

Measuring the extent to which elementary school students acquire basic
concepts
In Islamic education books from the teachers' point of view

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ABSTRACT The research aims to build a measure of the extent to which elementary school students acquire basic concepts in Islamic education from the teachers' point of view, as well as acknowledge the level of primary school students 'acquisition of basic concepts in Islamic education from the teachers' point of view. The current research is limited to third grade students in Nahj al-Balagha Primary School for Girls in Najaf city For the year 2018-2019, the researcher built a scale for the extent to which elementary school students acquire the basic concepts of Islamic education. It consisted of (30) paragraphs. Three alternatives were also developed to answer the scale paragraphs and the researcher conducted statistical analyzes to extract the psychometric properties of the scale, as various types of validity were extracted for the scale, namely, the apparent validity and truthfulness of the two extreme samples, and the method of the correlation between the paragraph score and the total score of the scale, and the researcher extracted stability in several ways, namely (the half-segmentation method and the retest method). Then the researcher applied the scale on a sample of (15) parameters for the purpose of verifying the research objectives in separating the results, and several statistical methods were used to process the data, namely (the T-test, the Pearson correlation coefficient and the Seberman-Brown equation) and the most important results of the research were that a measure of the extent of acquisition Primary school pupils with basic concepts in Islamic education was built and the sample enjoys a high level of acquisition of basic concepts in Islamic education.

Key words: acquisition range, primary school, teachers.

1 INTRODUCTION - Islamic education has an intellectual framework that deals with various educational issues, based on the principles and values that Islam brought and which draws a number of scientific procedures and methods that their implementation leads to their conductors to a manner consistent with the creed of Islam, and the source of this framework is the Holy Qur'an and the holy doctrine mainly. Then the intellectual efforts of Islam thinkers proceed (Gazda, 1993, p. 23). What is known in the content of the Islamic education curriculum is to provide students with the basic concepts such as the concepts of belief and concepts of ethics that help them to understand their beliefs and their Sharia in a sound manner, and then religion becomes a belief and behavior in their lives. The importance of concepts in the student's

educational life appears in the face of an explosion of knowledge and the increase in information and facts in a great acceleration that cannot provide the students with all these facts and information in the fields of knowledge. Therefore, it is necessary to focus on the basic concepts and skills in every unit of study and every curriculum (Abdul Majeed, 1982, p. 34).

Through the above, the importance of research is evident in:

1- It appoints the curriculum developers and pushes them to pay attention to the basic concepts of Islamic education as one of the important foundations in the subject of Islamic education and the means to understand the general structure of this topic.

2- This study is considered a step that contributes to determining the level of achievement of concepts among these students by building a scale to measure these concepts and the scale can be adopted after its development and testing in the future as a codified scientific tool to measure the extent of primary school students' acquisition of Islamic education concepts and to reveal the aspects deficiencies and weaknesses in the collection of those concepts so that their results serve as a feedback that helps in improving and developing the educational process.

3- The importance of the current research is enhanced by the absence of previous studies inside the country

this subject dealt as to the limit of the researchers knowledge with this issue and identified the problem of learning Islamic concepts, acquiring and developing them through the recommendations of the Islamic conferences in Makkah Al-Mukarramah in (1977), Islamabad in (1980) and Dhaka in (1981) and in Jakarta in (1982), which included:

1- Paying attention to the Islamic faith when developing Islamic education curricula.

2- Paying attention to Islamic concepts when building Islamic education in such a way that the curriculum of Islamic education is gradual, so that it fits with each stage of the child's development.

3- The necessity of formulating Islamic concepts for each branch of knowledge and preparing textbooks and writing them on the basis of these concepts (Surial, 1987, p. 23).

Among the Arab studies in which the problem of learning concepts and acquiring them was identified, the study of (Al-Shabatan 1988), the study of (Al-Busaidi 1994) and the study of (Al-Husni 1997). These studies have found a weak level of students' achievement of Islamic concepts.

However in Iraq, the working paper of the Educational Advancement debate (1993) indicated that there is a weakness in the teaching of Islamic education, including Islamic concepts (Ghoneim, 1984, p. 34).

- Research aims

1- Building a measure of the extent to which elementary school students acquire basic concepts in Islamic education.

2- Know the level of students' acquisition of basic concepts in Islamic education.

