Evaluating mechanisms used in disseminating moderation approach in Saudi Arabia

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Abstract

Background: Saudi Arabia's government is deploying new moderating systems in educational programs. The goal of this project is to evaluate standards of modernizing the country's education curriculum, religious discourse, media and rehabilitation programs. Moderation is an important method for improving the educational system, evaluation, and many situations.

Aim: the objective was to ensure quality and comparability of Saudi Arabia's moderation plan. Methodology: Fieldwork conducted to collect data, and a questionnaire tool used to improve the efficiency of acquiring crucial information about the role of faculty members in Saudi universities in promoting the idea of moderation. Medical, accounting, English, business administration, Islamic studies, law, finance, physical therapy, computer science, and mathematics were among the disciplines that constituted male and female Majmaah University majors as subjects.

Results: revealed only 44 of the students who exercised on a regular basis were active, while 56 did not practice at all, and 110 were inconsistent in their practice routine. These findings are shared by 95% of students who do not have any chronic disorders, while 5% have a serious non-communicable condition. Such findings point to the necessity for improved rehabilitation programs to effectively eliminate the risk of chronic disease in students. Statistical tests reveal a crucial t value of 0.0132, which is less than the significant level of 0.05, indicating a considerable association between traditional and current means of spreading moderation curricula. These findings highlight the importance of employing effective moderation strategies to improve educational curricula, religious discourse, media, and rehabilitation programs.

Key words: moderation approach, Saudi Arabia, Islam

1. Introduction

When it comes to maturity, one of the most important characteristics is moderation. Furthermore, moderation's importance to society as a whole, as a human trait, and as a security component of a particular state highlights its value in achieving a balance between the individual and the group and between religions and the rest of the world. Although moderation is based on sound and solid knowledge, it must be used with caution. One reason for this relevance is that moderation should reject fanaticism and instead rely on evidence and influence. It is only through "Wasatiya," or a moderate approach, that Arab and Islamic countries can avoid the loss that threatens their present and future because the truth is lost between two distant parties: extremism and negligence. Speaking at the Wasatiya Conference on May 27th, 2019, His Royal Highness Prince Khaled Al-Faisal affirmed Saudi Arabia's responsible positions in establishing moderation within the Islamic world.

Education in Saudi Arabia follows an Islamic/legal curriculum that emphasizes students' spiritual, social, and scientific development. As a result, this issue is prioritized above all others. In order to prevent excess or neglect in young people, parents and educators must adhere to this concept of moderation in their instruction (Bakir & Othman, 2017). "Work for this world as if you never existed, and work for your hereafter as if you die tomorrow," Ibn Omar said in a hadith. As a result, a Muslim's character must be moderated to balance this life and the next since this world is viewed spiritually as a path leading to the next. As a result, there is no conflict in working for both of them to achieve happiness.

Since the concept of moderation is so important, educators must take extra care to pass this information on to students and other young people. In addition, students are a vital part of the future and the foundation of society. As a result, and as educational and social institutions, universities grow and establish themselves in the community based on their faculty's caliber, achievements, and contributions to society. The university's faculty members must promote moderation.

The Ministry of Education in Saudi Arabia is one of the most prominent examples of this era's efforts to spread the moderation curriculum in Saudi society. Saudi Arabia's Minister of Education has mandated the creation and operation of intellectual awareness units in all of the country's educational institutions. The research's original concept has come to fruition because it offers national and international perspectives on the development of moderation mechanisms among young people, particularly at universities.

Moreover, based on our research and our own experiences, there is still a lack of attention paid to this topic, particularly in the Middle East. Researchers claim this is the first qualitative study in this field, even though many academic and private research centers claim to be interested in studying aspects of moderation and tackling extremism. Evaluating the methods used to spread the moderation curriculum among students at the Kingdom level has never been done before, making this study of utmost importance and value. Among other things, this research will be useful in drawing up and proposing some national policy plans. Considering the importance of both sexes in Saudi Arabia, this research will include both male and female participants.

According to Saudi Arabia's Vision 2030, women's economic participation in the workforce will rise from 17 percent to 25 percent by 2020. According to Saudi Vision 2030, a program called the National Character Enhancement Program was established to enhance the Saudi character in accordance with the Kingdom's heritage, its unity, and long-established Islamic principles by means of a series of integrative initiatives designed to deepen national belonging and promote moderate values. One of the main goals of this program is to develop an approach that supports policies that address the youth of both genders in a modern manner, which enhances their spiritof philanthropy and volunteerism and their loveof work and optimism. As a result, Saudi Arabia's intellectual, development, and humanitarian achievements have been strengthened. The Kingdom's role as the center of the Arab and Islamic worlds has been affirmed.

The contributions of the authors to the field of disseminating moderation are further enhanced by their personal experiences. Some examples include local and international programs and initiatives and community involvement (Bakir & Othman, 2017). Research efforts and scientific conferences that focus on monitoring and evaluating the spread of the moderation approach highlight the importance of this study. According to the March 2011 "The Role of Arab Universities in Promoting the Principle of Moderation Among the Arab Youth" meeting, there is some deficiency or defect in the commitment to moderation and calls for strengthening this sublime principle. In addition, the conference "Wasatiya is a way of life," held in Kuwait in 2005, highlighted the importance of adopting Islamic moderation as one of the essential human values, using media and education to highlight this sublime approach in society especially among the youth. Now let's take a look at some related terminology.

