The Role of Memorizing the Holy Quran in Developing the Value Dimensions of Learners from the Perspective of the Teachers of the Holy Qur'an: A Field Study at Al-Bayan Association in the El-oued.

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Abstract: This study examined the role of memorizing the Holy Qur'an in developing learners' value dimensions at Al-Bayan Association in (El Oued), Algeria, from the perspective of Holy Qur'an teachers. Specifically, it assessed the level of teachers' estimates (ratings) of learners' value dimensions and tested differences in the average of these estimates according to gender and educational level. To achieve the objectives of the study, a descriptive–exploratory comparative approach was adopted. The researcher used a questionnaire on the value dimensions in the Holy Qur'an (prepared by the researcher), which includes five dimensions; its psychometric characteristics were verified. The study was applied to a sample of (76) Holy Qur'an teachers, selected using the census method (complete enumeration). The study concluded that: (1) the level of teachers' estimates of learners' value dimensions is low; (2) there are statistically significant differences in the average estimates according to gender in favor of females; and (3) there are no statistically significant differences according to educational level.
Keywords: teachers' estimates; Holy Qur'an teachers; memorizing the Holy Qur'an; value dimensions; gender; educational level.

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1 - Introduction

The Holy Qur'an is a primary source of moral and spiritual education in Islamic societies. It contributes to guiding individuals and communities toward adherence to virtue and justice in ways that promote respect and cooperation among different segments of society. Memorizing and teaching the Holy Qur'an has received sustained attention throughout Islamic history, as it constitutes a major pillar of Islamic education that aims to develop the person across spiritual, moral, and social dimensions. In this context, Qur'anic associations stand out as educational institutions concerned with teaching and memorizing the Holy Qur'an and consolidating Qur'anic values among learners. Their role is not limited to memorizing verses but extends to teaching values, promoting moral virtues, and guiding young people toward building a strong and balanced personality.

These Qur'anic associations have received wide community interest because of their religious and devotional function in recitation and memorization of the Holy Qur'an, as well as their educational function in instilling noble values among learners. Ibn Khaldun highlighted that such institutions play an important role in developing learners' moral values, a historical fact well established in Islamic educational heritage (Ali, 1987, p. 215).

The value system of society is among the most important means of protecting it from dispersion and decline and ensuring continuity without chaos. Education is not merely the transmission of information; rather, it is fundamentally a process of human development. Sound human development is difficult to ensure in the absence of coherent values (Samir, 1995, p. 18).

In moving from "value" as a psychological construct to "value education" as a school and community practice, the importance of approaches to moral development becomes clear. Kohlberg presented a staged view of moral judgment development, while Lickona emphasized that schools can, through organized experiences, role models, and habit-building, promote respect for others and responsibility—making values learnable when taught and practiced in consistent educational environments (Kohlberg, 1984; Lickona, 1991).

Accordingly, the Holy Qur'an and its value dimensions are highlighted, including doctrinal, moral, social, cognitive, and aesthetic dimensions. Qur'anic values represent a major pillar of ideological, cultural, and moral formation of the Muslim personality and, by extension, society, contributing to protecting individuals from deviation. Studies have shown that the Holy Qur'an addresses social values not only as beneficial behaviors but also as part of a divine mandate, giving them a devotional character and broad influence on individuals and society (Diraz, 1973, p. 82).

Prior studies have confirmed the importance of Qur'anic schools in values development, including Abbas and Khatrawi (2021), Qlaiti and Jaballah (2024), and Ben Saad (2025). Bano (2022) also emphasized community perceptions of these schools as effective in building morals and respect for tradition. Despite this, educational research still lacks studies that explore Holy Qur'an teachers' perceptions of the value dimensions developed through memorization within associations and how these dimensions are manifested in daily practice.

This field study focuses on Al-Bayan Association in (El Oued), Algeria, as a local model in Holy Qur'an memorization. It aims to identify the role of memorizing the Holy Qur'an in developing learners' value dimensions from the perspective of Holy Qur'an teachers by answering the following questions:

- What is the level of teachers' estimates (ratings) of learners' value dimensions?
- Do teachers' estimates differ according to gender?

- Do teachers' estimates differ according to educational level?

1.1. Objectives of the Study:

This research paper aims to identify the role of memorizing the Holy Qur'an in developing learners' value dimensions by surveying the opinions of Holy Qur'an teachers at Al-Bayan Association in (El Oued), Algeria.