Research boundaries: The current research is determined by third-grade students in Nahj Al-Balagha Primary School for Girls for the year 2018-2019

Some key terms were mentioned in the research, we present a definition to them as follows:

1- Elementary stage: which includes primary grades (first, second, third, fourth, fifth and sixth) and the duration of study in this stage is six years (Saada, 2000, p. 23).

2- Islamic education: the book approved by the Ministry of Education for elementary school students, which includes AL-Ahadith of the Prophet, the Prophet's biography, and topics on jurisprudence, ethics and belief (Ghabayn, 1984, p. 15)

3- Concept: Linguistic definition: which means knowledge or understanding of speech (Saleh Abdul Rahim, 1981, p.30).

Logical definition: All meanings and thoughts that the word entails in the mind of the one who speaks or hears it, or the set of qualities that characterize labels without adding anything from us that we derive from our own memories and feelings (Aqil, 1981, p. 44)

Psychological definition: It is a class of motivators that have common characteristics, and these may be things, events, people, or anything else (Saleh, 1966, p.24).

The theoretical definition of the researcher: It is the description of things, situations or mental events that have common characteristics that distinguish them from others, expressed in one or two words.

Procedural definition: It is the total score that the respondent obtains through his answers to the paragraphs of the scale of the extent to which elementary school students have acquired basic concepts in Islamic education.

2 THEORETICAL FRAMEWORK First: The elementary stage (6-12) years The child enters this stage directly from home or moving from a nursery, and the first half of this stage (6-9) years is characterized by broadening mental and cognitive horizons, learning academic skills, learning the physical skills necessary for games and the variety of normal activity, increase clarity of the child's individuality and the acquisition of a sound direction Towards the self, the expansion of the collective environment, and the interest in new groups (Gazda, 1993, p. 40).

As for the growth of concepts, in the beginning of this stage, it is noticed that the child is still centered around himself and most of his concepts are still vague and simple, and during the stage important changes occur represented in the progression from simple concepts to complex concepts and from undifferentiated concepts towards differentiated concepts and from self-centered concepts to The most objective concepts, from sensational materialistic and private concepts to abstract concepts, and from changing concepts to more static concepts (Alberto, 1986, p.50).

Second: the concepts of Islamic education:

Islam looks at a man through his formation and instincts, as he is in his educational and moral direction not trying to deny or kill instincts, but rather trying to refine and guide them and direct them to a balanced direction that is neither excessive nor negligent, and he reaches his goal through his devotional system, which makes in an individual a basis for piety from which The individual sets out to take valid moral stances in the various aspects of human life, those attitudes are directly affected by his belief in God and the judgement Day. The stronger a person's contact with his Lord, the stronger his moral approach that is based on the constant divine control over the human soul (Gabbain, 1984, p. 22). The special goals of teaching Islamic education, including preparing students religiously, so that they know their Lord, the Creator of the heavens and the earth and the gifter of life and blessings, so that they rush to watch him in secret and in public, and work to satisfy him and keep away from what brings his rage and anger, as well as raise the consciences of students and instill in them the love of the Qur'an and respect for the holy books.

3 METHODOLOGY Formulation of scale paragraphs: In order to formulate paragraphs for the current topic of research, the researcher prepared a survey questionnaire that was applied to a random sample of male and female teachers in the primary stage consisting of (10) male and female teachers, and in light of this, (30) paragraphs were formulated.

Measurement method: The researcher adopted a method (Lekert) in building the current scale as one of the methods used in building psychological measures.

The validity of the paragraphs: For the purpose of identifying the validity of the paragraphs- the apparent truthfulness- the paragraphs were presented in their initial form to a group of psychologists, and in light of the expert responses, all the paragraphs were retained because they obtained an agreement percentage (80%) or more, and their number was (30) paragraphs.

Preparing the scale instructions: The scale instructions are considered as the directory that guides the respondent during his response to the scale paragraphs, so it was taken into account when preparing them that they are simple and understandable, and it was emphasized in it that the respondent should choose the appropriate alternative response that actually expresses his opinion. And that Only the researcher would see his response, so the respondent was not asked to mention his / her name to reduce the potential impact of the social desirability factor.

Exploratory study: The aim of this study is to identify the extent of clarity of instructions and clarity of the paragraphs in terms of wording and meaning and the average time spent by the respondent in responding to the scale paragraphs, so the scale was applied to a random sample of teachers in elementary schools amounting to (10) teachers.

