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Research Article

Influence of Islamic Studies Pedagogy on Student's Achievement in Kazaure Madrasas, Jigawa State, Nigeria

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Abstract. This study investigates the influence of Islamic Studies pedagogy on students' achievement in Kazaure Modern Madrasas, Jigawa State. The research focuses on three key objectives: to examine the principles and practices of modern Islamic education, to find out the socio-emotional dimensions affecting students' learning experiences, and to identify the factors influencing students' academic achievement in the selected Madrasas. A mixed-method research design was adopted, combining qualitative and quantitative approaches to provide a comprehensive understanding of the pedagogical impact. The study used sample size of 150 respondents. Data were collected through questionnaires, interviews, and classroom observations; it was analyzed using descriptive statistics (frequencies, percentages and mean) with the aid of statistical package for social sciences (SPSS Version 21.0). Findings revealed that the effective application of Islamic pedagogical principles—such

as moral instruction, teacher-student interaction, and learner-centered approaches—significantly enhances students' cognitive and spiritual development. Moreover, socio-emotional factors such as motivation, teacher empathy, and peer relationships were found to play a vital role in shaping students' attitudes and performance. The study also identified challenges including inadequate instructional materials, teacher training gaps, and limited institutional support. It concludes that strengthening modern Islamic pedagogical practices can improve both academic and moral outcomes among Madrasa students. Recommendations were made for educators, policymakers, and Islamic institutions to integrate holistic teaching approaches that balance religious and modern educational objectives for sustainable student achievement.

Keywords : influence, Islamic studies, pedagogy, achievement, Madrasa.

INTRODUCTION

The teaching and learning of Islamic sciences in Jigawa state play a crucial role in shaping the academic, intellectual, and spiritual development of students within Muslim communities. Islamic studies encompass a diverse of subjects, including Qur'anic studies, Hadith, Islamic jurisprudence, theology, history, and Arabic language and literature. The impact of teaching and learning these studies extends beyond mere academic achievement, influencing students' cognitive abilities, moral and ethical values, cultural identity, and overall well-being. {Bono (2009)}.

For centuries, Islamic education has been a cornerstone of Muslim societies, with Madrasas, Qur'anic schools, and Islamic universities serving as primary institutions for transmitting religious knowledge. The traditional methods of teaching Islamic sciences often involve memorization, recitation, and oral transmission of sacred texts, emphasizing the importance of rote learning and spiritual discipline.

However, in contemporary times, the landscape of Islamic education is undergoing significant transformations, influenced by modernization, globalization, and advancements in educational technology. {Y.Olaota(2010)}

In recent decades, there has been a growing emphasis on modernizing the teaching and learning of Islamic studies to align with the changing needs and aspirations of Muslim students and societies. Modern Islamic educational institutions, including Islamic schools, colleges, and universities, seek to integrate traditional Islamic teachings with contemporary educational methodologies, such as experiential learning, critical thinking, and interdisciplinary approaches. The adoption of modern teaching methods aims to enhance students' engagement, comprehension, and retention of Islamic knowledge while equipping them with skills relevant to the modern world. {Y.Olaota (2010)}

The impact of Islamic studies pedagogy on students' achievements is multifaceted and encompasses various dimensions. Academically, studying Islamic

sciences fosters intellectual curiosity, analytical thinking, and problem-solving skills among students. Through rigorous engagement with classical texts, students develop linguistic proficiency in Arabic and deepen their understanding of complex theological concepts and historical contexts. Moreover, the study of Islam can enhance students' performance in other academic disciplines, such as history, literature, and philosophy, by providing them with a broader cultural and intellectual perspective. {Ahmed. (1998)}

Beyond academic achievements, the teaching and learning of Islamic studies also contribute to students' moral and ethical development. Islamic education emphasizes the cultivation of virtues such as honesty, compassion, humility, and integrity, which are essential for leading a righteous and ethical life. By studying the ethical teachings of Islam and the exemplary behaviour of Prophet Muhammad (saw), students learn to apply ethical principles in their personal conduct, interpersonal relationships, and civic responsibilities. This ethical grounding fosters a sense of social responsibility and civic engagement among students, empowering them to contribute positively to their communities and societies. {Olurude (2008)}.

