

**THE DEGREE OF NATIONAL AND ETHICAL VALUES AVAILABILITY IN
THE TWO TEXTBOOKS OF ISLAMIC EDUCATION AND ARABIC
LANGUAGE FOR THE FIRST THREE GRADES- TEACHERS PERSPECTIVE
– JARASH PROVINCE**

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Abstract:

This study aimed at identifying the availability level of national and moral values in the two text books namely; Islamic education and the Arabic language for the first three grades from the point of view of their teachers in Province of Jerash Governorate. The study adopted descriptive Analytical Approach, as the study sample consisted of (100) male and female teacher who teaches Islamic Education and Arabic language subjects for the first three grades student in Jerash province. To achieve the study objective, a questionnaire was prepared consisting of (24) clause divided into two major categories, the first category related to national values which consist of (12) clause and the second category related to ethical values, which also consist of (12) clause. The study revealed that, from the point view of teachers, the national values in Islamic education text books achieved came under an average level, while ethical values came with a high level, the study also concluded that the national and ethical values under Arabic Language book both came with an average level. Based on the preceding results, the study recommends that Islamic Education text book and Arabic Language Text book should include more concepts related to the national and ethical values, and that teachers should actively participate in authoring schools text books.

Key Words: Ethical, National, Values, Three Grades, Education, Language.

Introduction:

Our society suffers from values crisis among the youth; Many young people have abandoned the values that prevailed in previous periods, and there are many calls asking for a review of the value system currently prevailing in the society; With a great desire by a group of the society to build a value system that preserves society, and all expectations are directed toward the Ministry of

Education, as it is the body most capable of building a value system for its students, who are children of today and the youth of the future.

All education Ministries usually seeks to include in its curriculum values system which preserves society and makes the individual a positive and productive one; in Jordan, the Ministry of Education is making great efforts to build a value system for the students' generation. This system starts with the first three grades, which are the foundation stage for all levels of education, and the school textbook is considered as the first source of information, values and trends, so it was focused on, through taking care of the curriculum and its authoring. Especially curricula related to the human dimension, including Islamic education and the Arabic language.

Among the societal values that have received great attention in the Jordanian curricula are national and ethical values. They are among the values that, if developed in the student, he will become an individual with positive tendencies and inclinations in the community. Many of the curricula are rich in objectives and foundations for teaching values, and this appears in the vision and mission of the Ministry of Education and its core (intrinsic) values, where Freedom, justice, equality, good citizenship, moderation, respect for other opinions, responsibility, entrepreneurship, and building effective partnership with society (Publications of the Ministry of Education, Strategic Plan of the Ministry of Education, Amman, 2018).

In all fields, the issue of values is discussed in all conferences, seminars and studies due to its importance in shaping the human personality and to stress on the importance of values in dialogues that revolve around their features and characteristics so that we can instill them in the students' souls (Al-Jallad, 2007).

Values are systems, laws, and principles that guide human being in his relations with his society taking into consideration the religious dimension of this society (Al-Falahi, 1994). Social psychologists see that values are nothing but needs, trends and motives associated with the individual, so that they become his personal traits. It is worth mentioning that social scientists believe that, values have an impact on the traits and behaviors of the individual, while Muslim scholars have linked values with education, faith and knowledge about Islam and its impact on the nurturing of the Muslim individual, leading to the emergence of values in his behavior (Al-Jallad, 2007).

While (Mousa, 2014) defined values as, a set of principles that work to respect the human being and form the psychological deterrent that prevents him from deviating from righteousness in order to direct him for positive behavior and actions (Moses, 2014).

Problem Statement:

The society strength and cohesion stems from its values and its adherence to it and the absence of contradictions in its values, and therefore there is no conflict and class contradictions in it, and its values are consistent, well-established and stable in a harmonious manner (Al-Jallad, 2007).

This study aims to know the set of values included in the text books of Islamic education and the Arabic language, because of their considerable importance in instilling them in the souls of students, especially students of the first three grades (first, second, and third) in the primary stage, which is considered the foundation stage and taking into account that the textbook as one of the most important sources of values from the point of view of their teachers.