Applying paragraphs to a representative sample of the research community: For the purpose of obtaining a representative sample of the research community that can be used in analyzing the paragraphs and extracting truthfulness and consistency, information related to the original community for the research was collected and the sample was chosen by the random stratified method, in this case the community should be divided into different sections and then taken from each section A random sample. The original community included a number of female teachers in the city of Najaf.

Correction of the scale: The paragraphs of the current scale were formulated in both positive and negative formulas, as for the alternatives to respond to the paragraphs (agree, unsure, disagree) offset by a scale of degrees (1,2,3) corresponding to the paragraphs of negative content, with a score scale (2,3,2) 1) In this way, the total score of each respondent was calculated on the scale by summing the scores of his / her response on all the items.

Conducting paragraph analysis: For the purpose of obtaining data according to which the paragraphs are analyzed to find out their discriminatory power, in order to prepare the scale in its final form and in line with the characteristics of the studied society, and the goal of the research is to measure the extent to which elementary school pupils acquire the basic concepts of Islamic education from the teachers' point of view in Najaf, the researcher applied the scale on a sample of (10) teachers were randomly selected from elementary schools in the city of Najaf and (IPL) indicates that the goal of this procedure is to keep good paragraphs in the scale or scientific tool.

A- The two extreme samples method: In order to conduct the analysis in light of this method, the following steps were followed:

- 1- Determine the total score for each questionnaire.
- 2- The order of the forms from the highest degree to the lowest degree.
- 3- Determination of the (27%) of the questionnaires obtaining the upper and lower rungs, representing two groups of the largest size and the maximum possible distinction (13). Whereas the distribution of the members of this sample on the scale was closer to the equilibrium distribution, the researcher undertook the following procedure.
- 4- The application of the T-test (T-test) for two independent samples to test the difference between the upper and lower groups on each paragraph. The T-value was considered an indicator to distinguish each paragraph by comparing it with the tabular value and after comparing the used T-values, it was found that there are (11) unmarked

paragraphs because their extracted value is less than the tabular T value, which is (1.96) at the level of significance (0.01) and at the degree (0.214).

B- The relationship of the score of the paragraph to the total degree: The second procedure in analyzing the paragraphs is to find the correlation between the degree of each paragraph and the total degree, and one of the advantages of this method is that it provides the relationship with a measure homogeneous in its paragraphs and the Pearson correlation coefficient was used to extract the correlation between the degree of each paragraph of the scale and the total score of (30) questionnaires, which are the same forms that were analyzed in the light of the two extremes of samples. Because its extracted values are less than the values of the correlation coefficient according to the (Ebel) standard, which is equal to (0.19) noting that the paragraphs unmarked for this method are the same that were not distinguished by the two extreme samples method. Indicators of reliability and validity of the measure of the extent of acquisition of basic concepts of Islamic education among primary school students from the teachers' point of view.

First: Validity: Honesty is one of the important characteristics that must be taken into account in building psychological standards, and the honest scale is the measure that achieves the job for which it was set well, and the degree to which it is able to achieve specific goals, and (Oppenheim) indicates that Truthfulness refers to measuring paragraphs of what they are supposed to measure (Adas, 1994, p.33).

Two types of validity were achieved in the current scale:

1- Content validity This type of validity is achieved through rational analysis of the content of the scale and its analysis based on subjective judgments.

A Logical Validity This type of content validity is achieved through an accurate definition of the basic concepts of Islamic education, which the scale measures through the logical design of the paragraphs to cover all the important areas of this scale. We may find this validity available in the current standard because a clear definition of the variable basic concepts of Islamic education has been adopted (Alberto, 1986, p30).

B - Face Validity The best way to extract outward validity is to present the scale paragraphs to a group of experts to judge their validity in measuring the characteristic that is needed be measured. This type of validity was achieved in the current scale when its paragraphs were presented to a group of experts in Education and psychology, however, the scale is not entirely valid in terms of content veracity because there is no clear structure for the content. To address this, and in order to achieve more accuracy, a second procedure was adopted to find the validity of the scale, which is the validity of the construction (Berliner, 1983, p24).

2- Construct Validity: It is intended to analyze the degrees of the scale based on the psychological structure of the characteristic to be measured or in the light of a specific psychological concept, that is, it is the extent to which it is possible to decide that the scale measures a specific theoretical construct or a specific characteristic.