Several Arabic dictionaries define moderation as a state of being that is neither too soft nor too hard. A word in Arabic that sounds more like "moderation" is "Wasatiya." There are several Arabic connotations for this word, including 1) what lies in the middle of a thing. It is possible to describe something in the middle as the best option because it lacks hardness or softness in an adjective. Thirdly, it's in the middle in terms of

fairness, such as justice. However, it means that a person's character is characterized by the middle and balance that comes from being in the distance from the two extremes of excess and negligence or exaggeration and shortcomings, especially in the early stages of life. Al-Sufi considers being the "youth stage" of a person's life between the ages of fifteen and thirty-one. At the "First Youth Ministers' Conference in Cairo, Egypt," 1969, the term "youth minister" was defined in accordance with the international concept agreed upon.

It's worth noting that the age range of the youth stage, which includes both boys and girls, varies from country to country and society to society. Students and young people are the driving force behind many social movements because of their energy, intellect, and desire for new experiences and adventures. We have a lot going on right now about rapid changes in all aspects of life (such as technological advancements in all areas of life), societal, economic, social/political developments, and other manifestations of rapid change. From this point on, we need to approach education with moderation and adaptability. Consider how we can better prepare the next generation to deal with modern technology while still preserving the values of previous generations. Instead of being dependent on their families or being consumers rather than producers, we should teach our students/people how to learn instead of just teaching them what to learn.

1.1 Research problem

The government of Saudi Arabia is implementing new moderation mechanisms in educational programs. The concern of the present work is to produce and disseminate new educational approaches such as e-learning to overcome the challenges and restrictions on the educational system (Islamy, 2021). The focus of the research is to evaluate the effectiveness of moderation mechanisms within the current educational system and the dissemination of the modern intellectual systems. The assessment is based on the factual analysis of existing systems and applying the knowledge to solve novel situations. In response to the collected information, the suggestions will draw for strengthening the curriculum framework and e-learning programs.

Since the outbreak of COVID-19, the physical organization of the educational programs has been facing restrictions. The appropriate implementation of modern technology will enable the students to continue their education. Islamy (2021) opines that the basis of this could be modern technology and moderation practices. Modern technology offers an excellent possibility for modern means of communication to open the world for people through direct discourse. Yet, exchanging convulsive religious discourse through such communication channels calls for fruitful dissemination of virtue among Saudi Arabian youth and guides them through a moderate spiritual lesson (Hamdan et al., 2021; Sheline, 2021). Hence, Islamic religious discourse should be under the educational system to facilitate perfect and mature religious discourse by distancing political propaganda and recruitment from religion.

Media plays a critical role in enhancing education through such consequences as career development, skill enhancement, learning, socializing, timely information, and improved communication (Yaakub & Othman, 2017; Qurtuby & Aldamer, 2021). Similar approaches applied in modern technology and moderation practices while integrating knowledge in resolving novel situations within the Kingdom's education curriculum and religious discourse are applicable in media and rehabilitation programs. Strengthening the curriculum framework and e-learning programs for the youth should encompass counter-indoctrination programs alongside other rehabilitation initiatives that ingrain the values of the old generation. The Kingdoms' de-radicalization programs rank among the most advanced, and their failure to address hardcore terrorists raises concern in a tangential manner to drug and alcohol abuse rehabilitation programs (Khan et al., 2021; Qurtuby & Aldamer, 2021). Hence, suggestions for the moderation of the educational system should broaden its focus to tackle the extensive rehabilitation of youth and the media within learning institutions. The assessment practices will strengthen interactive learning where moderation can be linked through two approaches: teacher and student. Moderation will help build the collective efficacy that is to improve students' learning outcomes with the teacher's active involvement in learning while addressing the broader context of religious discourse, media, and rehabilitation initiatives.

1.2 Motivation

The resources available for the students must improve the situation with the expansion of moderation. It should address the need to strengthen moderation practices in educational institutes. The teachers must review the procedures for identifying a subconscious basis that addresses the achievement of the student. The review team can find evidence of moderation in the institutes and new methods to address the policy gaps. In this evaluation, the principles and external evaluators are not included to use the progression through performance assessment. The assessment based on analytical and statistical approaches will design the moderation program for improved education and other areas of adoption approach in Saudi Arabia such as religious discourse, education curriculum, media, and rehabilitation programs. The initiative is beneficial for the educational system of Saudi Arabia for the moderation programs (Islamy, 2021). The widespread concern of the assessment is to yield consistent results. The review recommends that the policy levers are required in Saudi Arabia for moderation.

In the process of management of the learning process, the standards are indicators of development and organizing the moderation. The allocation time for moderation is required to support the understanding of moderation. The assessment framework must define moderation and explain what it is and why it is essential to conduct this. The case studies considered in the analysis demonstrate the moderation and new features at the educational department of Saudi Arabia (Rafique, 2018). The study will further analyze the effectiveness of the moderation approach in Saudi Arabia from religious aspects, curriculum, rehabilitation programs, and media. The collective information will explore different areas of the moderation approach (Islamy, 2021). For this purpose, the data will be collected by the students. The process establishes comparable standards for the responses and ensures that the data is valid and reliable. Moderation is a crucial strategy for increasing the educational system, assessment, and different settings. The approach is to ensure the quality and comparability of the moderation strategy in Saudi Arabia. This further involves

the competent and systematic checking of school-based marking.

