

An Electronic Strategy in Innovative Learning Situations and the Design of a Digital Application for Individual Learning to Combat Deviant Intellectual Currents in Light of the Saudi Vision 2030

Prof Aisha Bleyhesh Al-Amri¹, Dr Khaloud Zainaddin², Mr. Abdulrahman Ahmed Zahid³, Mrs. Jehan Sulaimani⁴

¹Educational Technology, Taibah University/Faculty of Education; Abamri@taibahu.edu.sa

²Islamic Studies, Taibah University/Faculty of Arts and Social Sciences; Kzainaldeen@taibahu.edu.sa

³Training, Taibah University/Deanship of E-Learning; azahid@taibahu.edu.sa

⁴Public Education, Taibah University/Master of Educational Technologies; TU4160393@taibahu.edu.sa

Abstract

The study aimed to build an electronic strategy in innovative learning situations for the role of education in combating intellectual currents. A total of 525 Saudi university faculty members and general education teachers were surveyed using two electronic questionnaires. Arithmetic averages and standard deviations, One-way ANOVA, Scheffé's test, Pearson's correlation coefficient, and Cronbach's alpha stability coefficient were used as statistical methods. The study statistically identifies the differences between the study sample at the level of significance (0.05). and the design of a digital application for individual learning to combat deviant intellectual currents to activate them in light of Saudi Vision 2030 by combining the theoretical academic material and turning it into a learning e-game called (crosswords). The game is equipped with hyper media that supports education with entertainment to direct ideas towards the promotion of identity, the development of values towards moderation and the consolidation of intellectual security. Additionally, the learning e-game represents awareness messages in three short films to activate the role of curricula and intellectual awareness centers to apply realistically, innovatively, and effectively.

Keywords:

innovative learning situations, deviant intellectual currents, strategy, Saudi vision 2030, e-learning, 'digital applications.

1. Introduction

The Sustainability and humanization of cities have been associated with education because of its prominent role in the continuation of the civilizational renaissance and the threats to security and homelands that threaten the realization of the Kingdom's Vision 2030. Still, its impact extends to the whole world. As such, it was necessary to propose a strategy and shed

light on the importance and role of education in maintaining intellectual security to create future generations capable of confronting and moving forward towards achieving peace.

Currents of thought mean those ideas, opinions and theories that are contrary to the doctrinal and societal constants transmitted by the minds of thinkers and philosophers to achieve total or partial changes and plans to change the course of moderate common sense and tend to deviate and extremism (Ibrahim, 2020, p. 147).

It is clear from this that intellectual currents are influencing the minds and thinking of human beings to achieve deviant plans and goals. The intellectual security of reasons had to be preserved, and the United Nations had taken on this task and raised the slogan, "Since wars are born in the minds of men, in their minds, the fortresses of peace must be built" (UNESCO, 2017, p. 5).

This can only be done by building an inclusive educational system that stands as an impenetrable bulwark against the attacks of intellectual currents by strengthening intellectual security and consolidating it in the minds of our children.

2. EDUCATION POLICY AND STRATEGIES IN SAUDI ARABIA

Saudi Arabia's educational policy is based on several general foundations and objectives that ensured its continuity and effectiveness over the years (Ministry of Knowledge, 1980). The Kingdom of Saudi Arabia has drawn up its strategic plan to achieve its educational policy on the ground at the level of public and university education in line with global developments to ensure its optimal implementation (Ministry of Knowledge, 1980).

To achieve this, King Abdullah bin Abdulaziz's "Tatweer" project has built an ambitious public education strategy based on a set of values. These values are represented in the fact that education is: the basis for promoting values, centering it around the student, using it to achieve equal opportunities, evolving and

is in line with the development, open to society and depends on the participation of all stakeholders (Ministry of Education, 2021a).

However, the Ministry of Education still faces significant challenges posed by the information and communication technology ICT revolution (Mayan, 2019). These challenges are represented by the stray intellectual currents that spread their poison into the minds of our children and infiltrate them through social media (General Authority for Statistics, 2019). The proportion of social media users in the age group (15-34) ranged from 97.6 to 97.6 per cent for females and 98.8 per cent for males (General Authority for Statistics, 2019).

In line with the efforts to make the public education strategy successful, the Ministry of Education continued its role in building the knowledge society by preparing a draft future plan for university education, "AFAC", launched in 2005. The plan aims to formulate a long-term strategy that would last for twenty-five years while defining its vision, mission and strategic dimensions and developing a clear and practical mechanism for its implementation. The strategic objectives of the "AFAC" implementation plan included all aspects of education, including the administration, systems, educational programs, funding, and infrastructure. This is to provide competitive services to university students to motivate them to continue their education, creativity, innovation and the pursuit of the well-being and advancement of their homeland and citizen (Majmaah University, 2021).

Formal education is one of the most essential strategies affecting many people, especially students. It constitutes an early intervention to prevent cases of extremism from spreading or to take education as its fertile ground. Education equips learners with the values and skills necessary to refute myths, exclusionary worldviews and conspiracy theories that often underpin extremism (UNESCO, 2017, p. 17).

3. ROLE OF EDUCATIONAL INSTITUTIONS IN COMBATING EXTREMISM AND INTELLECTUAL CURRENTS

Intellectual extremism is based on the foundations on which that relationship was built. Al-Shamasi (2021) discusses several theories that enhance the role of educational institutions in maintaining intellectual security among students and promoting peace in societies. One such theory is Social Control, which assumes that people have tendencies to commit and be crime victims and that the individuals' relationship with their community influences their behavior by controlling or deviating from them. Accordingly, it can be considered that the individuals' relationship with the institutions of socialization determines the extent to which they are susceptible to deviation.

The theory of constructivism considers that society is composed of several dependent pillars that combine to form the social structure. School is one of these pillars, and any imbalance in its functioning leads to a clear societal imbalance. The spread of intellectual extremism is a defect in a community that can be reduced by educating individuals and exposing its danger to society. The school can play this role as a symbol of intellectual and educational awareness in society.

