

The Extent to Which Quality Standards are Achieved in Islamic Education Books Developed for the Basic Stage from the Point of View of Teachers in Karak Governorate

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Abstract

This study aimed to identify the extent to which quality standards were achieved in Islamic education books developed in the basic stage from the point of view of teachers in Karak Governorate. They were randomly selected from among the male and female teachers of the directorates of education in Karak governorate, and they constituted (60.6%) of the study population, which numbered (470) male and female teachers. In order to verify the degree of quality standards in the Islamic Education Book for the developed grades of the tenth, seventh and fourth grades in Karak Governorate, a questionnaire consisting of (81) items were prepared distributed over eight domains. After verifying the validity and reliability of the questionnaire, the study concluded that the field of artistic output quality got the first rank, as it obtained the highest arithmetic mean value (4.00) and a great degree of verification, then the field of content quality for the book with an arithmetic average of (3.95), and in the third place the field of evaluation quality With a mean value of (3.92), and in the fourth place, the domains of quality of presentation of content and objectives, with a mean value of (3.91), and in the fifth place, the field of quality of introduction, with a mean value of 3.90, and in the sixth place, the field of quality of activities and exercises, with a mean of (3.85), in When the field of educational aids quality got the last rank with an arithmetic average of (3.82), and in light of the results that were reached, the study recommends the need to design educational aids so as to provoke the thinking of learners, taking into account simplicity and clarity, and to meet the needs and abilities of students and their developmental stages.

Keywords: Quality Standards, Islamic Education, Developed Curricula

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INTRODUCTION

The curriculum in its modern concept is an approved written plan for learning and teaching, or the means used by education to achieve its goals. It is a systematic structure that consists of elements and components, has inputs and is carried out through processes, ending with outputs represented by the learners whom we prepare at a certain level to serve the self and society, and adapt to the reality of Life with its many developments. (Hindi et al., 1999).

The curricula came to develop the educational process on the basis of many concepts, changing circumstances, educational goals, and educational missions that combine authenticity and modernity, and are in line with the course of the times and keep pace with the current development, whether at the educational level and what the information revolution has brought about, or at the educational level and what the learner needs in light of technical progress. (Al Kathiri, 2012).

In fact, the process of developing educational curricula has to do with educational processes in general, not just specific school curricula or teaching methods, but rather a process that requires great cooperation in the field of planning, design, implementation and evaluation system.

Islamic education is the best means used to clarify and establish the foundations of faith, ideals and values in the hearts of the people of society in accordance with the general intellectual framework of the Islamic approach, and what accompanies that in preparing all members of society, individuals and groups, to mobilize all their educational and practical energy according to their individual and collective abilities in proportion to the current data. Civilization. (Al-Hiyari, 1994).

As long as the curricula of Islamic education in its various stages cannot remain in isolation from the curricula of general education, then it is necessary to consider the development of its educational curricula just as it considers the development of other educational curricula, especially since educational curricula in general must pay attention to the beliefs of society, nor It is permissible to study and develop education without looking at the doctrinal reality of the Arab society. (Al-Samouk and Al-Shammari, 2003).

The Ministry of Education (2015) focused, at all stages of its inception, on developing the Islamic education curriculum as a cornerstone in the curriculum system, which is concerned with bringing about positive changes in the behavior of learners. society, openness to humanity, and looking ahead to the future, taking into account development and progress. The Ministry of Education held several educational conferences, (1987, 2015), and

one of the most prominent recommendations was the need to develop curricula in general, including the Islamic education curriculum. (Ministry of Education, 2015).

Among the most important features of the modern Islamic education curriculum:

1. It meets the needs of the learner and the needs of the community and makes it a main goal without compromising the study material and its requirements, but rather employs it for the benefit of the learner and society by coordinating the Islamic educational material with the accumulation of knowledge and reorganizing it through research and thinking ... and not only through memorization and indoctrination.
2. The learner must be the focus of the Islamic educational process, so it is necessary to pay attention to the individual differences between students and to meet their needs according to their individual capabilities and abilities.
3. The Islamic education curriculum should not be limited to the book and the classroom... because it includes the school with all its capabilities, services and activities.
4. The process of Islamic education, according to its modern approach, is directly related to the social environment.
5. The study material is an essential part of the Islamic education curriculum because it is the means and process for modifying and evaluating the behavior of the learner, because it draws from the sources of Islamic belief, the Noble Qur'an and the Noble Hadith.
6. The Islamic education curriculum is concerned with developing the student's personality in all its dimensions to face the challenges he faces.
7. The Islamic education curriculum seeks to develop the student's abilities for continuous self-learning to use his learning in the affairs of his personal and social life (Al-Samouk and Al-Shammari, 2003).

