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A Review of Undergraduate Nursing Students “Reluctance to Engage with Islamic Literature in Islamiyat Course”

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ABSTRACT

Aim: aim of this comprehensive review to explore the reluctance of Islamic literature among undergraduate nursing students. It is necessary to find out the reasons of reluctance of Islamic books among undergraduate nursing students through published literature to formulate the hypothesis for the future researches through disseminating this literature review.

Background:

Islamic literature is very necessary to implantation of holistic nursing care which included spirituality and religious knowledge. A scholarly engagement with Islam enables nursing students to internalize the sanctity of human life (hurmat al-hayah) and recognize their moral duty to safeguard it. Such insight cultivates heightened cultural competence, equipping them to render care that honours patients' beliefs, preserves their dignity, and safeguards their privacy—particularly within Muslim populations. Furthermore, Islamic ethical constructs—such as adl (justice) and shura (mutual consultation)—strengthen clinical judgment in ethically complex scenarios, ensuring decisions are both evidence-based and spiritually attuned (A.F Hopkins et al., 2020).

Methodology:

This is a comprehensive review article which included literature review regarding reluctance of Islamic literature among undergraduate nursing students. Data base google scholar, PubMed and scispace were used to find out the literature. Boolean operators “AND” or “OR” were used to find out the literature according to keywords. Total 50 article were read regarding this literature review but 22 articles were finalized for the literature review after filtration of articles. 5 articles were from Pakistan, and others were from south east Asian countries. Conclusion is that students are reluctant to read the Islamic literature due to complex reading material and teachers are using traditional method of teaching and learning to conduct the class. Students like to conduct the case base scenario to build their knowledge and understanding through constructivism.

Keywords

Reluctance, Islamic Literature, Nursing students, Review and engagement



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Introduction

Incorporating Islamic Studies into nursing curricula furnishes students with a comprehensive, value-driven paradigm for delivering care that is both clinically proficient and ethically sound. Nursing transcends technical expertise; it is a noble vocation anchored in service, empathy, and unwavering moral accountability. Islamic principles underscore rahmah (compassion), ihsan (excellence), and amanah (trust), all of which seamlessly converge with the core tenets of patient-focused healthcare (D Setiowati et al., 2025).

Problem statement is that mostly students are habitual for passing the Islamiyat course by reading short notes and PPTs but students are not engaged in Islamic studies book due to lack of motivation and complex reading materials. Teachers used traditional teaching style to teach the students, therefore students could not build the knowledge regarding religion and spirituality whereas Islamic knowledge is very necessary for providing holistic nursing care. (S.F moey et al., 2022).

A scholarly engagement with Islam enables nursing students to internalize the sanctity of human life (hurmat al-hayah) and recognize their moral duty to safeguard it. Such insight cultivates heightened cultural competence, equipping them to render care that honours patients' beliefs, preserves their dignity, and safeguards their privacy—particularly within Muslim populations. Furthermore, Islamic ethical constructs—such as adl (justice) and shura (mutual consultation)—strengthen clinical judgment in ethically complex scenarios, ensuring decisions are both evidence-based and spiritually attuned (A.F Hopkins et al., 2020).

This integrated approach also fosters professional resilience and sincerity (ikhlas) in caregiving. Nurses educated through this lens are adept at offering not merely physiological interventions but also spiritual solace, perceiving each act of care as a form of worship (ibadah). In essence, Islamic Studies enriches nursing practice by uniting scientific competence with moral rectitude and transcendent compassion (S.F moey et al., 2022).

Another significant reason is that educational institutions often fail to clearly demonstrate how Islamic knowledge is deeply connected not only to daily life challenges but also to social relationships, moral development, and career advancement (N Abu Khalaf et al., 2023).

Study revealed that, Islamic literature reading among nursing students is very necessary for promotion of health care profession. It is very beneficial thing for treatment of patient. Therapeutic relation between nurse and patient can't be strong without Islamic knowledge. Holistic care included Islamic literature (M Shafakhah et al., 2018).

Significant of the study is that this study explored the reasons of reluctance in islamic studies among undergraduate nursing students. Islamic studies course is very necessary in nursing education to provide holistic nursing care.

Literature Review

Clinical nursing students are fully employed in practical health settings, such as hospitals. However, unlike nurses who already have full authority to treat patients, students are often required to behave in the same manner as professional nurses.¹ Nurses have yet to demonstrate an increase in the quality of nursing care. Lack of responsibility, sincerity, self-awareness, and professionalism indicate poor quality nursing care in the healthcare system.



