt that their respect for themselves and those around them helped them to enhance their personal and social relationships.

8. Learning and practicing values changes my way of thinking and reviewing my priorities in life.

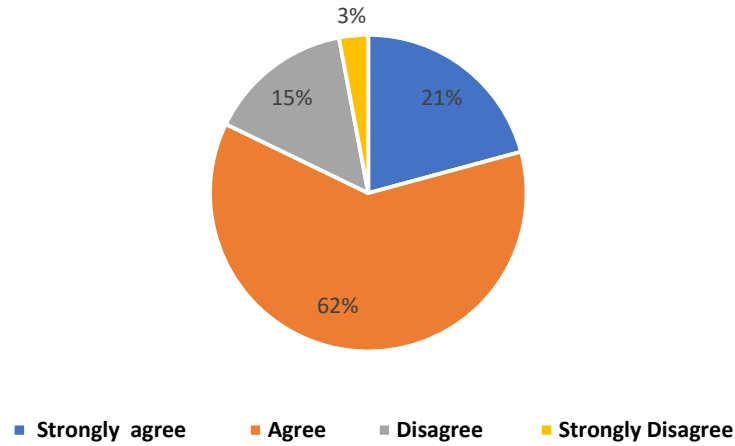


Figure 8 shows that the majority of the students strongly agree and agree that learning and practising values change their way of reviewing their priorities in thinking and life, while 15% of them have another point of view, they disagree that the values change their priorities, and 3% are refuse the idea and disagree about it. This result suggests that the majority of students believe that learning and practising values has a positive impact on their way of thinking and priorities in life, with many of them believing that values have helped them re-evaluate their priorities in a more organized and conscious way. This shift in thinking may reflect their deeper understanding of how values influence their decision-making in various aspects of life.

9. Learning and practicing values gives me power to be an ambitious person and to plan for my future.

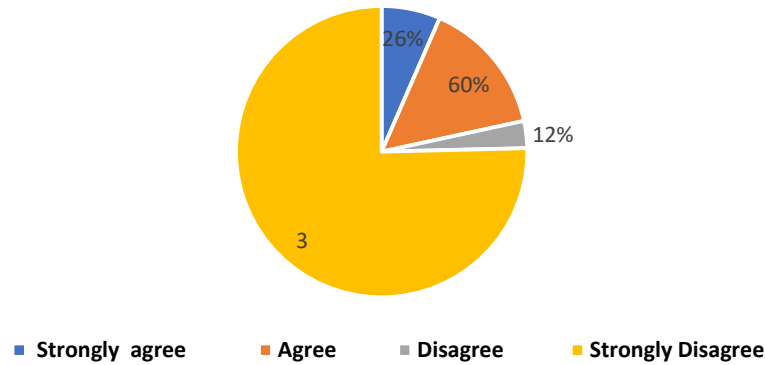


Figure 9 shows that more than 86% strongly agree and agree that learning and practising values give them the power to be ambitious and to plan for their future, 12% of the students disagree about the idea and only 3% strongly refuse the idea. This result suggests that the vast majority of students feel that learning and practising values have empowered and motivated them to be more ambitious and to plan better for their future. These students see the values they have learned as providing them with the foundation to set and achieve their goals, which has a positive impact on their personal and professional lives.

10. It is very important to teach and practice values in schools for the success of the educational process.

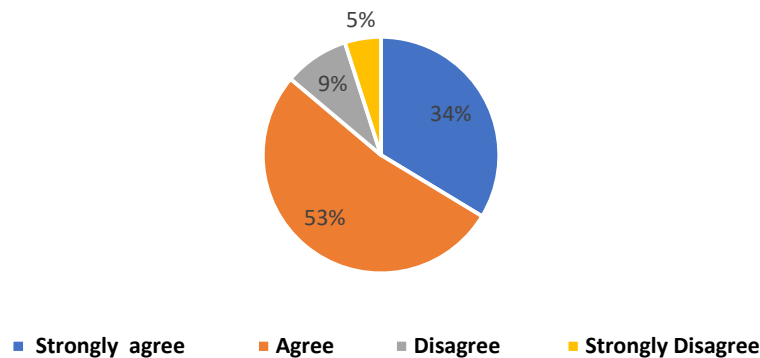


Figure 10 reflects that the majority (87%) of the students strongly agree and agree that it is very important to teach and practice values in schools for the success of the educational process, while the minority of them disagree and strongly disagree (14%).