The relationship of the paragraph score to the total score: The total score of the scale is considered as real-time spoken measurements through its correlation with the grades of individuals on the paragraphs, and then the score of the paragraph is linked to the total score of the scale, meaning that the paragraph measures the same concept that the total score measures, and in light of this indicator it possesses structural truth and counted the scale The current analysis is based on this indicator as mentioned previously in the paragraph analysis (Anderson, 1985, p40).

Second: Reliability: It is the consistency in the scale results, and the fixed scale is a reliable scale and can be relied upon, and consistency refers in the words of (Cronbach)

to the consistency of the degrees of responses through a series of measurements that divide into two types: the internal consistency that is achieved if the scale paragraphs measure the same concept and the external consistency that is achieved when the scale continues to give consistent results by repeatedly applying it through For a period of time, and after selecting a random sample, the stability was extracted in two ways (Bardura, 1978, p30):

A) split-half method

The researcher divided the scale paragraphs into two halves, including individual and even marital, and to verify the homogeneity of the two halves, the researcher extracted the F-Ratio (Ferguson), where its calculated value reached (1.24 and when compared with the tabular value, it was found that it is not a significant function, which indicates the fulfillment of the condition of homogeneity between the degrees of the two halves of the scale, and the researcher also extracted the preson correlation coefficient of between the two halves of the scale and it reached (0.67) and after correcting it with the Seberman-Brown equation, the reliability coefficient of the scale was reached in this way (0.80) and it is a significant function at the level (0.05) (Doyle, 1985, p20).

B) Test Reset Method-

For the purpose of extracting the stability in this way, the researcher re-applied the scale on the same sample that was chosen by the half-segmentation method, and after two weeks of the first application, where (Adams) showed and after calculating the (Pearson) correlation coefficient between the scores of individuals on the two applications, the scale reliability coefficient reached according to these The method (0.77), and the high stability coefficient with the re-test method indicates the stability of individuals and the lack of fluctuation of their responses between one application and another, and thus indicates the accuracy of the scale (Alberto, 1986, p16).

The final application

The researcher applied the scale in its final form to the applied research sample at Nahj Al-Balagha Primary School for Girls in Najaf in February (2019). The application process was carried out by the researcher herself, where the process of instructing the teachers on how to answer and explain the instructions, and the application process proceeded normally..

4 Research results and their interpretation

The average scores of the research sample on the current scale reached (61.3200) degrees with a standard deviation of (13,553.83) degrees and it is noticed that this average is higher than the hypothetical average for the scale which is (60) degrees by using the T-test to identify the nature of the difference between the two averages, as it was found that Significant significant at the level of (0.05) and at the degree of freedom (80).

It is evident from the foregoing that the average scores of the individuals of the current research sample fall on the positive side of the scale of the extent to which elementary school pupils acquire the basic concepts of Islamic education. This means that the current study shows that elementary school students have the ability to acquire basic concepts of Islamic education.

The t-test for the difference between the average scores of the members of the current research sample on the scale of the extent to which elementary school pupils acquire basic concepts of Islamic education from the teachers 'viewpoint and the hypothetical average of the scale among the members of the current research sample.

Sample mean	standard deviation	Hypothesized mean	Calculated value	T-	Tabular T-value	Indication level
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62,3200	13,55383	60	61,3200	1,96	0,05
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Appendix No. (1)

The final picture of the scale of the extent to which elementary school pupils acquire basic concepts in Islamic education books from the teachers' point of view.

N Paragraphs	Agreed	Not sure	Not agreed
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

- the true intellectual developments of their country.
- 17 The flame of faith burns in the hearts of students through the subject of Islamic education.
 - 18 The Islamic education subject prevents the student from knowing his Creator.
 - 19 Student personality is hardened through the vocabulary of Islamic education.
 - 20 The concepts of Islamic education help expand the student's horizon of thinking.
 - 21 Concepts of Islamic education lead to distancing students from adherence to fusha.
 - 22 The beautiful meanings of life are represented in the students mind through these concepts.
 - 23 Embodied by the student the qualities that Islam is keen on.
 - 24 The student acquires the methods of human interaction through the vocabulary of Islamic education.
 - 25 Islamic education concepts call for leaving good aspects of life.
 - 26 The student can develop the correct solutions to his problems.
 - 27 The vocabulary of Islamic education emphasizes the concern for the external appearance of the human being.
 - 28 Concepts of Islamic education lead to the integration of culture and the strength of personality of the student.
 - 29 The Islamic education course helps to perpetuate the manifestations of intellectual rigidity among students.
 - 30 The concepts of Islamic education hinder the development of solutions to students' problems.