

Islamic Practices and Muslim Students' Academic Performance



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ABSTRACT: Islam practices are followed by Muslims as religious customs and events to observe affiliation with Islam. The purpose of these practices was meant to boost bond with Allah Subhanahu Wa Ta'ala (SWT) and encourage spiritual development. This study aimed to investigate the relationship between Muslim students' perceptions on Islam practices and their academic performance. The study employed a descriptive-correlational research design with content analysis using a researcher-made questionnaire which was reliability and validity tested. Descriptive statistics such as Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient were utilized to analyze the data collected. Respondents were selected through stratified random sampling using Slovin's Formula. Results showed that Muslim students abide Islamic Practices like Ramadan, Salah (prayer), and Jumaat (Friday prayer). Muslim students who pray five times a day tend to have a deep sense of gratitude and humility towards Allah. They have very satisfactory grades. Students' Islamic practices and academic performance have significant correlation. Thus, this study suggests that schools may support the Muslim students in their practices by providing a modified environment in their learning process because the more they are abiding with Islamic practices, the more they strive to become better in their academic performance.

KEYWORDS: Academic Performance, Jumaat, Ramadan, Salah

I. INTRODUCTION

Practices of Islam are the series of religious rituals and observances that Muslims undertake as a demonstration of their allegiance to Islam. The aim of these practices is to help strengthen communication with Allah Subhanahu Wa Ta'ala (SWT) and lead one on the spiritual path. Some mandatory Islamic customs are generally performed, according to the culture and region, but the likelihood of those operations may vary. Islamic practices include Salah (prayer), Sawm (fasting), Zakat (charity), Hajj (pilgrimage), Reading of the Quran, Dhikr (reminiscence of Allah), Sadaqa (optional charity), and Islamic Festival (Eid).

For Muslims all over the world, the time of the holy month of Ramadan is an intense spiritual attachment and commitment. This is a time when Muslims fast and abstain from engaging in any practices to purify the body and mind. Fasting starts between dawn (Fajr) and dusk. This is to concentrate on prayer and their relationship with Allah, Allah Subhanahu Wa Ta'ala (SWT) and to refrain from food, drink, and iniquitous thoughts (Muslim Hands, 2023).

Education plays an important role by shaping the future of individuals and it is fundamental that everyone can be accessible, regardless of different religions or cultural backgrounds. Alzahrani and Alghamdi (2017) stated that educational experiences were influenced by various factors such as their religious beliefs and practices. The relationship between Islamic practices and academic performance needs to be understood because it has a significance for creating inclusive and supportive learning environments especially for Muslim students. The educators and policymakers who are allowed to develop strategies to cater the needs and requirements of these students, to ensure the holistic development and academic success (Khan & Khan, 2018).

The article was posted on HILITE CHS news in 2022 that Muslim students, who blend their religious observances with school and other practices, observed major effects from Ramadan (Khurram, 2022). Due to the physical and mental impacts of fasting, Ramadan has a considerable influence on students' academic performance and extracurricular activities. The study revealed that Islamic religious practices have a significant impact on the academic performance of the Muslim students (Odha et al., 2023). The study emphasizes the importance of considering the influence of Islamic activities and its factors on the academic performance specifically on Muslim female students. Same with the study of Abbasi et al. (2023) that Muslim students have a

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strong belief that their religion and by following religious rules has a significance to strive for their academic performance well, because of the reason that Muslim students were to avoid sinful activities.

The lack of the existing research in the area is the recognized gap that this study investigated into the specific subject matter. This study examined the relationship of the Islamic practices and the Muslim students' academic performance. This provided insights that could aid educational institutions, policymakers, and educators in developing fit support systems and strategies to enable Muslim students to succeed academically while recognizing their religious observances by examining the relationship between Islamic practices during Ramadan to academic performance of the Muslim students.

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II. METHODOLOGY

The researcher employed a descriptive-correlational design with content analysis to measure Muslim students' perception of Islamic practices such as Ramadan, Salah (Prayers), and Jumaat (Friday prayer) by utilizing a survey questionnaire. The descriptive aspect attempts to establish the range and distribution of some social characteristics. In this study, this method helped the researcher identify the perception of the respondents Islamic practices such as Ramadan, Salah (Prayers), and Jumaat (Friday prayer). The correlational aspect used to answer the third research questions of the study which aimed at examining the relationship between the Islamic practices and the Muslim students' academic performance.

The study used a content analysis for the Muslim students' academic performance. A quantitative research which processed the gathering and collecting numerical data. It used to find patterns and trends, average, made predictions, causal relationships, and explored correlations (Bhandari, 2020). It also aimed to acquire information to systematically describe a phenomenon, situation, or population.