This result indicates that most students believe that teaching and practising values in schools are crucial to the success of the educational process. They believe that values are not only limited to developing academic aspects but also contribute to building students' personalities and promoting their positive behaviours, which directly affects the learning environment and their interactions with teachers and peers.

1. Teaching values in the school has a clear Impact on my daughter's life. She become more responsible, cooperative and shows respect to others. She loves to learn also respect the values of cleanliness.

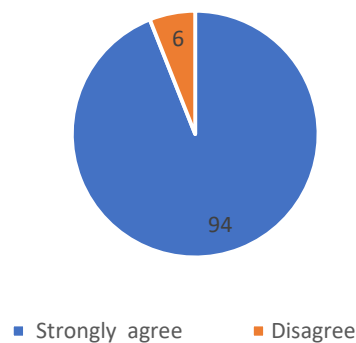


Figure 1 shows that mostly the majority of the parents (95%) strongly agreed and agreed that the values program which is applied at Al Arqam Academy helps them to build their daughters' personalities, and the minority (6%) only disagreed about the idea. Parents' questionnaire reflects very valuable information as the following:

This result indicates that the vast majority of parents believe that the values program implemented at Al Arqam Academy has a significant positive impact on building their daughters' personalities. It seems that this program enhances the development of multiple aspects of personality such as self-confidence, respect, and responsibility, which contributes to their personal and social growth.

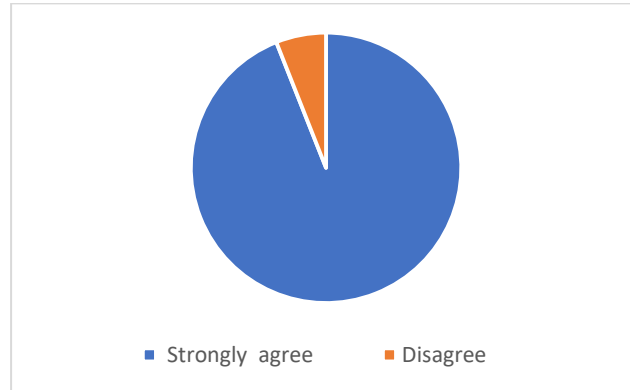


Figure 2 shows that 95% of the parents support the idea and strongly agreed and agree that teaching values in the school have clear impacts on their daughters' lives and behaviour, on the other hand only 6% of them have different points of view and disagree about the idea. This result indicates that the vast majority of parents believe that values education at school has a significant impact on their daughters' lives and behaviour.

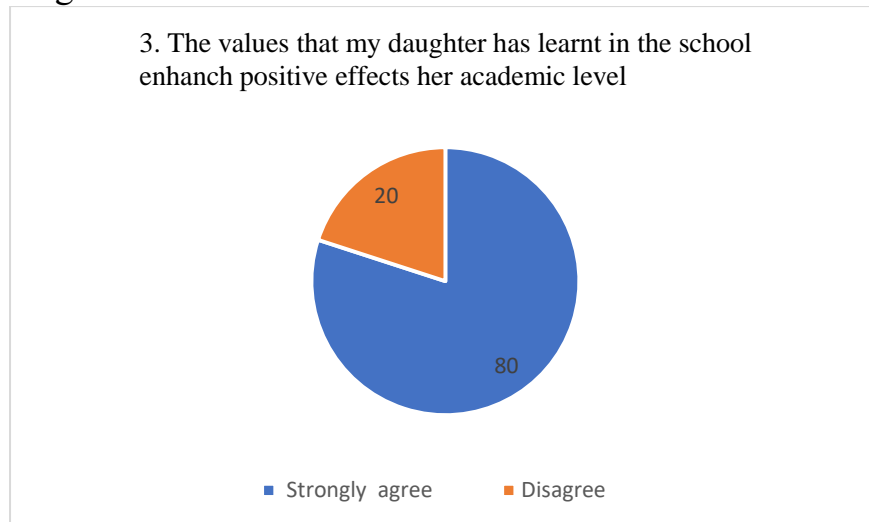


Figure 3 reflects the great support from the parents (80%) for the idea that the values that their daughters have learnt in school enhance positive effects on their daughter's academic level, while only 20 % of them do not support the idea.