The textbook is a basic pillar of the curriculum, an organizational framework for the scientific content in it, and a basic reference for the student and the teacher alike. It constitutes the link between the educational material and the student, as it provides the highest level of educational and scientific experiences directed to achieve the desired goals. Therefore, it should be carefully designed in terms of: Choosing its components, organizing its educational experiences, and producing it in form and content in line with the cognitive, psychological, technical, technical and informational foundations, to be an effective educational tool that facilitates the learning process for students (Hummel, 2015).

PREVIOUS STUDIES:

Islamic education books, like other books, have received the attention of scholars and researchers in Jordan and abroad alike, and many studies have been conducted that focused on verifying quality standards and analyzing the content of these books according to specific standards. The current study is ranked from oldest to newest.

The study of Abdul-Jalil, (2003), which aimed to evaluate the Islamic education textbook for the seventh grade in the Palestinian curriculum from the point of view of teachers. The study population consisted of (120) teachers of the seventh grade of basic Islamic education in the schools of Nablus Governorate in Palestine, and the study sample consisted of (40) male and female teachers, of whom (25) were male and (15) female teachers. The researcher developed a tool for the study, which is a questionnaire consisting of (16) paragraphs in its final form, and it was on seven assessment areas, and the study concluded that the book is educationally acceptable to a high degree, as the total arithmetic mean of the teachers' assessment estimates for the book was (3.8) on the five-point Likert scale, with a percentage of (76%), and the estimates of teachers who teach the Islamic Education Book for the seventh grade for all fields of study are high.

Salahin, (2003). With a study aimed at evaluating the Islamic culture book for the first comprehensive secondary grade from the point of view of teachers and students in four districts (Kasbah Al-Salt, Al-Shouna Al-Janoubiya, Ain Al-Basha, and Deirala) Al-Balqa Governorate for the academic year 2002/2003, the researcher developed two questionnaires, one for students and the other for teachers, consisting of eight Domains (form of the book, content, taking into account individual differences, language of the book, presentation of the scientific material, means and activities, development of thinking, and evaluation methods. Students is the field (presentation of scientific material), as for teachers, the least important field was the field of thinking development, while the teachers' point of view coincided with the students' point of view that the best areas of the book are the form of the book and its output. The researcher recommended a set of recommendations focused on the necessity of evaluation The continuous work of the Islamic Culture book, and its inclusion of appropriate means and activities, and the material through which it works to develop students' thinking.

Dahbour conducted a study, (2006), aimed at evaluating the Islamic science book for the secondary stage from the point of view of Islamic education teachers in the light of the Educational Development Conference in Jordan, for the academic year 2004/2005, to determine the suitability of the book as a learning tool, and to reveal the strengths and its weakness. The study sample consisted of (225) male and female teachers who are studying the Islamic science textbook for the secondary stage in the central region of the Hashemite Kingdom of Jordan, of whom (186) responded, or (82.66%) of the sample size distributed among the various directorates of education And education in the middle region, and the study reached the following results: The degree of

relevance of the Islamic science book in the light of the educational development conference from the teachers' point of view is average, and the field of the book's general form ranked first and the field of educational aids ranked last. Among the most prominent recommendations that came out of the study: the need to give more care and attention to educational aids and activities by textbook authors and to involve specialists in educational aids during the writing process.