III. RESULTS AND DISCUSSION

Problem 1. What is the Muslim students' perception of Islamic practices in terms of:

- 1.1 Ramadan;
- 1.2 Salah (Prayer), and
- 1.3 Jumaat (Friday prayer)?

Table 1: Overall Muslim Students' Perception of Islamic Practices.

Islamic Practices	Mean	SD	Description	Interpretation
Ramadan	4.69	0.58	Strongly Agree	Always Practiced
Salah (Prayer)	4.76	0.50	Strongly Agree	Always Practiced
Jumaat (Friday Prayer)	4.81	0.43	Strongly Agree	Always Practiced
Overall	4.75	0.50	Strongly Agree	Always Practiced

Note: 4.21-5.00=Always Practice; 3.41-4.20=Most of the Time; 2.61-3.40=Sometimes Practice; 1.81-2.60=Rarely Practice; 1.00-1.80= Not Practice

Table 1 shows the overall Muslim students' perception of Islamic practices. It reveals that it has an overall Mean of 4.75 with SD = 0.50, described as Strongly Agree and interpreted as Always Practice. The attitudes of all Muslim students towards Islamic practices, as expressed fall into the category of Always Practice. This indicates a consistent and high level of engagement in various Islamic practices among the Muslim students, indicating a strong commitment to their religious observances. This is aligned with the notion presented by Maishanu and Abubakar (2020) that Islam encourages the pursuit of knowledge alongside religious adherence. This integration of education and faith underscores the noble pursuit of academic excellence within Islamic teachings, fostering a sense of righteousness and purpose among students who prioritize both their academics and ethical principles.

Moreover, the variable, Jumaat (Friday Prayer), has the highest Mean of 4.81 with SD = 0.43, described Strongly Agree and interpreted as Always Practice. This means that Jumaat (Friday Prayer), signifies a profound commitment among Muslim students to regularly participate in this religious practice. Aligning with the obligation for communal worship on Fridays as outlined in the Qur'an and historical traditions as stated in the Qur'an and highlighted by Britannica (2023). The article underscores the

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importance of Jum'ah attendance for all adult male Muslims, emphasizing the significance of this religious practice rooted in both Islamic teachings and historical traditions. This alignment between the high level of engagement in Friday prayers and the religious obligation outlined in the Qur'an reflects a strong commitment among Muslim individuals to uphold their faith through regular participation in communal worship.

On the other hand, the variable, Ramadan, got the lowest Mean of 4.69 with SD = 0.58 and was described as Strongly Agree and interpreted as Always Practice. Among Muslim students' overall perceptions of Islamic practices, the variable, Ramadan reached the lowest Mean but still categorized as Always Practice. This means that Ramadan practices relative to other variables, indicating that the Muslim students are actively involved in these religious practices. Hanemaaijer et al. (2023) found that Ramadan impacts the academic performance of Muslim students in the Netherlands, leading to lower test scores and success rates. However, despite these challenges, Ramadan continues to be a crucial and actively observed religious duty for Muslim students, highlighting its importance in their daily lives.

Problem 2. What is the Muslim students' level of academic performance for the School Year 2022-2023?

Table 2: Muslim Students' Academic Performance for the School Year 2022-2023.

Range	Frequency	Percentage	Mean	SD	Description
90 and above	13	10.83%			
85-89	37	30.83%			
80-84	31	25.83%	82.91	6.29	Satisfactory
75-79	29	24.17%			
74 and below	10	8.33%			
Total	120	100%			

Table 2 shows the Muslim students' academic performance for the School Year 2022-2023. It reveals that 37 (30.83%) of the Muslim students are Very Satisfactory with the grade range of 85-89. Such grade got the greatest number of Muslim students. This means that the success of a significant number of students in the Very Satisfactory grade range. This further explains that Muslim students are doing good in the class. According to Maishanu and Abubakar (2020) Islam fosters the chase of knowledge as a means of comprehending the universe and acquiring insight into its workings. As a result, in Islam, obtaining education is credited as a noble and praiseworthy pursuit. Muslim students who focus on their academics and justify ethical norms may find themselves more motivated, righteous, and purpose-driven in their claim of academic excellence.

In this study, there were also Muslim students who belong to the Needs Improvement (10 at 8.33%). This implies that there may be underlying factors, potentially including religious influences, contributing to the academic performance disparities observed among Muslim students in the Needs Improvement category. The findings from the 2019 TIMSS testing, which revealed lower average test scores in Math and Science for students from Muslim-majority nations compared to those from Christian-majority countries. This disparity in educational performance persists even after considering income levels, suggesting that religion may indeed play a role in academic achievement. However, while the data indicates an impact of religion on academic success, there is a lack of concrete evidence establishing a direct correlation between the two, as noted by Hornung et al. (2023).