1.3 Research objectives

The objective of the research is to understand the process of moderation and the driving factors for the improvement of student learning outcomes while incorporating religious discourse within the curriculum. The moderation enables the teachers in the educational institutes of Saudi Arabia to improve student learning outcomes by accommodating diverse rehabilitation programs. Restraint further can be used by the teachers and the students to demonstrate the learning and implementation of the moderation for the formative assessment. Moderation as a teaching practice enables the teachers and students to develop and share formal teaching methods. The techniques provide the students and teachers with a collaboration structure and process to look at the evidence of learning. The research objectives comprise;

1. To determine the role of incorporating moderate religious discourse in the school curriculum.

2. To identify the strategies adopted by teachers in enhancing moderation among students.

3. To examine student moderation processes through their learning activities.

4. To evaluate the acceptability of different moderation approaches in the education curriculum.

5. To investigate the strategies that contribute to effective moderation.

2. Literature review

Gheraia et al. (2021) worked to identify the necessary moderation process with the opposing view even though the involvement of ICT in financial operations. Notably, when it comes to the education sector and ICT usage, teachers recognize that students need time to practice and feel confident. The implication is to practice the demonstrably constructive needs. Teachers and students both need to think that they are making progress and learning with personal salience. This is only possible if the teachers and students

improve and learn rather than with no compliance. Islamy (2021) holds that there are three broad types of social moderation, as mentioned below,

1.   The calibration model

In this education model, the student's work is then graded by the teachers individually. Based on the work, the students discuss the work with the teachers and make judgments based on consensus and the common understanding of the standards (Gheraia et al., 2021).

2.   The conferencing model

In this type of moderation, the student's work is first graded by the individual teachers. The result is represented with different levels of performance where the students must have relations with the students. This model type aims to improve the common understanding and reach a consensus (Bakir & Othmn, 2017).

3.   The expert model

The teachers in this process work together with the students and then submit the work to the experts. The teachers receive the standards feedback from the experts and interpret how they can analyze the outcomes well (Gheraia et al., 2021). The moderation process can be formal, and the management to facilitate the group of teachers.

The moderation discussion takes place for different assessment phases and to confirm the post-assessment decisions that involve the development of assessment tasks and then marking on the performance of each individual. Islamy (2021) identified four phases in one moderation meeting: group gossiping, reading, deliberating, and collaborative creating. The group gossiping involves the teachers talking with the students about the writing. The teachers and students can talk about their beliefs and values. To shift from gossiping to the readings, teachers should use transactional language. In the deliberating phases, the teachers can use the scoring process and focus on the sense of learning (Hamdan et al., 2021). The teachers can discuss, persuade, and disagree with students through moderation. At the reframing stage, the better understanding is based on different assumptions, actual practices, and moderation conversation.

The implication of moderation is to reach the desired outcomes and consensus with the insights of developing the collaborative conversation. Rafique (2018) suggested that essential protocols for moderation enable the teachers to share their views and conduct the discussion with the students to remain focused. The guided dialogue between the students and teachers is essential to create a safe environment and collegial conditions where the students and teachers can share ideas and learnings (Hamdan et al., 2021).

The study enabled the researchers to explore the work of the 15 teachers and 12 female primary teachers from 11 different schools. The researchers identified that the schools met the moderation cluster in various subjects, including English, maths, and science. The statistics demonstrate that primary and secondaryteachers play a significant role in action researchprojects. For this process, six teachers were interviewed and demonstrated their involvementin planning and one-day moderating meetings. The moderation process can be further extended through the cluster group (Yaakub & Othman, 2017). Bakir and Othman (2017) opine that writing moderation in primary schools is instrumental towards reducing levels of Islamic radicalization experienced in many countries. As such, they conclude that the process effectively transcribes the role of teachers and attitude towards the writing process. Yaakub and Othman (2017) hold that at the tertiary level of education and the moderation process in the five tutors of the University of Technology Sydney. The collected information emphasized the importance of macroeconomic courses.

The moderation process is further involved in the initial round of grading with discussing results with the students to enhance the learning outcomes. This improves the relationship between teachers and students. The study focused on the different categories and teachers' beliefs on learning skills. According to Hamdan et al. (2021), the involvement of women n the development processes across the more comprehensive middle east countries remains pivotal towards promoting effective moderation and reduction of radicalization in many aspects

3. Methodology

3.1 Introduction

This chapter elaborates the methodology and procedures in the dissertation to clarify the relevance of the inferences and relate the authenticity of the findings with the objectives. This paper utilizes analytical and statistical approaches to diagnose the reality of the students, to know the challenges they face, and the opportunities they have to reach a strategic vision to consolidate the principle of moderation. In addition, this section will expound on the doctrine of doxology and epistemology to define the objectivity of the study, quantitative and qualitative data collection, the population sample, alongside the questionnaire design.

3.2 Research Philosophy

The belief about the way data relating to the disseminating moderation approaches in the Kingdom should be collected, evaluated, and implemented in the thesis is accurately represented in the philosophy. The dissertation promotes epistemology that expounds on the precision of the moderation practices in Saudi Arabia in the context of the education curriculum, religious discourse, media, and rehabilitation initiatives. Similarly, the thesis advances the perceived accuracy of the theme under investigation through the philosophy of doxology (Kang et al., 2021; Pavan, 2017). Consecutively, the two philosophical terminologies converge various perceptions that are critical in formulating the researchobjectives and eventually modifying the perceived precision (Doxa) into precise information (episteme). Therefore, the doctrine of episteme and Doxa endows the dissertation authority to avoid subjective viewpoints and focus on objective deductions that emphasize the credibility of the inferences.