Furthermore, the teaching and learning of Islamic sciences have a profound impact on students' cultural identity and spiritual well-being. Islamic education provides students with a deeper appreciation of their religious heritage, cultural traditions, and spiritual values, fostering a sense of belonging and identity within the Muslim community. By studying the Qur'an, Hadith, and Islamic history, students develop a strong sense of religious identity and spiritual connection to their faith, which serves as a source of strength, guidance, and solace in times of adversity. {T. Isma'il (2003)}.

Therefore, "the modern way teaching and learning of Islamic studies" exert a significant influence on students' achievements, encompassing academic, moral, ethical, cultural, and spiritual dimensions. As a Muslim community navigates the complexities of the modern world, the importance of providing quality Islamic education that nurtures students' holistic development cannot be overstated. By investing in the modernization of Islamic education and adopting innovative teaching methodologies, educators can empower students to excel academically, uphold moral and ethical values, preserve cultural heritage, and deepen their spiritual understanding of Islam.

Statement of the Problem

It has been observed that the main problem that necessitates the research are: The integration of modern teaching methodologies with traditional Islamic sciences raises questions regarding the effectiveness of these pedagogical approaches in enhancing students' academic achievement in Kazaure Madrasa Jigawa state.

The incorporation of modern teaching technologies in Islamic education, such as e-learning platforms, digital resources, and interactive multimedia, presents challenges in terms of accessibility, infrastructure, and adaptability. How do these challenges impact students' engagement and achievement in the learning of Islamic studies in Kazaure, Jigawa State? Societal Perceptions and Expectations: The adoption of modern teaching methods in Islamic education may elicit varying perceptions and expectations from different segments of the society.

Evaluating Holistic Student Development

Islamic education traditionally emphasizes holistic development, encompassing spiritual, moral, and cultural dimensions. Addressing these statements of the problems will contribute to a comprehensive understanding of the impact of the modern way of teaching and learning Islamic sciences on students' achievements in Kazaure, Jigawa state.

Objectives

The main aims and objective of this research was to determine the impact of modern ways of teaching and learning Islamic sciences on students' achievements in Kazaure Madrasas Jigawa state through the following key objectives:

1. To examine the principles and practices of modern Islamic education on students' achievements in Kazaure Madrasas Jigawa state.
2. To find out the socio-emotional of modern Islamic education on students' achievements in Kazaure Madrasas Jigawa state
3. To identify the factors influencing students' achievement leaning modern Islamic education in Kazaure Madrasas Jigawa state.

LITERATURE REVIEW

Principles and Practices of Modern Islamic Education on Student's Achievements

Modern Islamic Education is a dynamic and evolving field that encompasses a blend of traditional Islamic teachings with contemporary educational methods. This literature review explores the principles and practices underpinning modern Islamic education, drawing upon a range of scholarly articles, research studies, and educational reports to provide a comprehensive overview of the subject.

Integration of Islamic Values: The integration of Islamic values within the curriculum is a fundamental principle of modern Islamic education. Scholars such as Karsenti (2018) emphasize the importance of instilling Islamic ethics, morals, and values in students to create a holistic educational experience.

Relevance and Adaptability: Modern Islamic education principles underscore the need for educational institutions to remain relevant and adaptable in the contemporary world. Khan (2017) argues that Islamic education should address

current global challenges while preserving the core principles of Islam, fostering a balance between tradition and modernity. Critical Thinking and Inquiry: Promoting critical thinking and inquiry-based learning is recognized as a principle in modern Islamic education. Research by Rahman and Abdullah (2019) suggests that encouraging students to question, analyze, and apply Islamic teachings fosters a deeper understanding and engagement with the subject matter.

Inclusivity and Diversity: Modern Islamic education principles advocate for inclusivity and embracing diversity within the educational framework. El-Nekhaily and Thomas (2020) discuss the importance of creating an inclusive environment that caters to students of diverse backgrounds and abilities while upholding Islamic principles.

Technology Integration: The incorporation of modern technology is a prevalent practice in contemporary Islamic education. Ahmed et al. (2021) conducted a study on the use of e-learning platforms in Islamic education, highlighting the positive impact of technology on student engagement and learning outcomes.

Student-Centered Learning: Modern Islamic education practices prioritize student-centered learning approaches. Al-Harbi (2018) emphasizes the importance of tailoring teaching methods to individual learning styles, fostering a more interactive and engaging educational experience.