Problem 3. Is there a significant relationship between the Muslim students' perception of Islamic Practices and their academic performance?

Table 3: Pearson's Correlation Test between Muslim Students' Perception of Islamic Practices and Academic Performance.

Muslim Students' Perception of Islamic Practices	Academic Performance	r	P	Description	Decision
Ramadan		0.35	0.000	MPC	Significant
Salah (Prayer)		0.50	0.002	MPC	Significant
Jumaat (Friday Prayer)		0.72	0.000	MPC	Significant

Note: MPC = Moderate Positive Correlation

$r = r\text{-value (Correlation Coefficient)}$

$p = p\text{-value (significant level) } p < 0.05$

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Table 3 shows the Pearson's Correlation Test between Muslim Students' Perception of Islamic Practices and Academic Performance. The test reveals moderate positive correlation between all the variables. If the Islamic Practices variables change its direction the academic performance also changes in the same direction. The correlation between Muslim students' perception of Islamic practices and their academic performance highlights the interconnectedness between religious beliefs and educational success. This underscores the importance of considering the role of faith and values in shaping students' academic motivation and performance. Maishanu and Abubakar (2020) regarded the compatibility of Islamic teachings with academic success. The emphasis on pursuing knowledge in Islam as a noble endeavor which suggests that students who prioritize their education while upholding ethical principles may experience increased motivation and purpose in achieving academic excellence.

Table 3 takes the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the table, Muslim students' perceptions of Islamic practices and academic performance are significant at 0.05. This means that there is a significant relationship between the religious practices of Muslim students and their academic performance, highlighting the potential impact of faith on educational outcomes. Educational institutions can foster inclusion and assist students in successfully completing their academic objectives by acknowledging and resolving the difficulties encountered by students from a variety of religious backgrounds. validates the difficulties Muslim students encounter when enrolled in a Catholic university, as described by Naparan and Balimbangan (2020), as the analysis shows. These challenges, such as compulsory religious activities and limited flexibility in scheduling, may impact students' ability to fully engage with their Islamic practices and, consequently, influence their academic performance. Understanding and addressing these obstacles are crucial in creating a more inclusive educational environment that accommodates diverse religious backgrounds and supports students in achieving academic success.

In summary, taking it at the coefficient level, academic performance is correlated to Muslim students' perception of Islamic practices, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (Ho1) was rejected. With the following findings, moderate positive correlation. The table revealed a significant relationship between Muslim students' perceptions of Islamic practices and academic achievements at a significance level of 0.05. This implies that the rejection of the null hypothesis in the correlation analysis, underscores the importance of educators and policymakers developing strategies to support these students. By addressing the needs and requirements of students from diverse religious backgrounds, such as accommodating Islamic practices, educational stakeholders can foster holistic development and enhance academic success among Muslim students, as emphasized by Khan & Khan (2018). This highlights the significance of creating inclusive environments that consider and respect the religious beliefs and practices of all students to promote their overall well-being and educational achievements.

IV. CONCLUSIONS

Based on the findings of the study, the following were the conclusions.

1. Muslim students have a deep devotion and have a regular participation in the Jumaat prayer, and also emphasized their spiritual as well as communal significance.
2. The awarding of high grades reflects the students' unwavering commitment to this important Islamic practice, and emphasizes the important role it plays in their religious upbringing and engagement with the Muslim community.
3. The positive correlation between religious observance and academic performance indicates that Muslim students who actively participate in Islamic practices exhibit characteristics such as dedication, discipline and concentration, which contribute to academic success. The findings highlight the importance of integrating faith and education to achieve academic success in Muslim students.

V. RECOMMENDATIONS

Based on the findings and conclusions generated from this study, the researcher has formulated the following recommendations:

1. Enhance Engagement in Ramadan Practices. Implement initiatives that promote increased engagement and understanding of the significance of Ramadan. Organize educational events, cultural events, or workshops to strengthen students' spiritual connections and participation in Ramadan activities, thereby fostering a strong sense of community and religion.
2. Targeted Support for Students Needing Improvement. It is crucial to provide targeted support and interventions to address their academic challenges. Individual learning support programs, tutoring projects, or study groups will be used to help these students improve their performance and successfully achieve their learning goals.
3. Further Exploration of Significant Findings: In light of rejecting the null hypothesis regarding the relationship between Islamic practices and academic performance, it is recommended to conduct further research to explore and understand the

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underlying factors contributing to this significant relationship. Investigate additional variables or conduct qualitative studies to further investigate the impact of religious upbringing on academic success among Muslim students.

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