The adopted doctrine is precious in complementing relevant qualitative approaches selected in examining the themes that might appear to be objective until the conclusion is elaborated the subjectivity becomes apparent. The implications have great connotation on the identification of congruent moderation practices encompassing the values of Saudi youth in comparison to the older generation's morals and ethics (Gheraia et al., 2021; Rafique, 2018). These connotations might be subjective unless substantiated by the quantitative data gathered through the structured interviews. Consequently, the dissertation strives to replace

the data collected through bibliographic desk research, which forms the Doxa, with episteme to pin the derived inferences with quantitative data collected through the questionnaire.

3.3 Data Collection

3.3.1 Quantitative analysis

Data collection encompassed fieldwork using a questionnaire tool that improved the efficiency of gathering important information concerning the role of faculty members in Saudi universities in promoting the principle of moderation. This study combined theory and practice to reach the best results and recommendations since only theoretical studies may not yield the required results. The fieldwork included all majors of Majmaah University, located in the center of Saudi Arabia, to determine the effectiveness of modernized religious discourse. The time frame for data collection revolved around a period estimated at three months. The subjects obtained an intention to participate in the research after the study's objectives were clarified and to access their written consent of participation. The online questionnaires were then mailed to the participants. The structured interviews were designed to automatically submit after the subjects entered their last response on the form to increase the submission rate.

The questionnaires consisted of multiple choice and short answers, which were crucial in guiding the students to respond. The multiple-choice questions were instrumental in improving the submission rate as they were simple and gave the response choices concrete descriptions. Moreover, the questions complemented the statistical approach of data analysis as they were simple to grade due to their brevity. The short answer questions generated an in-depth analysis of the moderation approaches, especially in investigating the modernization of rehabilitation programs. Pavan (2017) insinuates that the short answer questions are vital in encouraging respondents in integrating information into written coherent responses that assist the researcher in understanding the main points during analysis.

The quantitative survey questions assisted in describing the research objectives and providing in-depth insights from the sample population regarding the approaches in disseminating moderation in Saudi Arabia. The questionnaire formed the core of the study by providing the primary data utilized in gathering numerical data relating to the effectiveness of the current education curriculum to establish statistical findings. The questionnaire was further instrumental in determining the relevance of modernized media and rehabilitation programs within Saudi Arabian academic institutions.

3.3.2 Qualitative analysis

The dissertation embraced bibliographic desk research to collect secondary data to support the quantitative data collected through the structured interview. Published material relating to the dissemination of moderation approaches offered valuable data about the education curriculum, religious discourse, media, and rehabilitation initiatives in Saudi Arabia. For instance, Ibrahim et al. (2019) provided exceedingly critical information concerning the education system supported by the Muslim Brotherhood and enabling the comprehension of the religious discourse as applied in the Kingdom. An inclusion and exclusion criteria helped explore quality literature and avoid secondary sources that were irrelevant in the investigation of moderation strategies in Saudi Arabia. The inclusion criterion involved using literature sources published after 2004, while the exclusion avoided secondary material published before 2004.

The adoption of the inclusion and exclusion criterion gains support from various researchers (Yaakub & Othman, 2017) who imply the potential of optimizing the external and internal legality of the research study. Otherwise, the criterion was critical in enhancing the feasibility, reducing the costs, lowering ethical concerns, and determining the appropriate approaches to disseminating moderation in Saudi Arabia. The discretion of selecting quality secondary sources, illustrated in table 1, stems from the undesirability of particular literature in offering analytical objectivity for the thesis. The dissertation further gains credibility from applying keyword search that was relevant in identifying quality literature and abstracting explicit content on contemporary rehabilitation programs, media, religious discourse, and education curriculum in the Kingdom.

These research procedures were vital in finding out strengths, weaknesses, risks, and challenges facing students and their tutors in the area of moderation. Subsequently, the discussion

analyzed the proposed vision, which included modernizing educational curricula, following several policies to control religious discourse, counseling and rehabilitation programs, regulations, and agreements to combat extremism and terrorism (Ibrahim et al., 2019). This proposed vision was instrumental in disseminating the moderation through the following elements: the stages of achieving the principle of restraint, the requirements for publishing the moderation curriculum among students, and finally - parties concerned with strengthening the principle of moderation in Saudi Arabia.

3.4 Population Sample

The subjects constituted male and female majors of Majmaah University, including medical, accounting, English, business administration, Islamic studies, law, finance, physical therapy, computer science, and mathematics students. Others comprise medical lab, chemistry, Arabic, and engineering of Saudi and Non-Saudi nationality of 18 years and above. Responses were collected from a total of 210 students, where the majority were unemployed while a few were employed in various industries like education, engineering, medicine, and law, among others. The questions were written in

English for uniformity in the assessment and to eliminate the potential of introducing bias through wrong interpretations by non-Saudi participants or the interpretation of answers by the researcher. More so, the population sample was appropriate for evaluating the effectiveness of Saudi Arabian universities' attempts to modernize the education curriculum and religion.