The National Center for Combating Extremist Ideology "Etidal" explained the importance of the school in protecting against the threat of extremist ideas and ways to prevent them with the participation of both the family and the school (Etidal, 2021).

Moreover, at the level of university education, Al-Rumaih (2008) points out that one of the most prominent roles played by universities besides granting scientific degrees, research and scientific publishing is to serve the community, spreading culture in it and experiencing its security, economic and development problems, especially security such as intellectual extremism and the resulting violence and terrorism. A. A. Al-Ghamdi (2018) explains that a faculty member's role lies in enhancing students' intellectual security by promoting their social values through educational methods and urging them to coexist with society, reject extremism and work to develop their identity. Students' values of moderation, behavior, identity, tendencies, and hobbies should be promoted and guided in the right direction to eliminate extremist thoughts and behaviors.

The official curriculum has the largest share of influencing students' thinking and values. Two decades ago, the Ministry of Education recognized its role in advancing society and its children, establishing the "Comprehensive Curriculum Development" project, the largest in Saudi Arabia's history, to develop curricula under contemporary developments (Youssef, 2009).

Believing in the importance of curricula in refuting extremism of all intellectual, behavioral, and social types, many Saudi universities have sought to revise their curricula and have also worked to develop new educational programs and courses to enhance intellectual security, spread moderation, and ways to advocate for them. Among these universities, Qassim University, where two courses, "Contemporary Suspicions of Hyperbole" and "Jurisprudence of Terrorism Crimes" has been in the introduced in the Faculty of Sharia (Qassim University, 2019). In 2019, Umm Al-Qura University also launched the "Higher Diploma of Intellectual Security and Sharia Guidance" to enhance intellectual security (Umm Al-Qura University, 2019). The Department of Islamic Studies at Taibah University has also instructed the scientific committees of the Department of Islamic Studies to undertake a comprehensive review of the courses and study plans to determine their suitability and freedom from intellectual and methodological irregularities (Al-Turki, 2017).

Regarding the programs and activities at the stages of public education, the Ministry of Education has paid great attention to them. As evidenced by its efforts to develop them continuously under current requirements, the Ministry of Education launched "Fatn" program, concerning with building students' personal and social skills to protect them from intellectual and behavioral deviations. Such a program is designed for young students to develop their abilities to make sound decisions, communicate positively and overcome the crises that they may go through, such as the crisis of identity loss, belonging, and trust (Ministry of Education, 2016, p. 13).

In 2019, the intellectual awareness program "Hasanah" [Immunity] was launched. It is a national program in which relevant ministries contribute to intellectual awareness so that the individual is in a vulnerable state that protects him from falling into intellectual deviations and from the pitfalls of doubt and suspicion (Al-Sidd, 2019). Finally, in 2021, the Saudi Ministry of Education approved the establishment of intellectual awareness units in education departments and universities to promote the values of citizenship, moderation and moderation and counter the ideas of extremism and decay (Ministry of Education, 2021b).

Through their activities, universities seek to achieve the well-being, intellectual security and prosperity of the homeland

and the citizen, fully compatible with the goals that Saudi Arabia seeks to accomplish through Vision 2030 in cooperation with the Islamic University of Maldives and the National Centre for Counter-Terrorism (Naif Arab University for Security Sciences, 2021). The previous review shows the important role educational institutions play in enhancing intellectual security and rejecting extremism, exaggeration, and extremism for all segments of society.

It should be noted that the importance of activities in educational work, whether in or out of the classrooms, mainly if they are based on entertainment-education principles. Entertainment education is one of the most essential modern approaches to revealing the personality's potential, strengths and weaknesses (Samaniego Erazo et al., 2015). Therefore, it was necessary to integrate games, especially electronic games, into the educational process, as they occupied the minds of the current generation, where most students spend long hours, with their often-violent scenes, different beliefs and bad morals, which are considered a danger to our society (Jaber, 2018; Liu et al., 2020).

The issue of deviant currents of thought and fighting them through education has infuriated many researchers to consider ways to enhance intellectual security for future generations. For example, Al-Hamad and Al-Azzam (2021) conducted a study to reveal the extent to which the positive citizenship and life skills course enhances university students' intellectual security from their perspectives. The authors concluded that its contribution was high and recommended that such practices should be integrated into all universities and academic stages.

Al-Warthan (2021) also conducted a study aimed at identifying the role of Saudi universities in enhancing intellectual security among students and their level of citizenship and concluded that the part of curricula and the role of the faculty member in strengthening intellectual security have high values, and the role of student activities and programs has obtained an average value. The dimensions of citizenship have high values.

H. A. Al-Ghamdi (2020) points out that the educational policy in Saudi Arabia has a high flexibility that has enabled it to align with the strategy for the 2020 educational plan and the objectives of the Kingdom's Vision 2030. Al-Shahwan (2018) pointed out that most teachers interested in intellectual security do not have a clear strategy to support them. Similarly, Dahmash (2019) indicated that educational institutions in Saudi Arabia are considered a model to be followed in confronting intellectual terrorism by establishing conferences and seminars to activate their results and recommendations. Dahmash (2019) recommended linking educational institutions with other sectors of society to integrate efforts in combating extremist thought.

As one of the ways of learning and communicating in the modern era, the Internet and social networks are utilized to spread or refute extremism. Alava et al. (2017) study recommended publishing strategies to prevent extremism, develop critical thinking, spread education, human rights, dialogue, tolerance, and exchange of opinions. Such strategies should guide young people to detect, report, resist and prevent the spread of extremist ideas on the Internet. One of the studies that discussed modern education methods was the study of Packer and Ballantyne (2004), which examined the relationship between education and entertainment. It has proven that education and entertainment are not only compatible but fully synergistic.