Study Questions:

The study will try to answer the following major two questions:

Question One: What is the degree of national and moral values inclusion in the Islamic Education textbook, from the point of view of first three grades teachers in Jerash province?

Question Two: What is the degree of national and moral values inclusion in the Arabic Language textbook, from the point of view of first three grades teachers in Jerash province?

Study Importance:

This study is one of the most important studies, as it deals with the two text books pertaining to Islamic education and the Arabic language of the first three grades from the teachers' point of view, especially in light of the community's grumbling about the curricula and students value system for, as its importance stems from the following:

- 1- This study may allow students and parents to know the availability of values in the curricula, especially in the educational curricula of the first three grades.
- 2- It provides those in charge of the curricula with knowledge and the need for values in curricula, especially for the first three grades, being the basis.
- 3- Draws teachers' attention to the importance of the values contained in teaching, which allows them to choose appropriate teaching methods.
- 4- Pave the way for researchers to conduct studies on values because of their importance in the life of the individual and society.

Study Objectives:

The main objective of this study, to know the national and moral values included in the Islamic Education and the Arabic Language text books for the first three grades, and the degree of inclusion related to national and ethical values in these books, from the point of view of their teachers in Jerash province.

Procedural Definitions:

- 1- **Islamic Education Textbook:** These are the Islamic education textbooks that are taught to students of the first three grades in schools affiliated with the Jordanian Ministry of Education in the academic year 2022/2023.
- 2- **Arabic Language Textbooks:** They are the Arabic language textbooks that are taught to students of the first three grades in schools affiliated with the Jordanian Ministry of Education in the academic year 2022/2023.
- 3- **Values:** A set of standards and principles by which an individual's behavior and his ideas are judged and directed to virtues in order to possess them and to distance himself from vices and avoid them and thus become a "positive" individual for himself and his society.
- 4- **National Values:** A set of principles and standards that make the student positive towards his homeland, active and harmonious towards his society.
- 5- **Ethical Values:** A set of values that make the behavior and morals of an individuals disciplined, and the individual has firm internal controls for himself.

Literature Review and Previous Studies

Several decades ago, education focused on eradicating illiteracy, and as time passes, education became focused on the growth and development of society in all aspects of life, and the great role became focused on the school as a social institution through which the philosophy of education is realized (Bo-tabal, 2016). Through schools, the values that society seeks to inculcate in the children's hearts and souls, especially the national and ethical values, are instilled. Therefore, it has become necessary to conduct studies on values to serve as a guide "and evidence" for the curriculum authoring.

Definitions of values in linguistic dictionaries plentiful, but they all revolve around the concept of integrity, justice and constancy. In Lisan al-Arab, values mean: integrity, moderation, and evenness of a thing (Ibn Manthour, 1996). From the linguistic definition, many scholars set out the terminological definition, (Al-Khouli, 2003) defined it as a group of the qualities possessed by the individual and the people in society that desire them, and it is considered one of the necessities that societies try to spread and its existence strongly, as it is one of the most important products of learning, (Al-Awrani, 2001) stated that it is a set of trends formed by the individual in all situations of his life, and make the individual a person who chooses his best behavior in the long run.

Based on the previously mentioned, it is clear that the linguistic and idiomatic meanings do not differ much. It is concluded from them that values are a set of important principles that, if they firmly established in the hearts and souls of the students, it will stimulate their integrated growth in all aspects of their lives, and thus the students become “productive individuals” who preserve their society and thus reform the society in all areas of life

National Values and Ethical Values:

National values are an urgent necessity in modern societies, and the Ministry of Education seeks to inculcate these values in the hearts and souls of students so that they have a sense of duty, citizenship and humanity, thus their education has become valuable to help students share values and knowledge to become active members of society. National values cannot be segregated from citizenship. Citizenship in language is ascribed to the homeland, which is the house in which a person resides, and the people are homelands. It is said that a homeland is a place, and a homeland, a home and “a residence” in which he resides (Ibn Manthour, 1996). Citizenship is defined as a legal social relationship between the individual and the state, and between him and other members of the society (Fahim, 2001) and from the definition of (Fahim) it becomes clear that this relationship is in modern states that are based on civil society institutions, scientific orientation, knowledge and the law that prevails

Thus, the value of citizenship stems from the opinion that the people of the community adheres to, and the culture that the community keeps in which all people participate. Therefore, the values of citizenship stem from within the community and the ideas carried by individual members of the community, and thus national values comes into existence.