The population sample was randomly selected and comprised 123 male students and 87 female students, taking 15 subjects. An analysis of the participants revealed two percent to be 18 years old while four percent were a year older. The further evaluation indicated 34% to be older than 22 years, 22% to be 22, 21% were 21, and 16% of the composition aged 20 years old. The sample population constituted 206 Saudi nationalities with only four non-residents, out of which three were female and one male. Table 2 summarizes the number of students taking each of the identified subjects. The table illustrates the diversity of the students. It ensures that the responses are representative of the effectiveness of the moderation approaches for education curriculum, religious discourse, media, and rehabilitation programs.

Table 1: *Table summarizing the number of students taking the 15 identified subjects*

Subjects	Number of students
Law	16
BA	32
Engineering	1
Islamic Studies	15
Arabic	1
Computer Science	23
HR	57
Chemistry	2
Medical Labs	8
Accounting	5
Finance	21
Mathematics	6
English	17

Medicine	3
Physical Therapy	3
Total	**210**

3.5 Research design

The research combined theory with reality by applying analytical and statistical methods, which is also referred to as the mixed-method approach. The latter was premised on the postulations derived from Gheraia et al. (2021) where they stress the significance of balancing inductive and deductive procedures to avoid prejudice. Essentially, the latter may be accomplished in two ways: first, by adopting a qualitative approach as an inductive strategy while developing a new theory. Second, when analyzing scientific theories and documents, utilizing a quantitative method as a deductive strategy (Gade, 2019; Shah et al., 2019). As a result, the combination of extrapolation and deduction is the most suited approach for this investigation. The inductive method starts with quantitative data (aggregation and analysis) and then uses the results to understand the topic better. In contrast, the deductive/exploratory method starts with qualitative data then uses that quantitative data to establish topic criteria. Proposing answers to specific challenges, for example, or renewing appropriate and modern means to distribute the moderation curriculum among Saudi Arabian pupils.

To analyze and interpret the questionnaire results, this research uses the (SPSS) program to conduct a quantitative analysis. This required researchers to extract or identify some variables that affect the monitoring and evaluation of the mechanisms used in spreading the moderation curriculum among Saudi Arabian students. For example, they are studying the current reality of Saudi students (demographic-educational-social-economic-technology) through official statistics and the study sample. As for the questionnaire's reliability and sincerity, the questionnaire presented two to three specialists to ensure its reliability and sincerity. Therefore, they made some technical comments; hence, we accommodate those comments to reach the possible highest level of reliability and honesty when presenting the questions to the study sample.

Notably, one of the aims of the study was to answer the central question: what are the mechanisms used in spreading the moderation curriculum among students in the Kingdom of Saudi Arabia, and what are the ways to develop them? This scientific question is, thus, divided into a group of sub-questions that will be answered during the research, which are as follows: what is the reality of Saudi students and the extent to which the current moderation mechanisms need change? What is faculty members' role in promoting the principle of moderation among students in Saudi universities? What are the features of the proposed vision to spread the moderation curriculum among students? Otherwise, the researchers hope that specialists in charge of youth, such as Sports Authority, Ministry of Culture, Ministry of Education, and other civil and international institutions interested in moderation affairs, as well as researchers in the field of politics, legislation, and moderation,will benefit from this research (Jubba et al., 2021).

The practical deductive analysis relied on formulating the null hypothesis that assumed no significant correlation between the customary mechanisms and the contemporary mechanisms of spreading moderation curriculum. The employment of the null hypothesis helped generate credible results as statistical software could be utilized to establish whether there was any significant correlation between the variables. Ibrahim et al. (2019) postulate that hypothesis testing is critical in granting research findings authenticity by verifying whether they were manipulated or occurred by chance. The scholars further assert that hypothesis formulation is also essential in forecasting the correlation between variables based on empirical and theoretical evidence.

3.6 Ethical Considerations

Crediting other scholars' authorship is an ethical consideration that minimizes scholarly rivalry and eliminates the publish or perish mindset. As such, this thesis refrains from engaging in academic disagreements by acknowledging other academicians' works by referencing all secondary literature accordingly. The dissertation improves its authenticity throughthe reference section and avoids bias by the researcher who might falsify or fabricate information. Crediting scholarly works is identified by Ali, Musawir, and Ali (2018) as relevant in strengthening the study's objectivity. The thesis demonstrated respect for intellectual property, which revolves around fostering a plan of action that provides and safeguards fair benefits to the owners and users. Thus, the thesis intentionally did not incorporate any information from unpublished material to avoid prejudice from subjective data.

The employment of published sources improved the validity of the results, which supported the statistical findings by presenting verifiable information and overcoming restrictions posed by the small sample size. The study further focused on adhering to academic integrity through confidentiality of the obtained written consents. The data collected would only be accessible by the researcher for six months, where the data will be saved in the university server and destroyed by deleting after expiry. Moreover, the participants were assured of privacy by leaving out private details such as names and residential addresses.

The thesis also obtains written informed consent from the subject through a consent document that acts as a guide that elaborates on the study's objectives. According to Ali, Musawir, and Ali (2018), the written informed permission forms the basis of meaningful exchange between the participants and the researcher by clarifying verbal explanations. The academicians further insinuate that such conversations are incredibly critical in gaining confidence from the subjects who tend to give more accurate answers as their participation was voluntary. Likewise, the dissertation embraced open communication through the transparent distribution of the data gathered, results, concepts, tools, and resources with all stakeholders. Additionally, the research did not present any type of harm, such as physical, psychological, or emotional, to the sample population.