Al-Ayasra (2011) conducted a study aimed at evaluating Islamic education books for the eighth and tenth grade from the point of view of teachers for the 2007/2008 academic year. The results showed that the estimates of Islamic education teachers for all domains (the objectives of the book, content, method and teaching methods, educational activities, evaluation) were moderate. The teachers agreed on the presence of some negatives in the book, most notably: the large size of the educational material compared to the number of lessons allocated to Islamic education, its lack of problem-solving method and teaching by investigation, the lack of adequate illustrations and maps, and the lack of encouragement for students to refer to other sources of knowledge. And the inappropriateness of the book's size and output, and its reliance on traditional methods of evaluation. The study showed a number of strengths in the book, represented in: presenting the content in a sound language, free of contradictions and defects, appropriately organizing ideas and headlines and sub-headings, good use of forensic evidence, stimulating students' thinking and developing their mental skills. The researcher recommended the following: The Ministry of Education should focus on specialized training courses that provide the committees tasked with writing books with authoring skills, and select qualified specialists in curricula to write books. The study also showed that these developed books focused on the cognitive aspect in the field of goals; Therefore, the researcher recommended more attention and focus on the performance skill side, values and trends. The results of the study showed the weakness of the content in arousing the motivation of learners due to the lack of pictures, graphics and shapes, as well as the breadth of the content, which burdens the teacher and the learner. Therefore, the researcher recommended reformulating the content and providing it with pictures, shapes and graphics, and taking into account the breadth. And providing books with activities that contribute to the use of technology, such as computer activities and others. And reconsidering the number of classes allocated to Islamic education to help teachers pay attention to and implement activities. And the diversification of evaluation strategies contained in the book, especially evaluation strategies based on performance.

Abu Ghalioun (2016) conducted a study aimed at evaluating Islamic education books for the intermediate basic stage in Jordan in the light of contemporary environmental education standards. The study sample consisted of the same study community, which are the books of Islamic education for the basic intermediate stage issued by the Ministry of Education for the academic year 2015/2016. To achieve the objectives of the study, the researcher built a list of contemporary environmental education standards and then developed it into a tool for analyzing the mentioned books. The study tool included nine axes that included twenty-seven contemporary standards of environmental education. The results of the study revealed the low availability of contemporary standards of environmental education in those books. In light of the results of the study, the researcher recommended including the environmental dimension in the books of Islamic education for the intermediate basic stage in Jordan, by introducing environmental information and concepts, or linking the content to appropriate environmental issues.

Al-Battoush (2016) conducted a study aimed at knowing the quality standards of the Islamic education textbook for the third grade of the lower basic stage from the point of view of the class teachers. The researcher used the descriptive analytical approach, where she adopted a questionnaire consisting of five dimensions (89) items that were used and employed this tool after verifying its validity and stability in evaluating the Islamic education textbook for third grade students. The study population consisted of (202) class teachers distributed over (49) primary schools, where a sample of (120) class teachers were used in the schools of the Directorate of Education of the Southern Mazar District / Karak Governorate, in the 2016/2017 academic year. The results of this study indicated that the fields of general form and artistic direction, content, evaluation, obtained an arithmetic average higher than (80%) because they applied to the quality standards of the Islamic Education Book for third grade students, while the availability of the fields of pictures, graphics and language The book and its presentation style are less than the acceptable educational ratio to represent the quality in the Islamic Education Book. The researcher concluded with recommendations, the most important of which are: developing Islamic education books in line with the quality of the book's standards, conducting similar studies for other contents of Islamic education and increasing classes for Islamic education.

While Al-Shahoumi's study (2018) aimed to know the degree to which the quality standards are met in the Islamic education textbook for the twelfth grade in the State of Kuwait from the teachers' point of view. The researcher used the descriptive approach, and the study sample consisted of (36) secondary school teachers in the governorate. Ahmadi in the State of Kuwait, and they represent (85%) of the study population of (42) teachers. The study tool was a questionnaire prepared by the researcher to verify the degree of quality standards in the Islamic education textbook for the twelfth grade in the secondary stage in the State of Kuwait. The content field

ranked first as it obtained the highest arithmetic average of (3.53), and a great degree of verification, followed by the technical output with an arithmetic average of (3.42) and a high degree of verification as well, while the other fields got medium verification degrees, while the The field of educational aids is on the last rank with an arithmetic mean value of (2.84). Among the most prominent recommendations of the study is the necessity of setting educational goals at the beginning of each study unit, as well as diversifying the inclusion of a set of activities and exercises that achieve the desired educational goals at the end of each lesson in the Islamic Education Book.