Thus, the International National Encyclopedia (1999) defined national values as an expression that means the individual's love and devotion toward his homeland, which includes belonging to the land, people, customs and traditions, and pride in history and culture in serving the homeland. From the foregoing, it is clear to researchers that national values are a set of principles and standards agreed upon by members of a society to be implanted in the hearts and souls of its children and to guide them in their thoughts, directions, work and the growth of their country in which they live.

Ethical values are the values that show the image of a society and through which the society, its culture, its trends and the standards of its members are judged. Also through which the social life and the relationships of individuals with each other. Thus, the defect in human life comes through the defect in ethical values. Many researchers dealt with the definition of ethical values, (Shukri, 2002) defined it as standards and regulations related to truth, goodness and beauty that are accepted by the individual and adhered to by the society and its individual members to direct their behavior.

Based on that, it was found that ethical values have a great role in building the student's personality, as they make him a person who is easy to deal with, productive in his society away from all kinds of violence, that if they prevail in society, will make him a corrupt society, where his children will not feel safe and secure. Regarding the individual dimension, the moral values will provide the human being a self-satisfaction, and to feel that life for him is more of a giving than a taking. Thus, he will realize the extent of the benefit that he has achieved through his adherence to these values and the feeling of satisfaction about his whole life, and thus achieving the satisfaction of Allah the Almighty, which is the great goal of human existence.

Values Development Institutions:

There are many institutions that are directly involved in value developments and seeks to inculcate national and moral values in the hearts and souls of individuals through several parties, all of which join efforts to form the value system of the human being. These parties are:

First - The family: the life of an individual begins in the family since birth and has a great role and influence in the life of the individual. It is from the family that the formation of values, attitudes and tendencies in the child begins, in which the formation of behavior, respect for rules and regulations, and the introduction of the right and wrong to the children, also children's knowledge of their homeland (Al-Shahri, 2006).

Second - Educational institutions: The child begins his life in school from the first day by instilling a set of values, especially patriotism and morality, then the respect for order, sincerity, and preservation of the school as another home for the child. What distinguishes it from the family is that the development of values in it is intentional and purposeful and based on specific educational principles and goals set by specialists within the frameworks of educational curricula.

Third - Media institutions, worship places and civil society institutions: All these institutions work in parallel with the school, in instilling values in the hearts and souls of students and have a great impact through good advocacy, dialogue and programs that seek to cluster the personality of the individual and develop his attitudes, tendencies, abilities and skills in line with national interests (Al-Hamoud et al., 2008).

The Textbook Role in Developing Values:

The textbook is the most important source from which students receive different knowledge, information, skills, values, tendencies and trends, especially books pertaining to Islamic education and Arabic language. The relationship and the integration is very strong between Islamic education, the Arabic language, and values, so it is necessary to pay much and more attention to textbooks to keep pace with the developments of the twenty-first century. The educational literature emphasized on the role of educational institutions, their curriculum and activities in instilling values among students, and in its ability to modify improper behavior, so it is necessary to pay attention to textbooks contents (Al-Ramini, 2010).

Through the experience of the researchers, they found that the textbook is still in our schools the first source of information, and there is great confidence on the part of the learner with the information contents of text books, despite the huge amount of various information that the student receives through the traditional media and social media. Additionally, teachers are still give the textbook more and great importance in the education of students, as it represents for them the most important source of learning for students.

Previous Studies

Many literatures have discussed the national and ethical values in the school curricula in general,

and the scholars have been interested in national and ethical values at different grades of education. But most of them dealt with national values and ethical values without combining them. Because of this, a general review of previous studies was conducted and a group of them related to the topic of the current study was selected.