4. Data Analysis

The study adopted a mixed-method approach as the research design thereby directly impacting the mode of data analysis. Notably, questionnaires and interviews were used and the data obtained taken through deductive and comparative data analysis methods. Apart from the use of comparative data analysis, the study also adopted the use of SPSS statistical software to help provide a quantitative data analysis while the qualitative data were conducted through comparative and deductive data analysis methods.

5. Results

An analysis of the students that exercised regularly revealed that 44 were active while 56 did not do any practice and 110 were not consistent in their practice regime. Ali, Musawir, & Ali (2018) cite the World Health Organization, indicating that people who regularly exercise had a higher possibility of managing and preventing non-communicable diseases while inactive people had a 20% - 30% chance of contracting chronic ailments. An investigation on the health status of the subjects revealed that 95% of the students did not have any form of chronic disease while five percent had some form of severe non-communicable illness. Deeper insight into the health status of the students indicated 79% of the respondents were nonsmokers while 21% were smokers. These findings suggest the effectiveness of the rehabilitation programs as the majority of the students are healthy, and only a few engage in smoking.

The study established that most of the students agreed upon the informativeness of the Saudi Arabian curriculum, as indicated in figure 1. At the same time, a mere seven percent disagreed, and only three percent strongly disagreed. The informativeness of the curriculum reveals that moderation strategies for the education curriculum would be effective in learning empowerment and encouraging student intentions for self-identity.

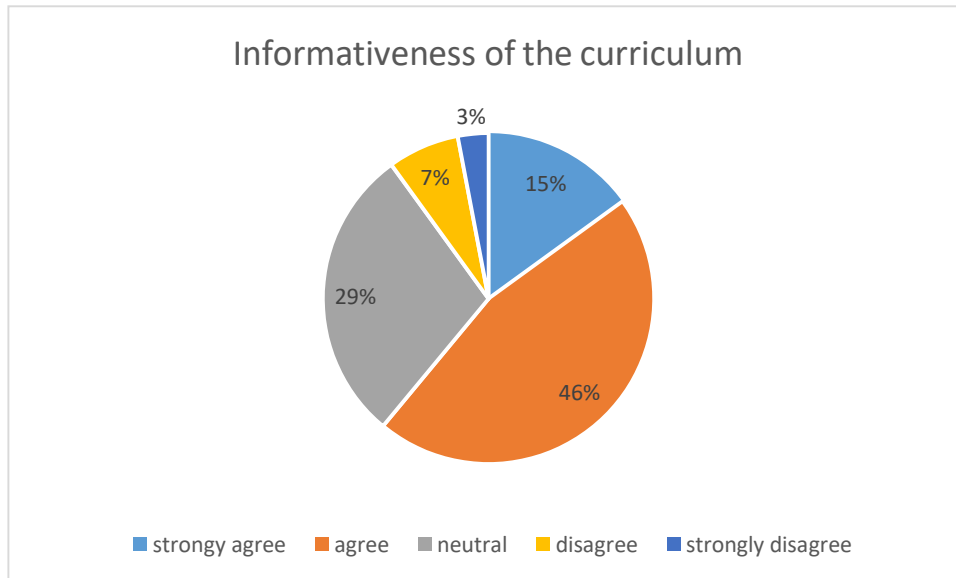## Informativeness of the curriculum

Figure 1: A pie chart showing students' responses about Majmaah University's curriculum's informativeness

The study also sought to assess whether Saudi Arabian universities employed various strategies and methods during the learning process and determined that majority of the respondents agreed, as indicated in figure 2.

These observations are crucial as they support the potential for moderation adaptation mechanism getting acceptance in education curriculum, religious discourse, Media, and rehabilitation programs.

Universities Uses Different Strategies and Methods
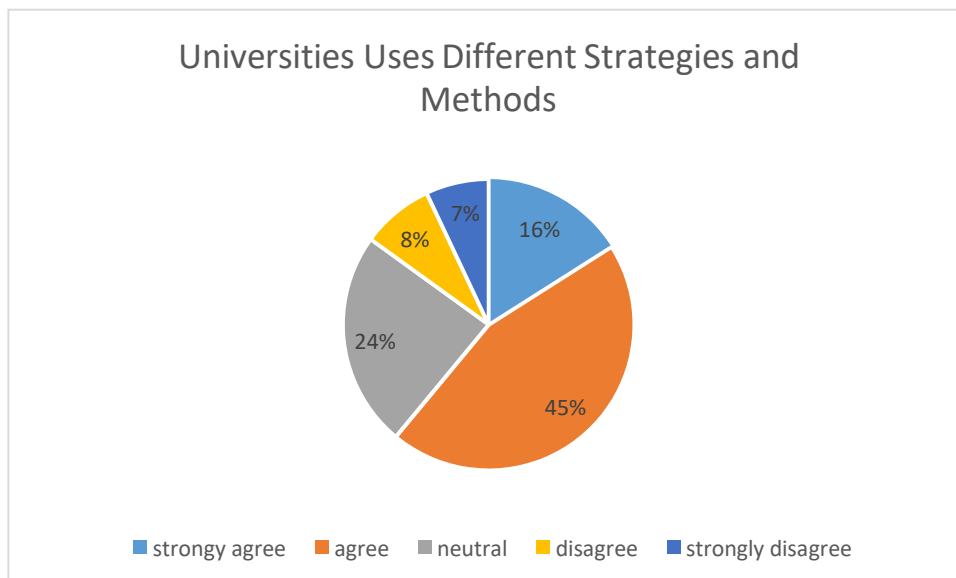
Figure 2: A pie chart showing subjects' opinions towards the employment of different strategies and methods in higher education learning