This result indicates that the vast majority of parents believe that the values taught to their daughters at school have a significant positive impact on their academic performance. This reflects their belief that values education contributes to improving students' performance at school and enhancing their thinking and academic

organization. In contrast, there is a small percentage of parents who do not support this view, which may indicate a difference in the experiences or values practised at school or among their children.

Conclusion

Finally, the results of the interviews and the questionnaire support the research's main topic which is discussed through the research which is “ the impact of teaching values on the student’s academic level, and on the success of the educational process” and it also answers the research question, which is” What is the impact of teaching values on the student’s academic level” and it shows a great impact on the student’s academic level as 80% of the parents said that applying values has a great impact on their daughters’ academic level. The majority of the students said in the questionnaire that learning values and applying them greatly impact their personality, way of dealing with others and their academic level.

Recommendations

1. Organizing periodic training workshops for teachers, including topics that focus on values-based teaching strategies, such as team-building methods and promoting personal responsibility.
2. Incorporating values into the curricula in an integrated and tangible manner, as they can be part of the content of lessons in addition to classroom activities.
3. Develop programs to motivate students to interact positively, such as granting awards or certificates of appreciation to students who demonstrate behaviours that reflect positive values such as cooperation and respect.
4. Involving parents more in teaching values and activating their role in applying values at home in line with what is taught at school.
5. Developing and organizing extracurricular activities that focus on promoting values such as teamwork, responsibility, and community participation, which contribute to enhancing students' life skills.

References

- Ahmed, I., & Ishtiaq, S. (2021). Reliability and Validity: Importance in medical research. *Methods*, 12(1), 2401-2406.
- Akan, Y. (2021). An Analysis Of The Impact Of The Values Education Class Over The University Students' Levels Of Acquisition Of Moral Maturity And Human Values. *International Journal Of Psychology And Educational Studies*, 8(2), 38-50.
- Akmaliah, A., & Ridlo, M. R. (2019). Implementation Of Child-Friendly Values In An Islamic Boarding School: A Case Study Of Arabic Language Teaching In Darul Arqam Boarding School In Indonesia. *Modern Journal Of Language Teaching Methods*, 9(1), 371- 381.
- Al Arqam Academy For Girls. (2024a). *Student Handbook 2023-2024*. Qatar.
- Al Arqam Academy For Girls. (2024b). A High-Performing School With A Strong Academic Reputation. Available At: <https://www.qatarguides.com/schools/al-arqam-academy-for-girls/>.
- Alas, D. K., & Korutürk, K. (2024). Exploring The Impact Of Values Education On Sustainable Environmental Awareness And Behavior Among Eighth-grade students. *Sustainability*, 16(21), 1-17.
- Al-Dosari, A. M., & Alzitawi, D. U. D. M. (2023). The Islamic Identity Of The Youth Of The Community College Of Qatar In Light Of The Islamic Culture Curriculum To Meet The Challenges Of Contemporary Global Values. *International Journal Of Academic Research In Progressive Education And Development*, 12(3), 395-409.
- Astalini, A., Darmaji, D., Kurniawan, D. A., Oktavia, S. W., Sinaga, F. P., Septiani, N., ... & Auzinsh, M. (2023). Identification Of Student Character Values In Class X Particle Dynamics Materials. *JIPF (Jurnal Ilmu Pendidikan Fisika)*, 8(3), 380-388.
- Baig, S., & Funer, K. (2022). The State Of Value Education In Early Childhood: The Challenges And Opportunities For Pakistan. *The Journal Of Values-Based Leadership*, 15(2), 1-13.
- Balong, D., Mateo, M. W., Alibal, R. S., Velasco, A. P. & Mariacos, J. B. (2024). Values Education Integrating In Teaching In The Elementary Grade Level. *International Journal Of Scientific Research & Engineering Trends*, 10 (3), 256-265.
- Behera, H. (2020). The Importance Of Value Education & Role Of Teachers In The Present Society For The Auspicious And Prosperous Future. *International Journal Of Research Culture Society*, 4(12), 1-5.
- Belarmino, T. C. O., Asdali, M. C. P., Jianson, M. H., Book, R. J. A., Bialen, K. A. & Manalo, R. B. (2024). Learners' Perspectives: Relevance Of Teaching Values Education In The 21st Century. *Psych Educ*, 19(6), 690-695.
- Boushehry, H. R. & Mohammad, M. A. (2022). Teacher's Opinions on Integrating Moderate Mobility Needs in Physical and Movement Education Classes in Kindergarten through Middle Public Schools in Kuwait. *Journal of the Gulf and Arabian Peninsula Studies*, 184, 39-64.