Al-Abadi (2004) conducted a study aimed at identifying the values included in reading books for the first four grades of basic education in the Sultanate of Oman. The study employed the analytical model for the data. The study concluded that a list of ethical values that should be included in the reading books for the first four grades of basic education in the Sultanate of Oman. The study recommended that reading books for the first four grades of basic education in the Sultanate of Oman should include more Islamic and ethical values. Sorour and Al-Azzam (2012) study investigated the role of Islamic education curricula in developing Islamic values among students of the upper basic stage in Irbid third Education area from teachers' point of view, where the study sample consisted of (55) male and female teacher. The study revealed that the degree of development of the Islamic education curriculum in the basic stage from the point of view of teachers in the third Irbid education was medium, with an arithmetic mean of 3.36. The results also revealed that there were statistically significant differences due to educational qualification and years of experience. The researchers recommended the necessity of consolidating the values of good citizenship and seeking to strengthen them in the souls of students through the topics of Islamic education curricula, as well as benefiting from universities experiences in this context. Marahil (2014) conducted a study aimed at analyzing the content of Arabic language books for the upper basic stage classes in the light of national and ethical values in Palestine. The researcher followed the descriptive analytical method, the study sample consisted of Arabic textbooks related to the upper basic stage classes, which is seventh eighth and ninth grades in both its first and second parts. The researcher prepared a list of ethical and national values and indicators in addition to a content analysis tool in the light of the list of values. The study concluded that these 3 grades of education books contain 35.5% - 57.3% of the list ethical values and 42.7% - 64.5% of the values list pertain to national values. The study recommended the that these grades textbooks should focus more on national and ethical values and to strengthening these values with evidence and proof.

Al-Hubaishi (2015) conducted a study aimed at highlighting the role of Islamic ethical values and their impact on refining the consumer behavior of individuals, which is an applied study on the contemporary society of Al-Medina Al-Monawara. The researcher used the quantitative inductive descriptive approach, and the researcher reached to several results, including: the necessity to stress the attention to the holy Qur'an and the Sunnah of the Prophet in order to build a strong generation that stands on a solid base that is not affected by negative variables and interacts with positive ones to become positive for itself and its society. Ababneh (2020) investigated the extent to which Islamic moral values are observed in the Arabic language textbooks for the fourth, fifth and sixth grades. The researcher used the analytical method, as it identified the clear picture and sentence, then the analysis was performed, and a list of ethical values was prepared as the study tool. The study results showed that the value of education and scientists was repeated 164 and it is the highest recurring values, while the value of the kindness and removing what is harmful from the road affliction was repeated only 3 times, and it is the lowest value.

The previous literatures, noted the great interest in studying values and analyzing the content of the curricula, as values are considered the most important component in the personality of the

individual and their repercussions, especially Islamic values such as the study of Al-Hubaishi (2015). Some studies also focused on the role of Islamic education curricula in developing Islamic values among Students as Sorour's and Al-Azzam (2012), and some of them dealt with the values included in reading textbooks for the first four grades, such as Al-Abadi's study (2004). This study will focus more on both national and ethical values in Islamic education and Arabic language textbooks in Jordan from teachers' point of view. Moreover, previous studies were conducted in several countries, which confirms the great interest all over the world in the value system. It is noticeable that the previous studies proved that the curricula are still not interested in the value system. Therefore, this study came out showing the importance of the value system in two basic books, namely Islamic Education and Arabic Language for the first three grades, which is the foundation stage for the student and the stage of instilling values in himself. The researchers have benefited from previous studies in building a study tool and theoretical literature.

Methodology:

The researchers followed the descriptive analytical approach to identify the degree of availability of national and ethical values in the two textbooks related to Islamic Education and the Arabic Language from the point of view of their teachers in Jerash province due to its relevance to this type of studies. To achieve the study objectives, a questionnaire was structured, which consisted of 24 paragraphs to assess the two dimensions of values, where 12 paragraphs were linked to ethical values and the other 12 paragraphs were linked to national values. The Arithmetical mean and standard deviation for each paragraph was calculated to evaluate the rating of each element of the questionnaire toward achieving the instillation of national values and ethical values in the students' souls of the first three grades.

Study Population and Sample

The study population consisted of teachers of the first three grades in government schools affiliated to the Directorate of Education in Jerash province, and their number is (480) male and female teachers who teach Islamic education and the Arabic language. The sample of the study was randomly selected. It consisted of (100) male and female teachers who teach Islamic education and Arabic language to students of the first three grades in the first semester of the 2022/2023 academic year.