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Thus, when students play a crucial role in contributing to patient safety issues, their contribution is significantly influenced by the implementation of clinical education.² Student character building in higher education can be achieved through a science integration learning model,³ which requires nurses to have spiritual, interpersonal, and intellectual competencies. Spiritual care is a holistic reflection of nursing education.⁴ A previous study found that student perceptions affected individual values, suggesting a form of spiritual training and simulation in spiritual care-based learning scenarios.⁵ Spiritual intelligence strengthens the beliefs and personalities of nurses and their desire to grow, learn, and work more professionally to improve the quality of nursing.⁶ Religion was the most significant determinant of self-efficacy, A scholarly engagement with Islam enables nursing students to internalize the sanctity of human life (hurmat al-hayah) and recognize their moral duty to safeguard it. Such insight cultivates heightened cultural competence, equipping them to render care that honours patients' beliefs, preserves their dignity, and safeguards their privacy capital of good self-control, and firm conviction in completing tasks and achieving goals. The higher the level of religiosity and social support, the easier the students will adapt.⁷ The comprehension and interpretation of religious teachings is believed to play a role in the quality of interactions with adherents of other religions.⁸ Education is essential for nursing students' spiritual care competence. Clinical nursing education is one of the components of nursing education conducted in a clinical setting, involving real situations, teaching, and learning processes in the clinical setting.⁹ Education still has suboptimal learning; training in student spirituality is less important than training in spiritual interventions.¹⁰ Students need to prepare for spiritual care, and education in spiritual care contributes to those conditions.¹¹ The nursing curriculum should include spiritual care courses or training.¹² This is important in implementing Islamic integration, which is supported by research results indicating that the three main focuses of Islamic medicine are healthcare practitioners' attitudes and personalities, clinical decision-making, and providing comprehensive spiritual care. When it comes to incorporating Islamic ideals into professional practice, there are still many gaps and discrepancies, such as unpreparedness, distrust, role models, and environmental support. It is necessary to put more effort into developing and establishing a framework for all-encompassing Islamic medical practice.¹³ Integration-based curriculum changes require significant changes in terms of thinking and implementation. Integration into the nursing curriculum was carried out by formulating the nursing school's vision and mission, continuing the vision and mission of the faculty and university, and describing the learning outcomes of the courses. Collaboration with Kuliyah of Nursing International Islamic University Malaya (KoN IIUM), namely sharing sessions from expert curriculum integration lecturers regarding the implementation of ancient integration in the nursing curriculum at KoN IIUM with the head of the study program and several lecturers at the Syarif Hidayatullah State Islamic University's nursing school, then a review of the clinical nursing course guide was carried out by the research team, the lecturer in charge of the course and the Usluhudin lecturer at UIN Jakarta. A positive and significant relationship exists between the science integration learning model and the formation of students' Islamic character at Islamic universities in Indonesia and Malaysia.³ Implementation of integration by saying bismillah in learning activities both before and after, as well as the preparation of Islamic and scientific integration guidelines at the Faculty



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of Health Sciences since 2022 and on learning outcomes, study materials for each course in the Islamic integration curriculum. The integration of Islam and nursing in the nursing curriculum qualitatively suggests the need for assistance and collaboration with Islamic experts in compiling the curriculum and the learning process to determine learning outcomes.¹⁴

The data indicate that only 52% of clinical nursing students in the integration curriculum at Syarif Hidayatullah State Islamic University Jakarta and Alaudin State Islamic University Makassar performed Islamic nursing care well.¹⁵ Clinical students' communication skills and spiritual awareness still require improvement to address this issue. Research shows no differences in perceptions of spiritual care between general nursing students and those from Islamic religious background.¹⁶ The literature on spiritual care in nursing applications, particularly in education, remains unclear,¹⁷

Discussion

Clinical nursing students are fully employed in practical health settings, such as hospitals. However, unlike nurses who already have full authority to treat patients, students are often required to behave in the same manner as professional nurses.¹ Nurses have yet to demonstrate an increase in the quality of nursing care. Lack of responsibility, sincerity, self-awareness, and professionalism indicate poor quality nursing care in the healthcare system. Thus, when students play a crucial role in contributing to patient safety issues, their contribution is significantly influenced by the implementation of clinical education.² Student character building in higher education can be achieved through a science integration learning model,³ which requires nurses to have spiritual, interpersonal, and intellectual competencies. Spiritual care is a holistic reflection of nursing education.⁴ A previous study found that student perceptions affected individual values, suggesting a form of spiritual training and simulation in spiritual care-based learning scenarios.⁵ Spiritual intelligence strengthens the beliefs and personalities of nurses and their desire to grow, learn, and work more professionally to improve the quality of nursing.⁶

Many university students refrain from reading Islamic books because they perceive them as outdated, overly traditional, and misaligned with the demands of the modern era, scientific advancement, and professional careers. In today's youth culture, there is a growing preference for fast, concise online content, short articles, videos, and summarized notes instead of lengthy texts. As a result, Islamic literature is often seen as dull, difficult, and time-consuming.

Another significant reason is that educational institutions often fail to clearly demonstrate how Islamic knowledge is deeply connected not only to daily life challenges but also to social relationships, moral development, and career advancement. When teaching methods are not adapted to modern approaches, and practical examples with contemporary references are absent, students assume that such books are confined to theory and hold little practical value. Therefore, it is essential to integrate Islamic studies with other academic courses and real-life experiences so that students can acquire not only modern education but also a well-rounded framework of Islamic thought, ethics, and social responsibility.

This is a comprehensive review article which included literature review regarding reluctance of Islamic literature among undergraduate nursing students. Data base google scholar, PubMed and scispace were used to find out the literature.



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Conclusion

Conclusion is that students are reluctant to read the Islamic literature due to complex reading material and teachers are using traditional method of teaching and learning to conduct the class. Students like to conduct the case base scenario to build their knowledge and understanding through constructivism. Islamic studies course is necessary to understand the religion. Teachers should be used new teaching learning strategies.

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Recommendations

Many university students refrain from reading Islamic books because they perceive them as outdated, overly traditional, and misaligned with the demands of the modern era, scientific advancement, and professional careers. In today's youth culture, there is a growing preference for fast, concise online content, short articles, videos, and summarized notes instead of lengthy texts. As a result, Islamic literature is often seen as dull, difficult, and time-consuming.

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