- Brown, J., Handal, B., Mckenna, L., & Lynch, S. (2021). Bullying Prevention And Mediation: The Role Of Values Education. *Ejournal Of Catholic Education In Australasia*, 4(1), 4, 1-2.
- Carbonilla, I. F., Advincula, R. M. B., Adonis. E. M. G. & Roperez, L. M. (2024). Barriers To Practicing Values: Challenges Encountered By Values Education Students In Applying Values Education To Their Everyday Lives. *International Journal Of Social Science And Human Research*, 7(6), 3900-3914.
- Chibsah, A. A., & Ford, D. T. (2019). Freight Transport in Urban Areas: Investigating the Environmental and Societal Impacts of Increased Production Volume on Dominant Stakeholders in Urban Areas. A Mixed Method Approach (Unpublished Master Dissertation). University of Gävl, Sweden.
- Dede, Y., Marschall, G., & Clarkson, P. (2024). An Overview Of Values In Mathematics Education. *Values And Valuing In Mathematics Education: Moving Forward Into Practice*, 3-12.
- Doménech-Betoret, F., Abellán-Roselló, L., & Gómez-Artiga, A. (2017). Self-Efficacy, Satisfaction, And Academic Achievement: The Mediator Role Of Students' Expectancy-Value Beliefs. *Frontiers In Psychology*, 8, 1-12.
- Elsis, H. M.A.E., El-Ganzory, G. & Mohamed, H. S. (2020). Bullying Behavior And Its Effect On Preparatory School Students. *Egyptian Journal Of Health Care*, 11(3), 1202-1218.
- Fernández Espinosa, V., & López González, J. (2024). Virtues And Values Education In Schools: A Study In An International Sample. *Journal Of Beliefs & Values*, 45(1), 69-85.
- Fitriani, S. (2020). Character-Based Learning And Self-Development To Improve The Students' Character Education. *Lentera Pendidikan*, 23(1), 108-126.
- Gafurova, M. A. (2022). Improving Mental Skills Of Students By Analyzing And Solving Problems. *Current Research Journal Of Pedagogics*, 3(1), 40-44.
- Gamage, K. A.A, Dehideniya, D. M.C.P.K. & Ekanayake, S. Y. (2021). The Role Of Personal Values In Learning Approaches And Student Achievements. *Behav. Sci*, 11(102), 1-23.
- Gomez, E. C. (2024). Impact Of Values Education In Daily Lives Of Students: A Qualitative Study. *Southeast Asian Journal Of Multidisciplinary Studies*, 4(1), 1-24.
- Gulec, S. & Yalcin, A. (2020). The Value Of Responsibility In The Point Of View Of The 5th Grade Students. *International Journal Of Educational Methodology*, 6(1), 123-133.
- Gustianti, R., Abdillah, M. I., Ilham, E., Zahira, T. N., & Irmayanti, R. (2023). The Importance of Character Education Based on Sundanese Culture in Guidance and Counseling: Forming Individuals with Superior Character. *Indonesian Journal of Entrepreneurship and Startups*, 1(2), 137-144
- Gyawali, K. & Maharjan, R. K. (2022). Effects Of Sexual Harassment On Learning Activities Among Teenager Girls. *Interdisciplinary Research In Education*, 7(1), 85-94.
- Hafeez., Tahira, F., Kazmi, Q. A., Hussain, M. Z. (2020). Analysis Of Moral Reasoning Of Teachers And The Students With Respect To Kohlbergs Theory