Study Tool:

A questionnaire was developed to collect data related to national and ethical values contained in the textbooks of Islamic Education and the Arabic language for the first three grades from the point of view of their teachers, after referring to a number of previous studies Marahil (2014), Sorour and Al-Azzam (2012) and the study of Al-Abadi (2004). The questionnaire consisted of (24) clauses divided into two fields: the first field contain (12) clause related to national values and the other (12) clauses are pertaining to ethical values, using pentagonal Likert scale (Very High, High, Moderate, Low and Very Low).

Study Tool Validity:

For the purpose of ensuring the validity of the study tool, it was presented to a group of specialists in curricula and methods of teaching Islamic education, Arabic language, and also in measurement and educational evaluation in Jordanian public and private universities. In order, to

confirm that the paragraphs of the tool are free of ambiguity and valid for application. After reviewing their opinions, it was found that the tool is valid for application, with a compatibility rate of 84%. Based on their opinion amendments were made according to their observation, as some paragraphs were added, some were deleted, and many paragraphs were reformulated to produce the statement with the same number of paragraphs, which is (24) paragraphs.

The researchers verified the validity of the study tool internal consistency, by applying it to an exploratory sample consisting of (15) individuals from the study community and from outside the sample.

The Pearson correlation coefficient was calculated between the items, the dimension, and the total score of the scale. The performance of the exploratory sample on the items of the study tool, its dimensions, and the total score. Table (1) below, shows the correlation coefficients between the performance of the exploratory sample on the items of the study tool, its dimensions, and the total score.

Table (1): Correlation Coefficients Between Performance of the Exploratory Sample on the Study Items and the Total Score

Dimensions	Paragraph No.	Paragraphs scale content according to its dimensions	Correlation Coefficients	
			Dimension	Scale
National Values	1	Indications of patriotism	0.828**	0.745**
	2	Exercises showing the importance of preserving homeland	0.854**	0.757**
	3	Pictures of the homeland's heritage places	0.839**	0.692**
	4	Pictures of the country's most important achievements	0.817**	0.724**
	5	Examples and historical evidence about the homeland related humans	0.843**	0.707**
	6	The book output focuses on the importance of the homeland	0.710**	0.648**
	7	Questions that raise the student's thinking about homeland	0.896**	0.806**
	8	Historic names passed through the country	0.889**	0.786**
	9	The book texts call for the preservation of public property	0.883**	0.800**
	10	Vocabulary showing the meaning of homeland	0.879**	0.853**
	11	Indications of the nation's contribution to the world and humanity	0.890**	0.795**
	12	Influences on the good morals of the people of the country	0.909**	0.825**
Ethical Values	1	Ethical values are shown through the book's general ideas	0.761**	0.769**

	2	There are many vocabulary in the book that indicates good morals such as honesty.	0.862**	0.801
	3	The book's outcomes develop good ethical values such as trust	0.804**	0.768**
	4	Exercises shows the value of good behavior such as honesty, justice and equality	0.832**	0.808**
	5	The texts of the book indicates to the non-aggression to others	0.932**	0.879**
	6	The examples of the book show the repercussions of good manners on the individual and the society	0.884**	0.850**
	7	Examples and texts link good manners and Allah pleasure	0.810**	0.745**
	8	The texts of the book displays the punishment of bad manners	0.862**	0.843**
	9	The texts of the book show the feeling of a person of good character with self-satisfaction	0.811**	0.786**
	10	The texts of the books provide examples and practical behaviors, that ethical values, have indicators that sincerity value has an impact human and society	0.737**	0.704**
	11	Texts and examples shows the human tendency towards others	0.793**	0.773**
	12	The book sentences sometimes address human conscience	0.885**	0.848**

* Significant level at 5%

** Significant level at 10%

Table (1) shows the correlation coefficients of all the questionnaire paragraphs with the dimension to which they belong and the scale as a whole. The results showed that the correlation coefficients of the paragraphs with the dimension ranged between (0.710 to 0.932), and the correlation coefficients of the paragraphs related to the scale as a whole ranged between (0.704 to 0.879).