Responses from the questionnaire concerning whether the curriculum provides students with an original and renewed scientific knowledge elicited a total of 63% replies from participants who strongly agreed or agreed, as seen in figure 3. These findings are critical in demonstrating the effectiveness of Saudi Arabia's education curriculum modernization efforts.
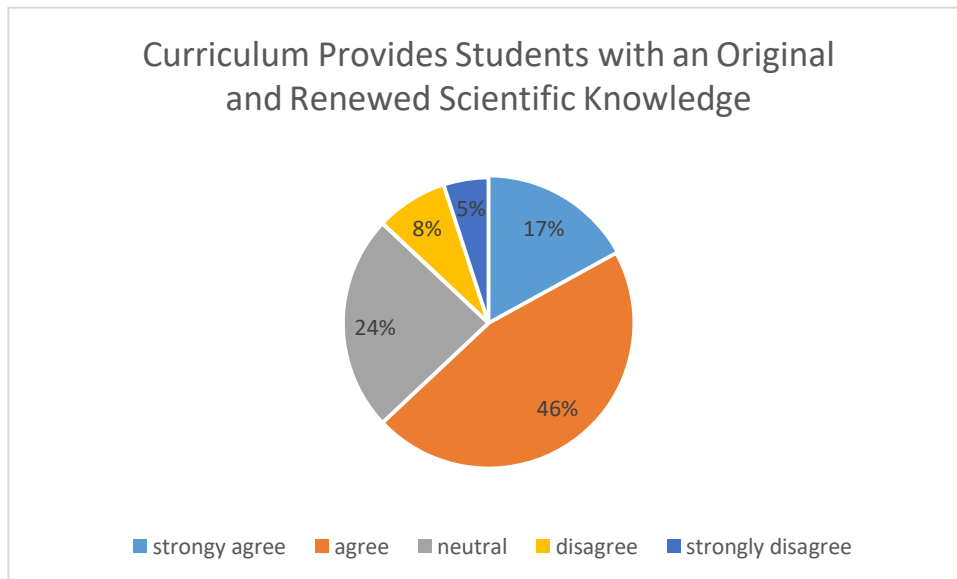
Figure 3: A pie chart showing responses students' responses towards the originality of scientific knowledge

Interestingly, more than half the sample population believed there was a need to develop the Saudi Arabian education curriculum, with less than 10% disagreeing with these sentiments, as demonstrated in figure 4. These results resonate with those from (Al Matari & Mgammal, 2019; Jubba et al., 2021) that indicate a necessity to modernize the education system to conform to the country's religious discourse.
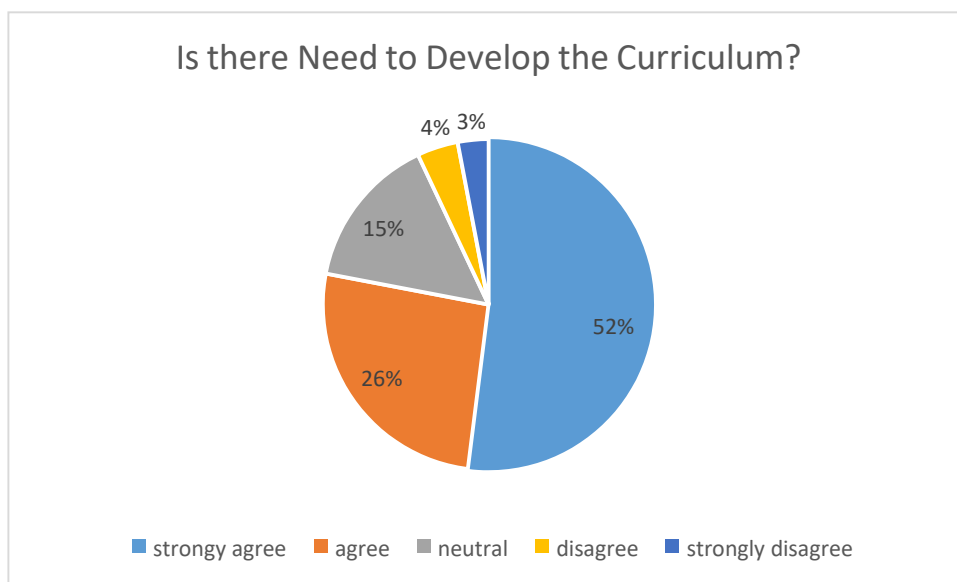

Figure 4: A pie chart capturing responses on whether there was a need to develop the education curriculum

The majority of the subjects believed that religious discourse is characterized by flexibility in perceptions and thinking, as indicated in figure 5. Their questionnaire responses also indicated their belief concerning an appreciation of other people's contributions and ideas, including issues relating to impartial objectives and judgments. Further prodding revealed the respondents' bias towards non-strictness in defending religious views and avoiding rivalry,

controversy, and hypocrisy. The research also revealed that most of the respondents' agreed that religious discourse was centered on the administration of justice during communication with others and handling conflicts calmly. Furthermore, the study supports consistent actions that resonate with implications aligning to religious discourse.