Specific objectives include:

- Determining the level of teachers' estimates of learners' value dimensions.
- Detecting differences in teachers' estimates of learners' value dimensions according to gender (male/female) and academic level.
- Providing educational suggestions to promote the development of Islamic values in Qur'anic memorization programs.

1.2. Importance of the Study:

Theoretical importance:

- Enriching educational and psychological research on the role of memorizing the Holy Qur'an in forming learners' value-related personality.
- Contributing to Qur'anic educational models linking memorization and value behavior.
- Highlighting the role of memorization in developing learners' value system in a local context where teacher-based field perspectives are limited.

Practical importance:

- Providing Holy Qur'an teachers and stakeholders in Qur'anic associations with indicators about learners' value dimensions to improve curricula, teaching methods, and behavioral follow-up.
- Supporting decision-makers and educators with realistic indicators regarding the effectiveness of memorization circles in developing values among learners.
- Helping teachers gain a deeper understanding of value dimensions that can be enhanced within the memorization environment.

1.3. Study Hypotheses:

Because the study is descriptive–analytical, the following hypotheses were formulated in a statistically testable form:

1. Hypothesis 1: The level of teachers' estimates of learners' value dimensions is low.
2. Hypothesis 2 :(Null hypothesis, H0): There are no statistically significant differences in the average estimates attributed to gender.
3. Hypothesis 3: (Null hypothesis, H0): There are no statistically significant differences in the average estimates attributed to academic level.

1.4. Limitations of the Study:

1. Objective limits: The role of memorizing the Holy Qur'an in developing learners' value dimensions from the perspective of Holy Qur'an teachers and their educational observations within Al-Bayan Association (El Oued), Algeria.
2. Human limits: Students/learners of the Holy Qur'an at Al-Bayan Association in (El Oued), Algeria.
3. Spatial limits: Al-Bayan Association in (El Oued), Algeria.
4. Time limits: September 20, 2025 to November 29, 2025.

1.5. Study Terms:

1.5.1. Qur'anic Schools:

Abu al-Qasim Saadallah defines Qur'anic schools as institutions adjacent to mosques that teach and memorize the Qur'an, teach reading and writing, and provide religious education; their role extends beyond memorization to moral and religious education (Salahuddin and Anas, 2014, p. 109).

In this study, Qur'anic schools are procedurally defined as mosque- or association-based educational institutions concerned with teaching and memorizing the Holy Qur'an for different age groups under the supervision of teachers accredited by the Ministry of Religious Affairs and qualified volunteers.

1.5.2. Value Dimensions:

- Faith dimension: A value system that provides learners with a firm perception of God Almighty and pillars of faith, reflected in orientation and commitment (Al-Nahlawi, 2007, p. 65).
- Moral (behavioral) dimension: A value system regulating behavior through halal/haram and moral duty, acting as an internal moral regulator (Al-Nahlawi, 2007, p. 58).
- Social (cooperative) dimension: A value system shaping relationships with others, reinforcing responsibility, solidarity, and cooperation (Al-Nahlawi, 2007, p. 144).
- Cognitive (mental) dimension: A value system activating thinking, reflection, and discerning good and evil (Kabha, 2021, p. 503).
- Aesthetic dimension: A value system developing appreciation of beauty and linking it to Qur'anic principles (Kiqbadi et al., 2025, p. 119).

In this study, value dimensions are operationally defined by the score obtained from the items of the Value Dimensions Questionnaire prepared by the researcher, covering: Faith, Moral, Social, Cognitive, and Aesthetic dimensions.

3. Method and Tools:

3.1. Study Methodology:

A descriptive–exploratory comparative method was adopted as appropriate for the study's nature and objectives.

3.2. Study Population and Sample:

The study population comprised all (76) Holy Qur'an teachers at the Qur'anic school of Al-Bayan Association in (El Oued), Algeria, during the academic year 2025/2026.

Because the population size was small, the census method (complete enumeration) was used. The sample included all members of the population: (23) male teachers and (53) female teachers.

3.3. Study Tool:

The researcher prepared a questionnaire on the value dimensions in the Holy Qur'an consisting of five (05) dimensions: faith, moral, social, cognitive, and aesthetic. The questionnaire includes (25) items (05 items per dimension). Each item has five response options scored as follows: Always (4), Often (3), Sometimes (2), Rarely (1), Never (0). The respondent selects one option by marking an "X".

3.4. Psychometric Characteristics of the Value Dimensions Questionnaire:

To verify the psychometric characteristics of the questionnaire, the following were calculated:

A) Reliability (Cronbach's alpha):

Cronbach's alpha coefficient was calculated for all items. The reliability value was (0.78), indicating an acceptable/high level of reliability.