Stability of the Study Tool:

The researchers conducted a test of the internal consistency for the study tool items, by calculating the Cronbach Alpha Coefficient, as Cronbach's alpha method depends on the consistency of the individual's performance from one item to another, and it indicates the strength of the correlation and coherence between the items of the scale. In addition, the alpha coefficient provides a good estimate of stability. Although there are no standard rules regarding the appropriate values of Cronbach's alpha coefficient, but in practice, (Alpha \geq 0.60) is reasonable in research related to humanities and education, and as shown in Table (2) below:

Table (2): Internal Consistency Coefficients (Cronbach-Alpha) for the Dimensions of the Study Tool

Study Tool Dimensions	Cronbach-Alpha	No. of Paragraphs
National Values	0.830	12
Ethical Values	0.890	12
Tool as Whole	0.910	24

Table (2) outcomes shows the internal consistency coefficients for the scale as a whole on the results of the exploratory sample. The value of the Cronbach-alpha coefficient for the scale as a whole was (0.91), and the Cronbach-alpha internal consistency coefficients for the two dimensions (National Values and Ethical Values) ranged between (0.83-0.89).

Results Discussion

Question 1: What is the degree to which the Islamic Education Textbook includes national and ethical values from the point of view of teachers of the first three grades in Jerash Province?

To answer this question, the researchers calculated the arithmetic averages and standard deviations of the national and ethical values as included in the Islamic Education Textbook as follows:

First Dimension: National Values

Table 3: Arithmetic Averages and Standard Deviations of National Values Dimension Items in Descending Order

Rank	Paragraph No.	Paragraphs scale content according to its dimensions	Arithmetic Averages	Standard Deviations	Inclusion Rate
1	12	Influences on the good ethics of the people of the country	3.8	0.606	High
2	10	Vocabulary showing the meaning of homeland	3.7	0.463	High
3	1	Indications of patriotism	3.56	0.906	Moderate
4	8	Historic names passed through the country	3.54	0.785	Moderate
5	6	The book output focuses on the importance of the homeland	3.5	0.505	Moderate
6	7	Questions that raise the student's thinking about homeland	3.49	0.809	Moderate
7	9	The book texts call for the preservation of public property	3.46	0.813	Moderate
8	5	Examples and historical evidence about the homeland related humans	3.22	0.764	Moderate
9	4	Pictures of the country's most important achievements	3.17	0.585	Moderate
10	3	Pictures of the homeland's heritage places	3.13	0.482	Moderate

11	2	Exercises showing the importance of preserving homeland	3.11	0.543	Moderate
12	11	Indications of the nation's contribution to the world and humanity	3.04	0.903	Moderate
General Average			3.10	1.08	Moderate

As shown in Table (3) that the arithmetic averages of paragraphs related to national values ranged between (3.04-3.80), the highest value was for paragraph No. (12), which states " Influences on the good ethics of the people of the country " with an arithmetic average (3.80) with high inclusion rate, and in the last in the order was for paragraph No. (11), which states " Indications of the nation's contribution to the world and humanity " with an arithmetic mean (3.04) with medium inclusion rate, and the arithmetic average of the total dimension was (3.10) with a medium degree of inclusion.

Such results may be attributed to the way teachers deal with the content of the textbook. Islamic Education teachers and their direct teaching manner, don't treat values as a core and essential part of students' life, they rather focus on memorization, and sometimes during questions discussions, teachers are inclined to questions with direct answer, and this is clear why the overall score was moderate rating in this context. This is due to the interest in other Islamic education topics, such as focusing on the topics of faith and biography more than on national values. In addition, the main goal in the first three grades is not only memorizing the hadiths and Quranic verses, but rather the goal should go beyond and towards the development of national values, especially at this stage. As the development of such values is more firmly established among students of the first three grades and continues with them in the other stages, and the focus at this stage is more on ethical values than on national values. The researchers believe that national values are no less important than ethical values, in addition to that, training courses conducted for teachers, focus on cognitive objectives that depend on memorizing and remembering only more than the development of national values.