4. DISCUSSION OF PREVIOUS STUDIES

The previous discussion shows that an essential and influential role is assigned to educational policies and strategies in combating extremist intellectual currents and enhancing intellectual security. In addition, previous studies showed the critical role played by each of the subsequent educational institutions, including teachers, faculty members, curricula, and activities, to achieve the goals they set within the strategic education plan. Therefore, the importance of the current study stems from the vibrant role that educational institutions, programs and activities play. In its attempt to organize efforts and put them within a systematic framework, this study presents a proposed strategy through the employment of education through entertainment and the use of modern technology to enhance ways that would combat deviant intellectual currents and improve intellectual security in line with modern methods of teaching and its innovations in the light of Saudi Vision 2030.

5. SEARCH PROBLEM

Given the current era and the vast and accelerated transformations, the use of ICT has become a double-edged sword. Specifically, the danger left behind by the Internet and social networks is affecting younger generations, who face the risk of integration and acute confusion about cultures and beliefs. However, utilizing technology to open new horizons, facilitate dealings and disseminate and acquire various sciences and knowledge is indispensable.

Education is essential for the refinement and development of thought and reason in a way that allows it to coexist with digital reality safely. Therefore, it was necessary to develop a strategy to activate the role of education in combating intellectual currents to establish a means to activate them, and those means must be compatible with the digital age.

Studies have proven the feasibility of digital game applications in developing thinking and providing skills and values because of their attractiveness and acceptance among members of society. There is an extreme need to urge educators to integrate digital game applications into the learning process and take advantage of

Table 1 Internal validity of the questionnaire items

digital media to make education more enjoyable and valuable (Musa, 2020).

In light of the growing need for the circling of intellectual security for future generations, the authors in the present study saw that building a proposed strategy to activate the role of education is a must. This is to protect against intellectual currents, enhance intellectual security, and develop ways to activate them in innovative digital modes, which is an excellent way to support the educational process in forms commensurate with the current digital age.

6. AIM

The present study aims to develop a proposed strategy based on edutainment to enable the fight against extremism and deviant currents by designing an educational e-game called "crosswords"

with super media. The e-game involves three short films containing awareness messages to direct ideas towards strengthening identity and developing the values of moderation and moderation.

7. QUESTIONS

1. What is the proposed strategy for the role of education in combating extremism and deviant currents of thought in light of Saudi Vision 2030?
2. What are the means of activating the proposed strategy for the role of education in combating extremism and intellectual currents?
3. Are there statistically significant differences at the significance level of 0.05 among the study sample members about the reality of the role of education in combating extremism and intellectual currents?

8. METHODS

A descriptive analytical approach was used in this study. The descriptive analytical approach is appropriate for this study, as it helps to accurately describe the study to reach results for the studied issue of building a proposed strategy. The approach is useful for cases subject to the typical analyses of research variables, whether the relationship between variables is radical or less rooted. By analysing the data of these variables, turning them into digital data, and subjecting them to statistical processes, the researcher can reach recommendations that are very close to the truth.

A systemic approach was followed to achieve the study's objective by designing the means of activating the proposed strategy. The systemic approach refers to the analytical method of the system, which enables the progress of the goals set for the system towards achieving them within a disciplined and organised framework for the parts that make up the system as a whole so that its components are integrated among themselves to achieve the predetermined objectives (Al-Kubaisi, 2010). To achieve the study's objectives, a number of tools were used as follows.

First:

A proposed strategy questionnaire is designed from 7 items. A questionnaire was developed and applied to a sample of (525) faculty members in Saudi universities. By calculating the correlation coefficients between each item, the total degree of the axis affiliated with it shows that the correlation coefficients ranged between (0.39-0.88). Moreover, the analysis indicated that the correlation coefficients are related to the total degree of the field to which they belong and are statistically significant at the significance level (0.00). The correlation coefficients ranged between (0.39-0.88) and are related to the total degree of the field to which they belong, which indicates that they are statistically significant at the significance level (0.00). These results demonstrate the sincerity of the internal consistency of the questionnaire. Cronbach's Alpha was calculated to assess the reliability, and it was 0.936, which indicates that the questionnaire is stable.

Items	coefficient Link	Level of significance
A vision of what we want the blended learning strategy to be like after 10 years.	.861**	0.000
Identify a blended learning strategy's weaknesses, strengths, opportunities, and threats.	.814**	0.000
Determine what is required for the success of the proposed strategy in blended learning.	.881**	0.000
Identify indicators of the success of the proposed strategy in blended learning.	.878**	0.000
Apply the blended learning strategy to achieve the goals.	.820**	0.000
Evaluate the blended learning strategy.	.867**	0.000
Due to the required adjustments, and the development of the strategy to achieve creativity and competitiveness	.834**	0.000

Second:

The steps of the systems method described in Al-Kubaisi, (2010) were followed to design digital activation means as follows:

1. Description of the system in its current state.
2. Analyse the system and identify weaknesses that may limit the achievement of its objectives.
3. Design the new system by choosing the best alternative.

Figure (1) explains how to build digital activation of the proposed strategy by following these steps:

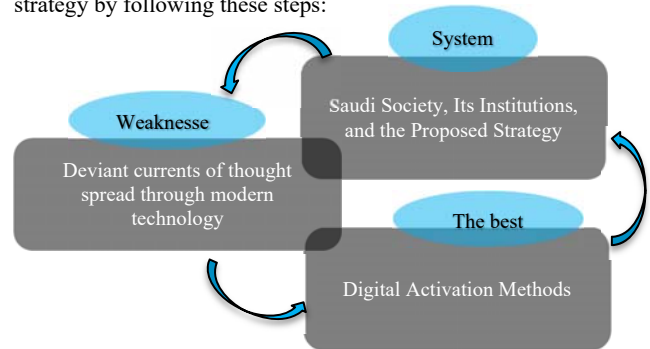
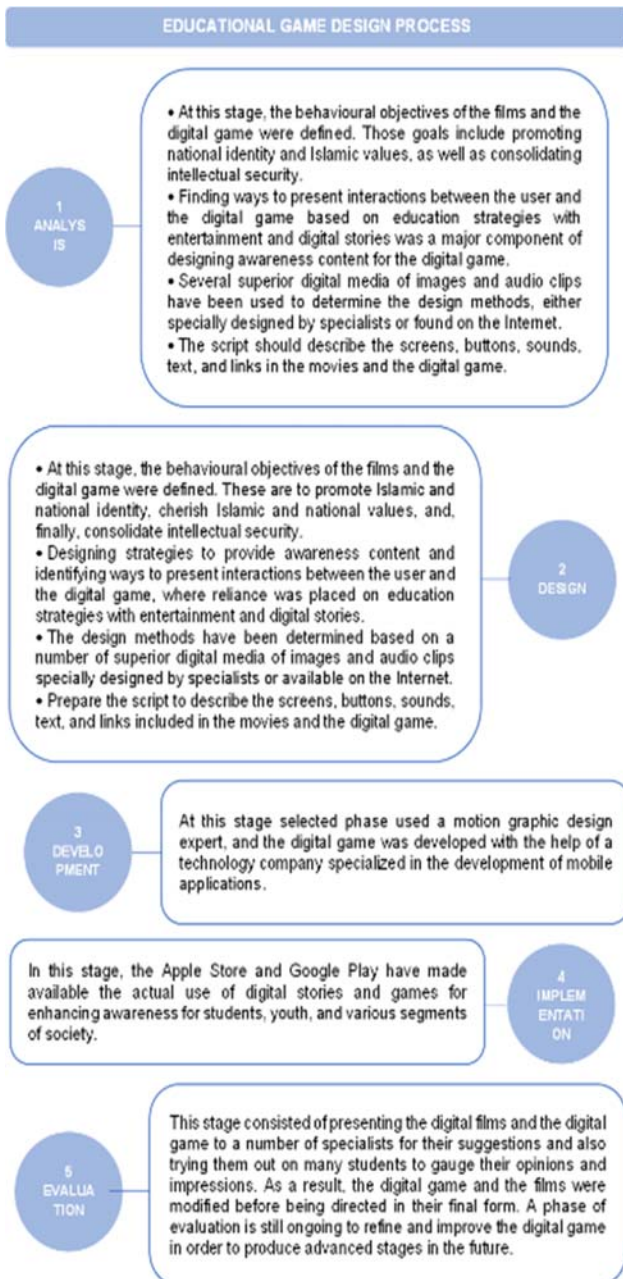


Figure 1 Steps to build games based on systems style

Description of the system in its current state: It describes the system of society as a whole as the comprehensive system of state systems and institutions, including the system of the proposed strategy.

The cultural and social background of Saudi society was referred to in the introduction. Saudi society is consciously open to different cultures, adheres to its religious faith and national identity, and accepts renewal in all fields as long as it does not contradict its faith and religion. Society is also keen to raise its children together, seeking prosperity and progress. As part of the strategy, all institutions of society were encouraged to work together to maintain the intellectual security and safety of all members of society, thereby enhancing their respective roles. Figure (2) outlines the stages for the instructional design of movies



and games.

Figure 2 Stages of instructional design of movies and game

Analyze the system and identify weaknesses that may limit the achievement of its objectives: Looking at the components of Saudi society with its individuals, organizers and institutions, we find that it is in line with future developments, including digital transformation, which the vision of the Kingdom of Saudi Arabia 2030 seeks to achieve in various fields, but looms on the horizon the weakness that may limit the achievement of those goals optimally, represented in the impact of stray intellectual currents on the thought of the people of the country, especially those emerging from it, which may permeates their minds through technology and its innovations from the Internet and social media, which necessitates the need to address this danger and look at alternatives that will reduce it.

Designing the new system by choosing the best alternative: A proposed strategy has been developed by the researchers in this study, and the best alternative has been selected to activate that strategy as it includes all institutions of society, especially educational institutions, because it is the most important part in influencing the thought of young people of the country, whose implementation requires solutions to keep pace with the prevailing feature in society and which is no secret to all of us that it is the orientation towards technology and its innovations from social media and digital games. Therefore, a series of digital films and a digital game are designed to activate the proposed strategy and achieve its goal of enhancing intellectual security.

9. STATISTICAL METHODS

Statistical software (SPSS) was used to calculate arithmetic averages, standard deviations, and Cronbach's alpha stability coefficient.

10. PRESENTATION, INTERPRETATION AND DISCUSSION OF THE RESULTS OF THE STUDY

Answer to the first question:

What is the proposed strategy for the role of education in combating extremism and deviant currents of thought in light of Saudi Vision 2030?

Table (2) shows the arithmetic average, relative average, standard deviation, and sig probability value.

Table (2) demonstrates that there are steps to build the strategy. The answer was, to a large extent, by 87.09%, the sample of the study is very agreeable to the steps of building the proposed strategy, and this indicates that the steps to build the strategy are appropriate to build the proposed strategy.

It is clear from Table (2) that the vision number of what we want the strategy of the role of education to be after 10 years reached 89%. Identifying weaknesses, strengths, opportunities, and threats to the strategy amounted to 92%. The determination of what is required for the success of the proposed strategy reached 92%, while the identification of indicators of the success of the proposed strategy amounted to 92%. Table (2) also illustrates the indicators of the success of the proposed strategy, which amounted to 92%. It reached 92%, and the strategy implementation to

achieve the goals scored 90%. Finally, the evaluation of the strategy reached 90.5%, and due to the required adjustments and the development of the strategy to achieve creativity and competitiveness amounted to 93%.

Table 2 Arithmetic Average, Relative Average, Standard Deviation, and Sig Probability Value

Proposed Strategy							
1	A vision counter of what we want the strategy of the role of education to be in 10 years.	4.30	86.08	0.78	.000	6	Very high
2	Identify the weaknesses, strengths, opportunities, and threats of the Education Role Strategy.	4.40	87.92	0.72	.000	2	Very high
3	Determine what is required for the success of the proposed strategy for the role of education.	4.37	87.38	0.74	.000	3	Very high
4	Identify indicators of the success of the proposed strategy for the role of education.	4.36	87.23	0.66	.000	4	Very high
5	Apply the strategy of the role of education to achieve the goals.	4.28	85.69	0.77	.000	7	Very high
6	Evaluate the strategy of the role of education.	4.34	86.77	0.70	.000	5	Very high
7	Due to the required modifications and the development of the strategy to achieve creativity and competitiveness	4.43	88.54	0.72	.000	1	Very high
The overall score of the axis		4.35	87.09	0.73	0.00		Very high

PROPOSED STRATEGY

Building an effective strategy involves interrelated steps that lead each other logically and sequentially by answering five hypothetical questions about cause and effect, as demonstrated in Figure (3).