Experiential Learning: Experiential learning methods, such as field trips, simulations, and hands-on activities, are increasingly employed in modern Islamic education. Khalid and Mukhtar (2019) argue that experiential learning enhances students' practical understanding of Islamic concepts and promotes a deeper connection with the teachings.

Continuous Professional Development for Educators: Ensuring continuous professional development for educators is a common practice in modern Islamic education. Research by Ali and Ayub (2017) suggests that ongoing training programs for teachers contribute to the improvement of instructional methods, ultimately benefiting students. The examination of both principles and practices in modern Islamic education reveals a commitment to integrating Islamic values with contemporary educational approaches. By embracing inclusivity, technology, student-centered learning, and experiential methods, modern Islamic education strives to create a well-rounded educational experience that prepares students for the challenges of the modern world while staying true to the core principles of Islam.

Socio-Emotional Development on Student Achievements

The socio-emotional and cognitive development of students, emphasizing the impact of various factors on these aspects. The objective is to identify similarities and differences in the literature across diverse educational contexts. The review

spans studies from psychology, education, and related disciplines, providing a comprehensive understanding of the multifaceted nature of student development.

Teacher-Student Relationships: Research by Pianta and Hamre (2009) highlights the significance of positive teacher-student relationships in fostering socio-emotional development. A supportive and nurturing environment contributes to emotional resilience and social competence among students.

Parental Involvement: The role of parental involvement in socio-emotional development is evident in studies such as Hill and Tyson (2009). Collaborative efforts between parents and educators contribute to emotional regulation, interpersonal skills, and overall well-being in students.

Cultural Factors: Cultural influences on socio-emotional development are explored by Chen et al. (2016). The literature emphasizes the importance of cultural sensitivity in educational practices to address diverse emotional needs and social expectations.

Cognitive Development

Technology and Cognitive Skills: The impact of technology on cognitive development is discussed by Hsin and Cigas (2013). While digital tools can enhance certain cognitive skills, the literature emphasizes the importance of a balanced approach to technology integration.

Problem-Solving and Critical Thinking: Educational practices promoting problem-solving and critical thinking skills are highlighted by Gokhale (1995). The literature underscores the role of active learning methodologies in enhancing cognitive abilities and preparing students for real-world challenges.

Experiential Learning: Experiential learning as a catalyst for cognitive development is explored by Kolb (1984). The literature suggests that hands-on experiences and practical applications contribute to a deeper understanding of concepts and improved cognitive outcomes.

Similarities and Differences

Cross-Cultural Perspectives: Studies such as Cross et al. (2013) emphasize the importance of considering cross-cultural variations in both socio-emotional and cognitive development. While cultural influences shape emotional expression and learning styles, there are universal elements that contribute to holistic development. The intersectionality of socio-emotional and cognitive development is explored by Raver (2002). The literature suggests that these domains are interconnected, with emotional wellbeing influencing cognitive functioning and vice versa.

Contextual Factors: Contextual factors, including socioeconomic status and educational environment, are recognized across studies (Bradley & Corwyn, 2002; Ladd et al., 1999). The literature underscores the need to address contextual disparities to ensure equitable socio-emotional and cognitive development.

Therefore, the literature review provides an understanding of socio-emotional and cognitive development in students, highlighting the interconnected nature of these domains. While acknowledging universal principles, the literature underscores the importance of considering cultural, contextual, and individual factors in shaping the developmental trajectories of students. Future research should continue to explore the dynamic interplay between socio-emotional and cognitive aspects to inform effective educational practices across diverse settings.

This comprehensive literature review examines the multifaceted factors influencing students' academic achievement across diverse educational contexts. Drawing upon research from psychology, education, and related fields, the review explores similarities and differences in the determinants shaping students' success. Socio-economic, cultural, and educational factors are analyzed to provide insights into the complex interplay influencing student achievement. The factors influencing students' achievements on Islamic modern education achieving academic success is influenced by a myriad of factors that extend beyond classroom instruction. This literature review aims to investigate the various determinants impacting students' achievement, highlighting both commonalities and divergences across different socio-cultural and educational settings. By synthesizing research findings, this review offers a nuanced understanding of the multifaceted nature of student achievement.

Socio-Economic Factors

Family Socio-Economic Status (SES): Numerous studies have demonstrated the strong association between family SES and students' academic achievement (Sirin, 2005; Bradley & Corwyn, (2002). Higher SES families tend to provide greater access to resources, educational support, and enrichment opportunities, leading to better academic outcomes for their children.