Second Dimension: Ethical Values

Table 4: Arithmetic Averages and Standard Deviations of Ethical Values Dimension Items in Descending Order

Rank	Paragraph No.	Paragraphs scale content according to its dimensions	Arithmetic Averages	Standard Deviations	Inclusion Rate
1	11	Texts and examples shows the human tendency towards others	4.2	0.606	High
2	5	The texts of the book indicates to the non-aggression to others	4.02	0.428	High
3	4	Exercises shows the value of good behavior such as honesty, justice and equality	3.98	0.654	High
4	2	There are many vocabulary in the book that indicates good morals such as honesty.	3.96	0.669	High

5	10	The texts of the books provide examples and practical behaviors, that ethical values, have indicators that sincerity value has an impact human and society	3.96	0.699	High
6	12	The book sentences sometimes address human conscience	3.94	0.793	High
7	6	The examples of the book show the repercussions of good manners on the individual and the society	3.92	0.528	High
8	1	Ethical values are shown through the book's general ideas	3.88	0.48	High
9	7	Examples and texts link good manners and Allah pleasure	3.88	0.435	High
10	9	The texts of the book show the feeling of a person of good character with self-satisfaction	3.88	0.435	High
11	8	The texts of the book displays the punishment of bad manners	3.72	0.64	High
12	3	The book's outcomes develop good ethical values such as trust	3.56	0.501	Moderate
General Average			3.91	0.51	High

In table (4) above, the results show that the arithmetic averages of paragraphs related to ethical values ranged between (3.56-4.20), and paragraph No. (11) scored the highest average which imply that “Texts and examples shows the human tendency towards others” with an arithmetic average (4.20) and high inclusion rate, while the last rank pertains to paragraph No. (3), which states that “The book's outcomes develop good ethical values such as trust” with an arithmetic mean of (3.56) and a medium degree of inclusion. We can see that, the arithmetic average of the total dimension reached (3.91) with a high inclusion rate.

Referring to table No. (4) it is obvious that ethical values have a high rating in its overall score in this dimension (Ethical Values), and the reason is that teachers and society focus on ethical field when teaching the child in the first three grades. As well as, the nature of the Islamic education subject, which focuses in many of its topics on the ethical dimensions, as well as the inclusion of Quranic verses in some lessons and prophetic hadiths, also the community’s interest in this ethical dimension, and the demand from teachers to focus on it in educational subjects by their administration and by the teachers themselves. There are some teachers who believe that Islamic education has the ability to develop the ethical values through questions, listening and speaking. In addition to that, the behavioral problems that schools are now suffering from, make all school officials focus on this aspect, as well as teachers’ interest in ideas, direct teaching and discussion with Presentation, also by raising issues related to values during teaching and through focusing on the activities related to the educational content more than others.

Question 2: What is the degree to which the Arabic Language Textbook includes national and

ethical values from the point of view of teachers of the first three grades in Jerash Province? To answer this question, the researchers calculated the arithmetic averages and standard deviations of the national and ethical values as included in the Arabic Language Textbook as follows:

First Dimension: National Values

Table 5: Arithmetic Averages and Standard Deviations of National Values Dimension Items in Descending Order

Rank	Paragraph No.	Paragraphs scale content according to its dimensions	Arithmetic Averages	Standard Deviations	Inclusion Rate
1	9	The book texts call for the preservation of public property	3.6	0.67	Moderate
2	12	Influences on the good ethics of the people of the country	3.56	1.013	Moderate
3	3	Pictures of the homeland's heritage places	3.5	0.886	Moderate
4	7	Questions that raise the student's thinking about homeland	3.44	0.611	Moderate
5	4	Pictures of the country's most important achievements	3.42	0.971	Moderate
6	8	Historic names passed through the country	3.42	0.758	Moderate
7	6	The book output focuses on the importance of the homeland	3.4	0.7	Moderate
8	1	Indications of patriotism	3.36	1.045	Moderate
9	2	Exercises showing the importance of preserving homeland	3.26	1.026	Moderate
10	10	Vocabulary showing the meaning of homeland	3.14	0.783	Moderate
11	11	Indications of the nation's contribution to the world and humanity	3.14	0.926	Moderate
12	5	Examples and historical evidence about the homeland related humans	3.08	0.986	Moderate
General Average			3.36	0.81	Moderate

It appears from Table (5) that the arithmetic averages of the paragraphs pertaining to national values variable ranged between (3.08-3.60), and the highest score refers to paragraph No. (9), which states that “the texts of the book call for the preservation of public property” with an arithmetic average (3.60) and a medium inclusion rank, while the last rank is for Paragraph No. (5), which states “the text book include examples of historical evidence about the homeland related humans” with an arithmetic mean (3.08) and with a medium degree of inclusion, and the arithmetic mean of the total dimension was (3.36) with a medium degree of inclusion.