Stages of strategic planning



Figure 3 Strategy Building Steps

The construction of the strategy went through the stages of strategic planning as follows:

1. Quadripartite analysis of elements of strength, vulnerability, threats, and opportunities.
2. Analyse the needs of each of the basic parties.
3. Analysis of results and impact.
4. Identify strategic issues for the organisation.
5. Configure the organization's mission and strategic map.
6. Forming the strategic vision of the organisation.

The previous stages can be summarised in the roadmap for building the following strategy:

STRATEGY BUILDING ROADMAP

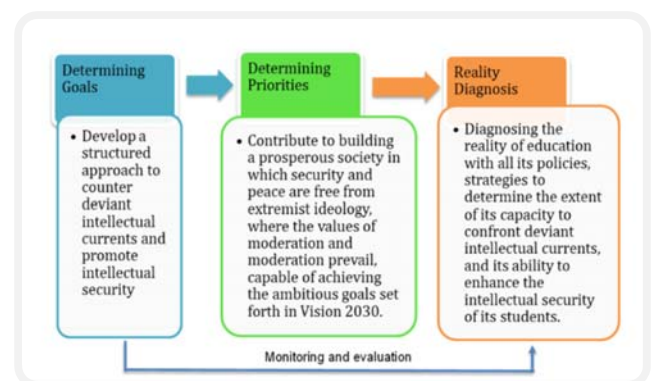


Figure 4 Instructional Design for Movies and Game

The Executive Stages of the Strategy to Combat Extremism and Intellectual Currents in the Light of Saudi Vision 2030

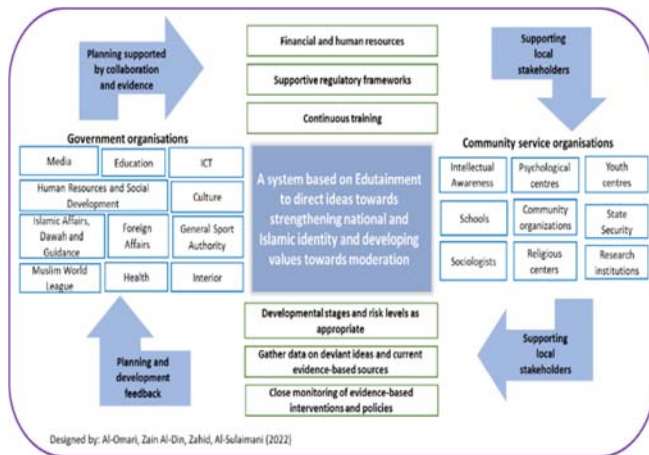


Figure 5 Implementation stages of the proposed strategy in light of the Kingdom's vision 2030

Given the cultural and social background of Saudi society and its various institutions, it was reached to build the proposed strategy, which requires concerted efforts between the institutions and organisations of the community as follows:

Figure (5) shows the proposed strategic model to combat extremism and intellectual currents in light of Saudi Vision 2030. The proposed strategy to combat extremism and intellectual currents in the light of Saudi Vision 2030 presented in the model shown in Figure (3) is in line with what the Ministry of Education has been seeking for decades to strengthen the national and Islamic identity, combat deviant ideas and call for the consolidation of the values of moderation and tolerance. The proposed model is consistent with the policies of the Ministry of Education, starting with its development of educational policy and passing through the strategic

plans for its implementation at the various educational stages of public and university education. The model also corresponds with the educational policy of establishing intellectual awareness units in various educational institutions in cooperation with the Etidal Center and all institutions of society. This finding satisfies teachers' need for a well-defined strategy to enhance students' intellectual security, which teachers lacked in the Shahwan study (2019).

Answer the second question:

What are the means of activating the proposed strategy for the role of education in combating extremism and intellectual currents?

Figure (6) shows that an electronic educational game called (Crosswords) has been designed to answer this question. A series of educational films with super multimedia containing clear awareness messages are also integrated into the game.

Educational E-Game



Name: Crosswords Android version IOS version

Figure 3 Electronic Educational Game: Scan Barcode

Short Film Series: Thought, Ethics and Behavior




The educational game stages are interspersed with short films. Children, families, and educational institutions are all involved in addressing deviant intellectual issues through three different parts of the game. The educational game and short films are described below.

The game includes two phases. Each phase consists of white and black squares that stimulate deep thinking, allowing the user to complete all these squares by recognizing the meanings of some words that enhance each phase. The phase is followed by a short film clip that enhances the goal of each stage, as shown in Tables (3 and 4).

Table 3 Phase I: Aims to Strengthen Islamic and National Identity

Phase I	
Game interface	<p>Stage one</p> <p>Includes recognition of the meanings of words (Islam, homeland, science, society, vision, Saudi Arabia, thought)</p>
Clip (1)	<p>Well done, you have completed stage one and got to know learn about the symbols of Islam and national identity?</p> <p>It tells the story of a young man and a girl who watch various programs on television - news, entertainment, religious, and inflammatory.. The girl screams at her brother to stop at a talent contest program to find out the terms of the competition.</p>

Table 4 Phase II: Aims to promote Islamic and national values

Phase II values	
Game interface	 <p>Includes recognition of the meanings of words (belonging, loyalty, appreciation, security)</p>
Clip (2)	 <p>The girl tells her parents that she wants to participate in the competition program shown on television to get the fame she desires, and her father directs her to participate in the King Salman competition to memorise the Holy Quran as a distinctive way to win and get fame as well, promising to go on a tourist trip if she wins. At the end of the clip, the young man is seen lying on his bed in his private room, holding his mobile phone and recording his personal data to participate in a campaign called Jihad for the sake of God, influenced by an inciting program while watching TV.</p>
Clip (3)	 <p>In this clip, the young man and a group of his friends congratulate him on the jihadist group's acceptance of joining them, and the university professor gives them advice on moderation and moderation to help them evaluate and counter stray ideas.</p>

This result aligns with the Ministry of Education's orientation towards adopting strategies to integrate technology and entertainment in education due to its positive effects on the learner and the educational process. Thus, it helps combat deviant thought and enhance the intellectual security of young people the most.