Parental Involvement: Parental involvement has consistently emerged as a significant predictor of students' achievement (Fan & Chen, 2001; Hill & Tyson, 2009). Active parental engagement, including monitoring homework, attending school events, and fostering a supportive home environment, positively influences students' motivation and academic success. **Access to Resources:** Disparities in access to educational resources contribute to inequalities in academic achievement (Lareau, 2004; Bradley & Corwyn, 2002). Students from lower-income families often face challenges related to limited access to textbooks, technology, tutoring services, and extracurricular activities, hindering their academic progress.

Cultural Factors

Cultural Expectations and Values: Cultural factors significantly influence students' attitudes toward education and academic success (Lee & Zhou, 2015; Chen et al., 2016). Cultural expectations regarding the importance of education, parental

aspirations, and attitudes toward learning shape students' motivation, persistence, and academic performance.

Language and Cultural Adaptation: Language proficiency and cultural adaptation play crucial roles in students' academic achievement, particularly among immigrant and minority populations (Suárez- Orozco et al., 2010; Lee & Zhou, 2015). Challenges related to language barriers and cultural adjustment can impact students' ability to fully engage in learning activities and achieve academic success.

Educational Factors

Quality of Instruction: The quality of instruction, including teacher effectiveness and instructional practices, significantly impacts students' academic achievement (Hattie, 2009; Wenglinsky, 2002). Effective teaching strategies, feedback mechanisms, and differentiated instruction cater to diverse learning needs and promote positive learning outcomes.

School Climate and Support Systems: A positive school climate characterized by supportive relationships, safety, and a sense of belonging fosters students' academic achievement (Cohen et al., 2009; Ladd et al., 1999). Access to supportive services, such as counselling, mentoring, and academic interventions, enhances students' overall well-being and academic success.

Conclusion: This literature review underscores the complex interplay of socio-economic, cultural, and educational factors influencing students' academic achievement. While certain factors, such as family SES and parental involvement, consistently predict academic outcomes across various contexts, cultural expectations, language proficiency, and school-related factors also play significant roles. By understanding the diverse influences on student achievement, educators and policymakers can develop targeted interventions to address disparities and promote equitable access to educational opportunities for all students.

METHODOLOGY

The research design for the study was descriptive survey so as to determine the Influence of Modern way of teaching and learning Islamic sciences. The study used quantitative research approach.

The quantitative research approach was used to quantify and analyze the data in order to get in depth understanding of the impact of Modern ways of teaching learning Islamic sciences on student's achievement in Kazaure Madrasas Jigawa State.

The target population of this study were the students learning Islamic education in Kazaure Madrasa, Jigawa state. And the study focused on students or learners in modern Islamic schools in three local Government areas (Kazaure, Roni, Gwiwa) federal constituency in Jigawa state on these schools, the population of

study is 150 students from the selected modern Islamic schools in the three local government's area.

Using the works of Krejcie and Morgan (V Krejcie & D.W Morgan,) that focuses on a scientific way of calculating various sample sizes and the corresponding population, the sample size of the total population of 210 will be about 138 respondents.

This study employed a random sampling technique, to select a sample of one hundred and fifty (150) respondents from the study population of two hundred and ten (210) of Tahfidhul Qur'an/modern schools; random sampling was used because it expose every participant to an equal chance of participating in the study as argued by (Amin.M. E, 2000)

The study used both the questionnaire and test as implement for data collection a questionnaire is an Instrument designed to gather data from individuals about their knowledge, attitude, beliefs and feelings. They are useful in getting data because they are easy and quick to administer. It contained short questions which require the respondents to fill or tick options according to their perception. The questionnaires were delivered to the respondents and they were asked to fill at their convenience but with the guidance of the researcher. It was closed and open ended.

Test: this tool was used to measure the student's achievement of Modern schools, the target groups are Senior 2 & 3 of the selected Modern Islamic schools in Kazaure Madrasas Jigawa State. The Test will be in form of examination questions, on the subject of Qur'an, Hadith and the Fiqhu. The Test contained short questions which required the respondents to answer in a sheet of paper for marking their performance. Responses to the questions in the test were analyzed and comparison of the student's performance in both categories of schools compared.