- Of Moral Development. *International Journal Of Business Strategy And Social Sciences*, 3(1), 11-29.
- Idris, M., Bin Tahir, S. Z., Yusuf, N., Willya, E., Mokodenseho, S., & Yusriadi, Y. (2021). The Implementation Of Religious Moderation Values In Islamic Education And Character Subject At State Senior High School 9 Manado. *Academy Of Strategic Management Journal*, 20, 1-16.
 - Jamaludin, U., Awiria, A., Sudrajat, A., & Prawira, A. Y. (2021). Analysis Of Character Education Values In 4th Grade Student Thematic Books In The 2013 Curriculum. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1167-1174.
 - Jannah, I. N., Rodliyah, R., & Usriyah, L. (2023). Cultural Transformation In Religious Activities Based On Ahlussunnah Wal Jama'ah Values In Islamic Boarding Schools. *Nazhruna: Jurnal Pendidikan Islam*, 6(2), 306-319.
 - Jassim, M. O., & Al-Hamdani, M. K. (2021). The Effectiveness Of An Educational Program Based On Values Teaching Strategies In The Achievement Of History Subject Among Secondary School Students In Iraq. *Turkish Online Journal Of Qualitative Inquiry*, 12(3), 3704-3716.
 - Khadijah, K., Suciati, I., Khaerani, K., Manaf, A., & Sutamrin, S. (2021). Schools' Character Education Values And Students' Mathematics Learning Achievement: A Meta-Analysis. *Cakrawala Pendidikan*, 40(3), 670-683.
 - Koç, S. (2022). Values Lost In Society In The Eyes Of Teachers. *Journal Of Education And Learning*, 11(4), 153-160.
 - Konlan, K. D. & Dangah, M. M. (2023). Students' Experiences Of Sexual Harassment; A Descriptive Cross-Sectional Study In A College Of Education, Ghana. *Heliyon*, (2023). 1-9.
 - Lee, S. (2016). What Motivates And Engages Students In The Education Process--An Examination Of Qatari Students' Mindset And Attitudes Toward Going To School, Learning, And Future Aspirations. *Journal Of Education And Learning*, 5(3), 220-235.
 - Maimun., Oktaviani, A. & Hayati, E. (2023). Comparative Analysis Of Adherence To Rules And Regulations In Public And Religious Schools In Sabang City. *Journal Of Education, Linguistics, Literature, And Art*, 1(1), 44-51.
 - Martins, E. (2024). Values Education: An Educational Approach To Train Students In The 1st Cycle Of Portuguese Basic Education For Citizenship. *Social Science And Humanities Journal (SSHJ)*, 8(02), 34529-34542.
 - Mdhlalose, D. & Mlambo, G. (2023). Integration Of Technology In Education And Its Impact On Learning And Teaching. *Asian Journal Of Education And Social Studies*, 47(2), 54-63.
 - Muhammad, G., Ruswandi, U., Nurmila, N., & Zakiyah, Q. Y. (2023). Implementation Of Multicultural Values Through The Hidden Curriculum Of PAI Subjects In Forming A Peace-Loving Character In Junior High Schools. *European Journal Of Education And Pedagogy*, 4(6), 113-120.
 - Nithideechaiwarachok, B. & Chano, J. (2024). Socio-Cultural And Social Constructivist Theories And Its Application In EFL Classroom For Thai Pre-Service Teachers: A Review For Further Research. *International Journal Of Language Education*, 8(3), 564-572.