B) Validity:

- Internal consistency: Correlation coefficients between each dimension and its items and between all dimensions and the total score ranged from (0.63) to (0.86), indicating acceptable validity evidence.
- Self-validity (computed as $\sqrt{\alpha}$): The square root of Cronbach's alpha (0.78) yields (0.88).

Based on the reliability and validity indicators, the questionnaire demonstrates adequate psychometric properties for use in this study.

3.5. Statistical Treatment:

The researcher used SPSS version (SPSS 27). Statistical methods included arithmetic means, standard deviations, Cronbach's alpha, Pearson correlation, independent-samples t test, and one-sample t test.

4. Results and Discussion:

4.1. Results for Research Question 1:

Question: What is the level of teachers' estimates of learners' value dimensions?

To answer this question, a one-sample t test was conducted.

Table (01). One-sample t test for teachers' estimates of learners' value dimensions (Al-Bayan Association in (El Oued), Algeria).

Variable	n	Hypothetical mean (μ0)	Arithmetic mean (M)	Standard Deviation (SD)	df	t value	Sig. (p)
Value dimensions (total 25 items)	76	50.00	45.46	11.25	75	-3.52	0.01

Note: The hypothetical mean = 25 × 2 = 50 because the median of the scale for each item (0–4) equals 2.

The one-sample t test showed statistically significant differences between the sample mean of teachers' estimates and the hypothetical mean in favor of the hypothetical mean. The sample mean was M = 45.46 (SD = 11.25) compared to μ0 = 50, with t = -3.52 and Sig. (p) = 0.01. This indicates that the average estimates are lower than the hypothetical mean. Therefore, the level of teachers' estimates of learners' value dimensions at Al-Bayan Association in (El Oued), Algeria, was low.

4.2. Hypothesis 2 (Gender):

Hypothesis 2 (H0): There are no statistically significant differences in the average estimates attributed to gender.

An independent-samples t test was conducted.

Table (02). Independent-samples t test by gender (teachers' estimates of learners' value dimensions).

Gendern	Arithmetic mean (M)	Standard deviation (SD)	df	t value	Sig. (p)	Cohen's d
Female53	27.04	7.91	74	6.34	0.01	0.70
Male 23	18.42					3.34

As shown in Table (02), there are statistically significant differences at the significance level (0.01) between males and females in the average estimates of Holy Qur'an teachers for learners' value dimensions, in favor of females (t = 6.34, Sig. (p) = 0.01; Cohen's d = 0.70). Therefore, the null hypothesis is rejected, indicating statistically significant gender differences in favor of females.

4.3. Hypothesis 3 (Educational level):

Hypothesis 3 (H0): There are no statistically significant differences in the average estimates attributed to academic level.

A one-way ANOVA was conducted.

Table (03). One-way ANOVA for differences by educational level.

Source	Sum of Squares	df	Mean Square	F	Sig.
Between groups	484.11	3	161.37	1.29	0.29
Within groups	9016.77	72	125.23		

Note Type III Sum of Squares

Since the significance value is 0.29, which is greater than 0.05, the differences are not statistically significant at the 0.05 level. Therefore, the null hypothesis is accepted, indicating no statistically significant differences in teachers' estimates of learners' value dimensions attributable to educational level.

5. Conclusion:

The field study results show that the level of teachers' estimates of learners' value dimensions at Al-Bayan Association in (El Oued), Algeria, was low, indicating a gap between desired value goals and observed outcomes within the learning environment. The results also revealed statistically significant differences attributed to gender in favor of females, suggesting that female learners (according to teachers' estimates) show higher presence of values or more consistent behavioral commitment to the measured value standards. In contrast, no statistically significant differences were recorded attributable to educational level, suggesting that the development of value dimensions is not automatically linked to academic progress and may be influenced by classroom nurturing quality, modeling, reinforcement patterns, and institutional culture.

Based on these findings, the study suggests the following:

- Building a structured values program within the association with observable and measurable behavioral goals.
- Integrating values into daily teaching through applied situations (small projects, service initiatives, and collaborative learning).
- Training teachers in values-nurturing strategies: modeling, reinforcement, dialogue, and conflict resolution.
- Activating partnership with families through short meetings and guidance messages to ensure consistency between home and the association.
- Promoting a positive climate of discipline rather than punishment, linking it to values of responsibility and respect.
- Enriching the educational environment with activities that develop empathy, cooperation, and honesty (leadership roles, task forces).

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