The dialogue between parents and teachers with young people in short films corresponds to the study of Alava & Ghayda (2017). Alava & Ghayda (2017) explains the important and influential role of dialogue with children in guiding young people, exposing extremist ideas, trying to counter them, and showing their danger. The finding also corresponds with Alava & Ghayda (2017) in its development of critical thinking through digital sources to take sermons and lessons, as well as activating digital projects such as videos and digital games to spread tolerance and peace.

Answering to the third question

The third question was addressed in two methods. The first is by measuring the differences between teachers' responses to the reality of the role of public education policy and institutions in combating extremism and its dimensions to some variables. The second is by measuring the differences between the responses of faculty members to identify the reality of the role of Higher Education policy and institutions in combating extremism and its dimensions, attributed to some variables:

First method

The two-sample t-test (also known as the independent samples t-test) was used to identify the significance of differences in the responses of the study sample on the reality of the role of Higher Education policy, strategies and institutions in combating extremism attributed to variables (gender, nationality) as shown in Table (5).

Table 5 shows that the value of (t) is statistically insignificant relative to the reality of public education policy, strategies, and institutions. This shows that teachers' point of view is converging, and there is no disagreement about the reality of the role of public education policy, strategies, and institutions in combating extremism.

Table 5 Test of two independent samples to identify the significance of differences in teachers on the reality of the role of public education policy in combating extremism

Variables		Gender	N	Arithmetic average	Standard deviation	T	Significance level	Verbal significance
Gender	The reality of public education policy and strategies	males	99	4.48	0.52	0.63	0.950	Statistically insignificant
		Female	249	4.48	0.60			
	The reality of public education institutions	males	99	4.25	0.59	0.515	0.607	Statistically insignificant
		Female	249	4.29	0.69			

One-way ANOVA test was used to identify the significance of differences in the responses of the study sample of teachers at public education schools about the reality of the role of public education policy, strategies and institutions in combating extremism attributed to variables (years of work) as shown in the following Table:

Table 6 One-way ANOVA to indicate differences between average teachers' responses in (years of experience) variable

Source of Variation			SS	DF	MS	F	α	Statistical significance
Years of Experience	The reality of public education policy and strategies	Between groups	7.59	3	2.53	8.10	0	Statistically significant
		Within groups	107.45	34	0.31			
		Total	115.03	34	7			
	The reality of public education institutions	Between groups	7.73	3	2.58	6.20	0	Statistically significant
		Within groups	142.93	34	0.42			
		Total	150.65	34	7			

Table (6) shows that the value of (p) is statistically significant at the significance level of 0.05. This indicates that there are statistically significant differences in the views of the sample due to years of experience. To identify the significance of these differences, Scheffé's test was used for dimensional comparisons, as shown in Table (7).

Table 7 Scheffé's test for dimensional comparisons in the experience years variable

Dimensions	Years of Experience	Arithmetic averages	Less than 5 years	5 years to less than 10 years	10 years to less than 15 years	15 years and above
The reality of Higher Education policy and strategies	Less than 5 years old	4.02				
	5 years to less than 10 years	4.36				
	10 years to less than 15 years old	4.72	☒	☒		☒
	15 years and above	4.46				
The reality of Higher Education institutions	Less than 5 years old	4.44				
	5 years to less than 10 years	4.03				
	10 years to less than 15 years old	4.50		☒		
	15 years and above	4.26				

Table (7) shows that there are statistically significant differences between the average responses of general education teachers on the first axis (the reality of general education policy and strategies) in favor of the sample members with experience from 10 years to less than 15 years over the rest of the teachers. While there are no differences between the rest of the experience categories of teachers. It is also clear that there are statistically significant differences between the average responses of general education teachers on the second axis (the reality of public education institutions) in favor of sample members with experience from 10 years to less than 15 years on experience from 5 years to less than 10 years. While there are no differences between the rest of the experience categories of teachers. This result may be attributed to the fact that teachers with experience from 10 to less than 15 years are more aware of the reality of public education in terms of its policies, strategies, and institutions in combating extremism and spreading the values of moderation and moderation. This finding is implicitly consistent with the result of the Shahwan study (2019), which found that the majority of teachers interested in intellectual security do not have a clear strategy to support them but rather employ subjective strategies to promote moderation and moderation. That is, the more years of experience teachers have, the more knowledge of appropriate strategies to enhance students' intellectual security.

The second method

The two-sample t-test was used to identify the significance of the differences in the responses of the study sample on the reality of the role of Higher Education policy, strategies and institutions in combating extremism attributed to variables (gender, nationality) as shown in Table (8). Table (8) shows that the value of (t) is not statistically significant concerning the level of reality of higher education policy and strategies.

Table 8 Test of two independent samples to identify the significance of differences in faculty members' responses

Variables		Gender	N	Arithmetic average	Standard deviation	T	Significance level	Verbal significance
Gender	The reality of HE policy and strategies	Males	42	4.31	1.00	0.351	0.726	Statistically insignificant
		Female	135	4.27	0.68			
	The reality of HE institutions	Males	42	3.79	1.08	-1.44	0.151	Statistically insignificant
		Female	135	4.00	0.72			
Nationality	The reality of HE policy and strategies	Saudi	147	4.24	0.79	-1.27	0.204	Statistically insignificant
		Non-Saudi	30	4.44	0.64			
	The reality of HE institutions	Saudi	147	3.90	0.84	-1.85	0.066	Statistically insignificant
		Non-Saudi	30	4.20	0.67			

This indicates that Saudi university faculty members' viewpoint about the reality of higher education policy and strategies does not differ according to gender and nationality.