- Noble, H., & Heale, R. (2019). Triangulation in research, with examples. *Evidence-based nursing*, 22(3), 67-68.
- Nuraini, S., Rezaki, Marini, A., Sagita, J., Safitri, D. & Attas, S., G. (2023). Games-Based Interactive Multimedia To Increase Student Creativity In Physical Education Course. *Global Journal Of Information Technology: Emerging Technologies*. 13(2), 144-155.
- Nurasiah, I., Sumantri, M. S., Nurhasanah, N., & Casmana, A. R. (2022). Cultural Values' Integration In Character Development In Elementary Schools: The Sukuraga As Learning Media. *Frontiers In Education, Frontiers Media SA*, 7, 1-18.
- Nuriman, N., Mahmoud, E., Hamzah, A. B., & Yusnaini, Y. (2024). A Study Of Embracing Adolescent Islamic Moral Values At Two Schools In Rural Area. *Jurnal Ilmiah Peuradeun*, 12(1), 117-136.
- Okagbue, E. F., Wang, M., & Ezeachikulo, U. P. (2022). Does school bullying show lack of effective multicultural education in the school curriculum?. *International journal of educational research open*, 3, 1-10.
- Özbek, O. Y. & Taneri, P. O. (2022). Bullying Behaviors And School Climate Through The Perspective Of Primary-School Students. *Ejercongress*, (2022), 1-16.
- Putri, C. P., & Nasih, M. (2022). The Effect of Gender Diversity in The Boardroom and Company Growth on Environmental, Social, and Governance Disclosure (ESGD). *Journal of Accounting and Investment*, 23(3), 460-477.
- Qatar Educational Directory. (2024). Al Arqam Academy. Available At: <https://Qatareducationaldirectory.Qa/Listing.Asp?Id=Al%20Arqam%20Academy>.
- Rachh, H. (2022). *Importance Of Teaching Values And Ethics To Primary Students*. Global Indian International School. Available At: <https://Globalindianschool.Org/Jp/Tokyo/>.
- Rahmatirad, M. (2020). A Review Of Socio-Cultural Theory. *SIASAT Journal Of Social, Cultural And Political Studies*, 5 (3), 23-31.
- Reyes-Sánchez, L. B. (2024). Values Are Not Taught, Values Are Built. *Spanish Journal Of Soil Science*, 14, 1-8.
- Ruzikulovna, S. D. (2021). Primary Education Teacher And Student Teaching Activities And System Of Personal Values. *European Scholar Journal*, 2(7), 32-33.
- Sever, S. D. & Tok, M. E. (2023). Education For Sustainable Development In Qatar. In: Cochrane, L., Al-Hababi, R. (Eds). *Sustainable Qatar*. Gulf Studies, 9. Springer, Singapore.
- Sham, F. M., Yaqin, A. & Wachidah, H. N. (2021). Moral Reasoning Theory: Between Kohlberg's And Al-Ghazali's Perspective. *International Journal Of Islamic Thought*, 20(2021), 25-33.
- Sharma, M., Doshi, B. M., Verma, M. & Verma, A.K. (2022). Strategies For Developing Critical-Thinking Capabilities. *World Journal Of English Language*, 12(3), 117-125.

- Shrestha, B. K. & Gupta, P. (2019). Impact Of Value Education In Personal Behavior Of Students: A Case Study Of Nepal. *Nepal Journal Of Multidisciplinary Research (NJMR)*, 2(3), 1-9.
- Sofradzija, H., Sehic, S., Alibegovic, A., Bakic, S., & Camo, M. (2021). Education As A Process And Result. *International Journal Of Contemporary Education*, 4(1), 56-64.
- Somer, M. M., Casado, C. & P G.G. (2024). Utilising Interactive Applications As Educational Tools In Higher Education: Perspectives From Teachers And Students, And An Analysis Of Academic Outcomes. *Education For Chemical Engineers*, 46(2024), 1-9.
- Sukiman, S., Suyatno, S., & Yap, S. N. K. (2021). Revitalizing Love And Compassion Values Education At Religious Education Learning In National Curriculum In Indonesia. *Jurnal Pendidikan Agama Islam*, 18(2), 331-352.
- Susanti, R. H. (2020). The Application Of Self-Management Technique And The Improvement Student's Learning Responsibilities. *Advances In Social Science, Education And Humanities Research*, 542 (2020), 27-30.
- Tathahira, T. (2020). Promoting Students' Critical Thinking Through Online Learning In Higher Education: Challenges And Strategies. *Englisia: Journal Of Language, Education, And Humanities*, 8(1), 79-92.
- Taufiqurrahman & Nabilah, A. (2023). Implementation Of Discipline Culture In Educational Environment. *Journal Of Education And Learning Innovation*, 3(1), 70-75.
- Thanh, N. T. H. (2023). Building School Culture Based On The Cultural Values System In Vietnam. *Sch Int J Linguist Lit*, 6(12), 491-497.
- Verma, V. (2021). School Culture: Methods For Improving A Negative School Culture.
- Wanda, W., Ahmad, S. & Fitriani, Y. (2021). Implementation Of School Rules To Improve The Teachers And Student Discipline. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(3), 650-655.
- Ye, L. (2021). Rebuild Classroom Teaching Values. *Best Evidence In Chinese Education*, 8(2):1131-1141.
- Yildiz, D. G. (2021). Developing A Values Teaching Education Program For Preservice Teachers And Evaluating Its Effectiveness. *Asian Journal Of Education And Training*, 7(1), 13-24.
- Zajda, J. (2023). Globalisation, Values Education And Teaching Democracy. In *Globalisation, Values Education And Teaching Democracy*. Cham: Springer International Publishing, 1-12.
- Zajda, J., & Zajda, J. (2021). Values Education And Creating Effective Learning Environments: A Global Perspective. *Globalisation And Education Reforms: Creating Effective Learning Environments*, 91-107.