Results and Analysis

The response to questionnaires and test was grouped base on the views of respondents. A regression analysis will also be used to determine the confidence of learners in responding to the questions based on variables under study and the responses shall be used to calculate their competence levels. The views were coded in preparation for analysis. Responses from the data will enter in to the SPSS for automatic generation of numerical values in frequencies and percentages. Interpretations were made from the numerical values and percentages revealed by the data. Tables and graphs were drawn to present the information

RESULTS

Table 1 showing the age of the respondents

Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	13-15	21	81.6	81.6	81.6
	16-18	78	69.0	69.0	87.6
	Others	14	12.4	12.4	100.0
	Total	113	100.0	100.0	

Source: Field Data (2024)

Table 1 showing the age of the respondents, this shows that 78 (69%) are between 16-18 years, 21 (18.6%) are 13-15 years while 14 (12.4%) are others. This shows that majority of the respondents are between the age of 16-18 years with the highest percentage of 69%.

Table 2 showing the Gender of the respondents

	Gender	Frequency	Percent
Valid	Male	52	46.0
	Female	59	52.0
	Others	2	1.8
	Total	113	100.0

Source: Field Data (2024)

The table above shows the gender of the respondents the finding above shows that 59 (52.2%) of the participants are females, 52 (45%) are male while 2 (1.8%) participants are others. This shows that female participants in this study outnumbered their female counterparts.

Table 3 Grade Level

	Grade Level	Frequency	Percent
Valid	SS II	40	35.4
	SS III	73	64.6
	Others	0.0	0.0
	Total	113	100.0

Source: Field Data (2024)

The table above shows the grade level of the respondents the finding above shows that 73 (64.6%) of the participants are in SS III while 40 (35.4 %) participants are in SS II. This shows that majority of the respondents are in SS III with the highest percentage of 64.6%.

Table 4 showing School Type

	School Type	Frequency	Percent
Valid	Public	40	35.4
	Private	73	64.6
	Total	113	100.0

Source: Field Data (2024)

The table above shows the school type of the respondents the finding above shows that 73 (64.6%) of the participants are private school, while 40 (35.4%) participants are in public schools. This shows that majority of the respondents are in private school with the highest percentage of 64.6%.

Table 5 simple linear regression of Principle and practice of modern Islamic science on Students

		Achievement				
	Model	Sum of Squares	df	Mean Square	F	Sig.
Valid	Regression	52.524	1	52.524	2.475	.118b
	Residual	2355.405	111	21.220	69.0	87.6
	Total	24007.929	112			

1. Dependent Variable: Practice of Modern Islamic
2. Predictors: (Constant), Achievement Test. The result in table 4 shows that the calculated F-value of 2.475 at 0.05 level of significance at 381 degree of freedom. The results also show that that the P-value 118b is greater than 0.05 alpha levels. With this result, the null hypothesis is accepted. This means that student achievements are greater than principle and practice of modern Islamic Science.

Table 6 simple linear regression of : Socio-Emotional and Cognitive Development in Modern Islamic Science

		Islamic Science				
	Model	Sum of Squares	df	Mean Square	F	Sig.
Valid	Regression	132.267	1	132.267	3.199	.076b
	Residual	4589.272	111	41.345		
	Total	4721.540	112			

1. Dependent Variable: Socio-Emotional and Cognitive Development in Modern Islamic Science

2. Predictors: (Constant), Achievement Test. The result in table 4 reveals that the calculated F-value of 3.199 at .05 level of significance at 112 degree of freedom. The result also shows that that the P-value .076b is greater than 0.05 alpha levels. With this result, the null hypothesis is accepted. This means that student achievements are greater than principle and practice of modern Islamic Science.

Table 7 simple linear regression of factors influencing Students achievement in learning modern

Islamic science						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.070	1	.070	.003	.0960b
Valid	Residual	3005.608	110	27.324		
	Total	3005.679	111			

- a. Dependent Variable: Factors Influencing Students' Achievement in Learning Modern Islamic Science
- b. Predictors: (Constant), Achievement Test the result in table 4 shows that the calculated F-value of .003 at 0.05 level of significance at 111 degree of freedom. The results also shows that that the P-value .960 is greater than 0.05 alpha level. With this result, the null hypothesis is accepted. This means that student achievements are greater than Factors Influencing Students' Achievement in Learning Modern Islamic Science.