The one-way ANOVA test was also used to identify the

significance of the differences in the responses of the study sample, faculty members in Saudi universities, about the reality of the role of higher education policy, strategies, and institutions in combating extremism due to the variables (years of work, and academic rank) as shown in Table (9).

Table 9 One-way ANOVA to indicate differences between average faculty responses to the variables of years of experience and academic rank

Source of Variation			SS	DF	MS	P	α	Statistical significance
Years of Experience	The reality of Higher Education policy and strategies	Between groups	1.34	3.00	0.45	0.76	0.521	Statistically insignificant
		Within groups	101.63	173.00	0.59			
		Total	102.96	176.00				
	The reality of Higher Education institutions	Between groups	7.77	3.00	2.59	4.03	0.011	
		Within groups	111.32	173.00	0.64			
		Total	119.09	176.00				
Scientific rank	The reality of Higher Education policy and strategies	Between groups	11.839	5	2.368	4.443	.0010	Statistically significant
		Within groups	91.125	171	.533			
		Total	102.964	176				
	The reality of Higher Education institutions	Between groups	15.472	5	3.094	5.106	.0000	
		Within groups	103.623	171	.606			
		Total	119.095	176				

Table 9 shows that the value of (p) is statistically non-significant at the significance level of 0.05 among faculty members' responses to the reality of the role of Higher Education policy and strategies in countering extremism attributable to a variable (years of experience). That is, Saudi university faculty members' opinions on the reality of Higher Education policy and strategies do not differ according to their years of experience. However, Table (9) shows that the value of (p) is statistically significant at the level of 0.05 between the responses of faculty members about the reality of the role of higher education policy, strategies, and institutions in combating extremism due to the two variables (years of work, and academic rank). To determine the significance of those differences, Scheffé's test was used for dimensional comparisons, as shown in Table (10).

Table 10 Scheffé's test for dimensional comparisons in the variable years of experience

Dimensions	Years Experience	Arithmetic averages	Less than 5 years old	From 5 years to less than 10 years	From 10 years to less than 15 years old	From 15 years and above
The reality of Higher Education institutions	Less than 5 years old	4.22				
	From 5 years to less than 10 years	4.47				☒
	From 10 years to less than 15 years old	3.90				
	From 15 years and above	3.83				

Table (10) above shows that there are statistically significant differences between the average responses of the sample on the reality of Higher Education institutions in combating extremism in favor of the sample members with experience from (5) years to less than (10) years on, the sample members with an experience more than (15) years and above. There are no differences between the rest of the categories of years of experience on the reality of the role of Higher Education institutions in combating extremism. This finding may be attributed to the fact that experienced faculty members with experience from (10) to less than (15) years are more aware of the reality of Higher Education in terms of the role of its institutions in combating extremism and spreading the values of moderation and moderation. To identify the significance of these differences by using Scheffé's test for dimensional comparisons shown in Table (11).

Table (11): Scheffé's test for dimensional comparisons in the scientific rank variable

Dimensions	Scientific rank	Arithmetic averages	Professor	Associate Professor	Assistant Professor	Lecturer	Bachelor degree	Other
The reality of Higher Education policy and strategies	Professor	4.56						
	Associate Professor	3.97						
	Assistant Professor	4.44						
	Lecturer	4.15						
	Bachelor's degree	4.85		☒				
	Other	4.00						
The reality of Higher Education institutions	Professor	3.96						
	Associate Professor	3.51						

Assistant Professor	4.27									
Lecturer	3.91									
Bachelor's degree	4.23									
Other	4.00									

Table (11) shows that there are statistically significant differences between the average responses of the sample faculty members in Saudi universities about the reality of Higher Education policy and strategies attributed to the variable of scientific rank. The differences between the sample members were limited to individuals with a bachelor's degree and associate professors and between assistant professors and those with the qualification of an associate professor. However, there are no differences between the rest of the categories of scientific rank.

11. CONCLUSION

In our study, we have built a proposed strategy for the role of education in combating extremism and deviant intellectual currents in light of the Saudi Vision 2030. Education is the starting point for building people, so it was necessary to pay attention to it and develop it in accordance with current requirements. Such an Edutainment approach is essential in the current period, given the urgent need for the solidarity of all institutions of society to enhance the intellectual security of children and consolidate the values of moderation and moderation for all segments of society as a critical element in the humanization of cities, spread security and peace locally and globally.

In this study, we tried to invent digital means to enhance intellectual security and devised a strategy, the e-game involving a series of short films. In light of the results of the study, we recommend employing the strategy of enhancing intellectual security and urging the use of technology to spread awareness among students and all segments of society. We hope that researchers will continue on the path to look at modern means and technologies that will enhance intellectual security and spread the values of moderation as the dominant of our digital age.

References

[1] Al-Ghamdi, A. A. (2018). A proposed perception of the role of Saudi universities in educating students about the rejection of terrorism. *Educational Journal*, (53), 263-288. <https://search.mandumah.com/Download?file=psjPZbUkNKYcF+Rq8PxsgtuimrgDTguWMvkYEHKHwt4=&id=917363>

[2] Al-Ghamdi, H. A. (2020). The strategic objectives of the Ministry of Education and their link to the axes of the Kingdom's Vision 2030 and the objectives of the

education policy in the Kingdom of Saudi Arabia. *Educational Journal of Adult Education*, 2(1), 337-366.

[3] Al-Hamad, N., & Al-Azzam, A. N. (2021). The degree of contribution of the course of positive citizenship and life skills to the achievement of intellectual security among the students of Balqa Applied University from their point of view. *Studies of the Humanities and Social Sciences*, 28(2), 264-278. <https://journals.ju.edu.jo/DirasatHum/article/viewFile/110807/12561?target=blank>

[4] Al-Kubaisi, A. H. (2010). Systemic thinking: employing it in learning and teaching - deriving it from the Holy Qur'an. *Al Manhal*.