The table shows that this dimension has an overall score of a medium rating with an arithmetic

mean (3.36) and a standard deviation (81%), and all the paragraphs were in the moderate degree. The researchers believe that the reason is due to lack of interest in national values in the Arabic language textbooks. In addition, these books may be written similar to other books in some other countries.

As for the Arabic language teachers, they focus on vocabulary, memorizing meanings, and the ability to read and write rather than national values. This refer to the nature of the education system and the way it functions in schools, that the focus should be on specific skills related to the Arabic Language. But this does not prevent that notional values should be included in these text books, as those who learn by using these textbooks are the sons of the homeland and they need to the instillation of national values. Although the Arabic language is received by the student at the beginning of his learning, it is of no harm that its simple sentences and simple words to carry national values with it.

Second Dimension: Ethical Values

Table 6: Arithmetic Averages and Standard Deviations of Ethical Values Dimension Items in Descending Order

Rank	Paragraph No.	Paragraphs scale content according to its dimensions	Arithmetic Averages	Standard Deviations	Inclusion Rate
1	11	Texts and examples shows the human tendency towards others	4.1	0.707	High
2	1	Ethical values are shown through the book's general ideas	3.88	0.799	High
3	2	There are many vocabulary in the book that indicates good morals such as honesty.	3.68	0.913	High
4	9	The texts of the book show the feeling of a person of good character with self-satisfaction	3.66	0.745	Moderate
5	3	The book's outcomes develop good ethical values such as trust	3.62	0.739	Moderate
6	6	The examples of the book show the repercussions of good manners on the individual and the society	3.6	0.67	Moderate
7	7	Examples and texts link good manners and Allah pleasure	3.58	0.673	Moderate
8	4	Exercises shows the value of good behavior such as honesty, justice and equality	3.52	0.58	Moderate
9	10	The texts of the books provide examples and practical behaviors, that ethical values, have indicators that sincerity value has an impact human and society	3.48	0.886	Moderate

10	5	The texts of the book indicates to the non-aggression to others	3.44	0.733	Moderate
11	12	The book sentences sometimes address human conscience	3.28	0.701	Moderate
12	8	The texts of the book displays the punishment of bad manners	3.22	0.815	Moderate
General Average			3.57	0.70	Moderate

Based on the information displayed in table (6), that the arithmetic averages of paragraphs related ethical values ranged between (3.22-4.10), and highest was for paragraph No. (11) which states that “Texts and examples shows the human tendency towards others” with an arithmetic average (4.10) and a high inclusion rate, while in the last place was for paragraph No. (8), which states that “The texts of the book displays the punishment of bad manners” with an arithmetic mean of (3.22) and also a high rate of inclusion. Regarding the arithmetic mean of the total dimension it was (3.57) and a standard deviation (70%) with a medium inclusion rate.

Such results may be attributed to the focus by teachers on the skill of reading, writing, speaking and listening, and the lack of analysis of such texts that is contained in textbooks, using dialogue and discussion approach, surveying students’ opinions, also due to the focus education directorates administrations in training courses related to skills more than others, especially in the Arabic language. Regarding what is stated in paragraphs (1,2,3), which came with high rating, because its vocabulary appears a lot in Islamic education textbooks, and these days, teachers have to discuss them as values to be embedded in students' behavior rather than as skills that students verbalize, write and speak about them.

Based on the above discussion the study can introduce the following recommendations:

- 1- Re-developing and restructuring the Islamic education and the Arabic language curricula, in order to focus more on the concepts of national and ethical values.
- 2- Involving teachers of the first three grades in the process of writing and authoring Islamic Education and Arabic Language textbooks.
- 3- Focus more on practical and live example and more training related to national and ethical values, in order to implant such values in student`s souls.
- 4- Conducting more research studies on national and ethical values in other educational stages and in other regions.

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