Discussion of Findings

Influence of modern teaching and learning methods on student achievement in Islamic science, particularly in Kazaure, Jigawa State, Nigeria, is a multifaceted issue that reflects broader trends in educational reform and integration of technology. Recent studies indicate that the transformation of Islamic education is essential for enhancing student outcomes and adapting to contemporary educational demands.

One significant finding is the necessity for Islamic educational institutions to embrace modern pedagogical strategies and integrate technology into their curricula. Research highlights that graduates from Islamic tertiary institutions often lack the necessary technological competencies required in the 4.0 industrial eras, which poses a challenge for effective teaching and learning (Muhammad, 2023).

This gap in technological proficiency can hinder students' ability to engage with Islamic sciences in a manner that is relevant to today's context. Furthermore, the integration of

Science, Technology, Engineering, and Mathematics (STEM) into Islamic education has been proposed as a strategy to enhance learning outcomes by fostering a multidisciplinary approach that aligns with institutional goals (Murhayati,

2023). This integration not only enriches the educational experience but also prepares students to meet the demands of a rapidly changing job market.

Additionally, the curriculum development policies in Islamic education are undergoing transformation to better align with national educational standards and cultural contexts. The development of Islamic pedagogy, which emphasizes cultural reinvigoration, is crucial for facilitating curriculum implementation and improving educational quality (Akrim et al., 2022). This approach is particularly relevant in Kazaure, Jigawa State, where cultural and religious contexts significantly influence educational practices.

The incorporation of differentiated learning strategies, as seen in the Merdeka Belajar curriculum, has also shown promise in enhancing student engagement and achievement in Islamic education (Wantini, 2023). Such strategies allow for personalized learning experiences that cater to diverse student needs, thereby improving overall educational outcomes. Moreover, the role of teachers in Islamic education is pivotal. Research indicates that teachers face challenges in evaluating student learning outcomes effectively, which can affect students' understanding and application of Islamic values in their daily lives (Saraya, 2023). Addressing these challenges through professional development and support can lead to improved teaching practices and, consequently, better student performance in Islamic studies.

In conclusion, the modern ways of teaching and learning Islamic science in Kazaure, Jigawa State are significantly influenced by the integration of technology, curriculum reforms, and the professional development of educators. These factors collectively contribute to enhancing student achievement and preparing them for the complexities of contemporary society.

CONCLUSION

In conclusion, adopting modern methods of teaching and learning Islamic Science in Kazaure, Jigawa State can significantly enhance student achievement. The integration of technology, such as e-learning platforms and digital tools, combined with blended learning approaches, offers flexibility, engagement, and a broader scope for student learning. Interactive learning environments, contextualized lessons, and community-based projects further deepen students' understanding and connection to the real-world application of Islamic teachings.

To achieve these benefits, it's essential to provide adequate teacher training in modern pedagogical techniques, while ensuring cultural sensitivity and respect for Islamic values. Continuous assessment and feedback mechanisms will help track student progress and offer timely support. By blending traditional Islamic educational methods with modern advancements, educators can create a more effective and enriching learning experience, fostering both academic excellence and personal growth among students in Kazaure, Jigawa State.

Recommendations

To enhance student achievement in Islamic Science in Kazaure, Jigawa State, it's essential to consider modern teaching and learning methods that align with both traditional values and contemporary educational practices. Below are recommendations on how the modern approach can impact student achievement positively:

1. Incorporating e-learning platforms, mobile apps, and multimedia tools (like videos, podcasts and interactive lessons) to make Islamic Science lessons more engaging. This could improve understanding and retention.
2. Providing access to reputable online Islamic databases, digital libraries, and Qur'an interpretation tools can broaden students' learning beyond the classroom.
3. Islamic teachings often rely on face-to-face interaction for personal guidance. Blended learning, which combines in-person instruction with online lessons, offers flexibility while maintaining the essence of personalized learning.
4. Creating online forums and discussion groups on Islamic Education topics can encourage peer to peer learning. Students can share knowledge, ask questions, and debate interpretations in a structured, respectful manner.
5. Teachers need training in digital literacy, online content creation, and the use of modern educational tools to effectively integrate technology into Islamic Science education.
6. Implementing online tests, quizzes, and progress trackers to continuously monitor students' understanding. This can help teachers identify areas where students struggle and offer timely support.
7. It's crucial to balance the use of modern technology and methods with respect for Islamic traditions and values. Careful consideration should be given to culturally appropriate content.

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