[5] Al-Rumaih, Y. A. (2008). Extremism among university students Factors and ways of confrontation: a theoretical study. *Faculty of Arts Journal in Qena*, 17(25), 230 - 252. <http://search.mandumah.com/Record/938693>

[6] Al-Shahwan, I. A. (2018). A teacher's strategy in supporting the principle of moderation and strengthening the intellectual security between reality and hope. *International Journal of Educational and Psychological Studies*, 3(2), 370 - 391. <https://doi.org/10.12816/0048167>

[7] Al-Shamasi, M. A. (2021). The role of the school in preventing extremism and intellectual security from the point of view of teachers and students at the secondary level in the Emirate of Sharjah in the United Arab Emirates. *Police thought*, 30(118).

[8] Al-Sidd, D. (2019 04 February). What is the "hasanah" program and its objectives. *Almrsal*. Retrieved 31 October from <https://www.almrsal.com/post/770514>

[9] Al-Turki, M. (2017, 26 December 2017). A comprehensive review of the plans and courses of the Department of Islamic Studies. *Okaz*

[10] Al-Warthan, T. A. (2021). The role of Saudi universities in enhancing the intellectual security of their students and its relationship to their level of citizenship. *Journal of Educational and Psychological Sciences*, 14(3), 1490-1458.

[11] Alava, S., Frau-Meigs, D., & Hassan, G. (2017). Youth and violent extremism on social media: mapping the research (Programme and meeting document No. 9231002457). UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000260532>

[12] Dahmash, K. M. (2019). Saudi Arabia's Efforts in Countering Intellectual Terrorism through its Educational Institutions in the Light of New Media: Social Media Networks. *Journal of the Faculty of Education in Mansoura*, 107(1), 252 - 274. <https://doi.org/10.21608/MAED.2020.132461>

[13] Etidal. (2021, 19 September). The role of the school in protecting community identity. *The World Call College for Combating Extremist Ideology* <https://cutt.us/Ogvxj>

[14] General Authority for Statistics. (2019). Information and Communication Technology for Families and Individuals (<https://www.stats.gov.sa>)

[15] Ibrahim, A. I. (2020). Intellectual Currents: Concept - Stages of Formation - Factors of Development - Jurisprudence of Confrontation. *Yearbook of the Islamic Call College in Cairo*, 1(32), 136-190. <https://doi.org/10.21608/bfdc.2020.149169>

- [16] Jaber, S. (2018). Integration of electronic games in education. Center for Educational Research and Studies.
- [17] Liu, Z.-Y., Shaikh, Z., & Gazizova, F. (2020). Using the Concept of Game-Based Learning in Education. *International Journal of Emerging Technologies in Learning (iJET)*, 15, 53. <https://doi.org/10.3991/ijet.v15i14.14675>
- [18] Majmaah University. (2021, 13 October). For the future plan for university education. Aflac. Retrieved 13 November from <https://m.mu.edu.sa/ar/departments/general-administration-of-strategic-planning/156881>
- [19] Mayan, O. (2019). Understanding Students' Experiences with E-learning 2.0 in Australian Higher Education: A Grounded Theory Study [Thesis., Monash University]. <https://doi.org/10.26180/5d2ec97379ecc>
- [20] Organisational and Procedural Guide to the National Preventive Program (FATN) (2016). <https://cutt.us/KPqQI>
- [21] Ministry of Education. (2021a, 16 March). Establishing intellectual awareness units in education departments and universities to promote the values of citizenship, moderation and counter the ideas of extremism and decay. Retrieved 30 October from <https://www.moe.gov.sa/ar/mediacenter/MOEnews/Pages/tw1442-57.aspx>
- [22] Ministry of Education. (2021b, 16 March). Establishing intellectual awareness units in education departments and universities to promote the values of citizenship, moderation and moderation and counter the ideas of extremism and decay. Retrieved 31 October from <https://www.moe.gov.sa/ar/mediacenter/MOEnews/Pages/tw1442-57.aspx>
- [23] Ministry of Knowledge. (1980). Education Policy in Saudi Arabia. Ministry of Education
- [24] Musa, S. A. (2020). The Effectiveness of Digital Educational Games on Developing Some Professional Concepts and Skills for Kindergarten Children in The Era of The Fourth Industrial Revolution. *Journal of Childhood and Education*, 12(41), 65 - 114. <https://doi.org/10.21608/FTJH.2020.173923>
- [25] Naif Arab University for Security Sciences. (2021, 06 October). International Program to Combat Terrorism and Extremism. NAUSS. Retrieved 21 November from <https://nauss.edu.sa/ar-sa/news/Pages/3-6-oct-2021.aspx>
- [26] Packer, J., & Ballantyne, R. (2004). Is Educational Leisure A Contradiction in Terms? Exploring the Synergy of Education and Entertainment. *Annals of Leisure Research*, 7(1), 54-71. <https://doi.org/10.1080/11745398.2004.10600939>
- [27] Qassim University. (2019, 03 September). The university combats terrorism and misguided thought by adding two new courses in the Faculty of Sharia. Media Center. Retrieved 19 November from <https://www.qu.edu.sa/content/news/1385>
- [28] Samaniego Erazo, G. N., Esteve-González, V., & Vaca, B. (2015). Teaching and learning in digital worlds: strategies and issues in higher education (pp. 129-136).
- [29] Umm Al-Qura University. (2019, 20 March). Umm Al-Qura University launches the Higher Diploma in Intellectual Security and Sharia Guidance. Umm Al-Qura University, Media Center. Retrieved 16 November from <https://uqu.edu.sa/App/News/50492>
- [30] UNESCO. (2017). Preventing violent extremism through education: A guide for policymakers. E-publication.
- [31] Youssef, M. I. S. (2009). Key concepts in curricula and teaching methods. *Arabic studies in education and psychology*, 3(2), 13 - 24. <http://search.mandumah.com/Record/104454>