Investigating the role of Media indicates that most of the participants believe its' primary responsibility is to instill affection and love in students' hearts alongside spreading the culture of moderation and balance among students. The results indicate that media should understand the cultures and customs of various societies, warn people about the errors of negligence and an excessive commitment to moral values, and alert the manifestations of violence and extremism in religion. The majority of the respondents believe that Media is non-partisan, interacts, and diagnoses society's problems in a balanced manner alongside spreading moderation culture through social media.
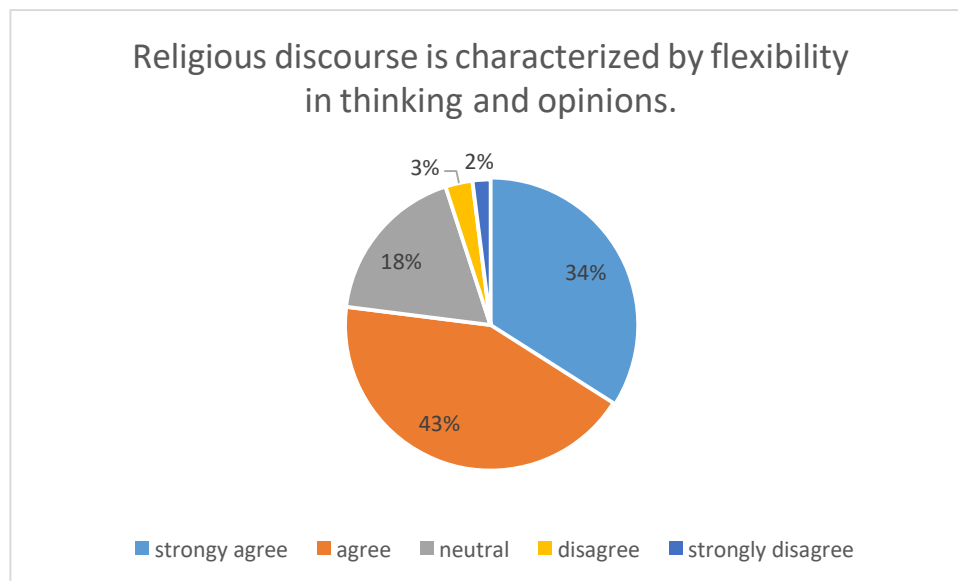

Figure 5: A pie chart showing responses towards the characterization of religious discourse by flexibility in thinking and opinions

5. Discussion

The study established a longitudinal correlation between the variables as the data gathered over some time through the qualitative assessment corroborates the findings in this dissertation. These findings get further support from Jubba et al. (2021), who followed their sample population over time to determine the actual happenings. Statistical tests on the means between conventional and contemporary moderation approaches of spreading the curriculum revealed a significant difference. Therefore, the alternative hypothesis that assumes a significant correlation between customary and contemporary mechanisms of spreading moderation curriculum is accepted. Researchers found that a majority of those polled agreed that religious teachings emphasize fairness and peacemaking as central themes in their interactions with other people. Consistent actions that are in line with religious discourse are also supported by the study. As such, it answers to the research objective of assessing the acceptability of incorporating moderation strategies to school curriculum. Prompting the respondents further revealed their preference for non-strictness in defending their religious views and avoiding conflict, rivalry, and hypocrisy in the face of religious opposition. Researchers found that a majority of those polled agreed that religious teachings emphasize fairness and peacemaking as central themes in their interactions with other people. For this reason, the study recommends taking consistent actions that resonate with religious meanings.

6.   Conclusion and Limitations

6.1 Conclusions

Moderation is based on sound and solid knowledge, founded on evidence and influence that rejects fanaticism and passion. Therefore, mediating and moderating the character of a Muslim is necessary by balancing between the two lives herein and hereafter since this world is spiritually seen as a pathway for the hereafter, a path that leads to it. Consequently, no contradiction between working for both of them to gain happiness. As long as the concept of moderation possesses this importance, extra care must be taken to educate young people on this curriculum, especially students. Furthermore, students are essential in building the future and a pillar of societies. As such, and since universities are educational, social institutions, they develop and take their place in the community according to the strength of the faculty members, the extent of their distinction, and the development of their performance and services to society. Thus, the faculty members must have a role in promoting the principle of moderation.

An analysis of the students that exercised regularly revealed that only 44 were active while 56 did not do any practice and 110 were not consistent in their practice regime. These results resonate with 95% of the students with no chronic diseases, while five percent had some form of severe non-communicable illness. Such findings suggest the need for modernized rehabilitation programs to eradicate the possibility of students contracting chronic diseases effectively. These results further support the need for practical moderation approaches to enhance the education curriculum, religious discourse, media, and rehabilitation programs. Summarily, this dissertation recommends that future studies employ large sample sizes to enhance the representation of the population.

6.2 Study Limitations

The first limitation related to the dissertation arises from utilizing a small sample size that constituted 210 participants out of more than 12,000 enrolled students in the university. The challenges posed by such sample sizes include the failure of the sample population to be representative of the entire population of youth within Saudi Arabian universities. The researcher employed statistical analysis to overcome the challenge, as well as the application of qualitative data that is crucial in verifying the results against similar findings by other scholars concerning the subject matter (Alazzani, Wan-Hussin, Jones, & Al-hadi, 2021; Arain, Bhatti, Hameed, & Fang, 2019). Unlike qualitative research, whose findings cannot be verified, this qualitative study utilizes statistical data that provides similar results. Hence, the small sample size could cause an improper representation of the student population and impede the dissertation from attaining the desired objectives and goals. Another limitation is the absence of resources for collecting data from a large sample size. This challenge was accosted by the expenses involved and the difficulty in analyzing the statistical data.

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