We note by reviewing previous studies that they varied in their objectives. Some of them aimed to know the evaluation of Islamic studies books from the point of view of the study sample, such as the study of Abdul-Jalil (2003), the study of Al-Shahoumi (2018), the study of Dahbour (2006), and Abu Ghalioun (2016), as well as the goal of some The other is to know the extent to which the textbook has achieved special specifications that the study seeks to know, such as the study of Salahin (2003), Abdul Jalil (2003), and Al-Ayasra (2011), and the study of Al-Shahoumi (2018), the availability of quality standards in the Islamic education textbook for the twelfth grade in the State of Kuwait . While the current study aimed to identify the quality standards in Islamic education textbooks developed in the Hashemite Kingdom of Jordan from the teachers' point of view, it represents the first study according to the researcher's knowledge, which looks at the availability of quality standards in Islamic education books for the developed curricula for the classes whose curriculum was developed, which is Tenth, seventh and fourth basic.

THE STUDY PROBLEM:

There is an urgent need to verify the degree of quality of textbooks standards in general and Islamic education books in particular to know their reality in the educational field and their impact on achieving their goals for teachers and learners, and working on developing them.

Through the researcher's work as an educational supervisor, he noticed a clear deficiency in the performance of many Islamic education teachers of their teaching roles and roles and their understanding of what the curriculum is based on. The skills and abilities of the students and this is what was observed during the class visits.

The Dakar Conference in 2000 AD, as indicated by Al-Barbari (1428 AH), emphasized the need to apply quality standards in education that help solve the problems presented, and in this confirm the need to prepare experiments that verify scientific concepts for scientific research, and to adopt thinking and creativity skills in evaluating performance, and to benefit from Distinguished global experiences.

Therefore, this study came to identify the degree of achievement of quality standards in the Islamic Education Book for the developed classes in the Hashemite Kingdom of Jordan from the point of view of teachers.

STUDY QUESTIONS:

The current study sought to answer the following main question:

- What is the degree to which quality standards are achieved in the developed Islamic education books from the teachers' point of view?

Objectives of the study:

The study aimed to find out the degree of achievement of quality standards in Islamic education books developed in Jordan from the teachers' point of view.

THE IMPORTANCE OF STUDYING:

The importance of the study is represented in two aspects: one is theoretical, and the other is applied.

THEORETICAL SIGNIFICANCE:

1. The study is in line with recent trends that are concerned with knowing the achievement of quality standards in Islamic education books in the different academic levels.
2. The study is the first attempt within the limits of the researcher's knowledge to know the degree to which the quality standards are achieved in the developed Islamic education books from the teachers' point of view, and then to identify and strengthen the strengths, and places of deficiencies and address them.

As for the practical importance of the study, it can be benefited from its results in:

1. It informs those in charge, planners and developers of curricula and implementers of educational policies in Jordan with useful information with the aim of improving Islamic education books, as these books are in the experimental period, as well as some suggestions and recommendations that can be benefited from when starting any process of developing similar curricula.
2. Assisting researchers in conducting studies on total quality standards in the use of new curricular teaching methods
3. Helping decision makers to evaluate new approaches to take appropriate decisions.

THE LIMITS OF THE STUDY:

1. The study sample was limited to Islamic education teachers in Karak governorate for the academic year 2021/2022.

2. The study was limited to the (developed) Islamic education books for the tenth, seventh and fourth grades.
3. The study was limited to a questionnaire consisting of (81) items distributed over eight domains: the quality of the evaluation, the quality of the objectives, the quality of the content, the quality of content presentation, the quality of activities and exercises, the quality of educational aids, the quality of assessment, and the quality of artistic output.

IDIOMATIC AND PROCEDURAL DEFINITIONS:

STANDARDS: A set of scientifically controlled terms and conditions that are used as a base or basis for comparison and judgment on quality or quantity with the aim of enhancing strengths to enhance them, and diagnosing weaknesses to treat them. (Helles, 2004).

QUALITY: a criterion of perfection judged by whether or not what was intended to be provided for the provided service or product was performed on time and specifications that fit the needs of the beneficiaries of the service or commodity (Atiya, 2009).

DEVELOPED ISLAMIC EDUCATION BOOKS: These are the books prepared by the Ministry of Education for teaching in the schools of the Hashemite Kingdom of Jordan based on the decision of the Supreme Council of the National Center for Curriculum Development starting from the academic year 2021/2022.

TEACHERS OF ISLAMIC EDUCATION: Teachers who are scientifically and professionally qualified who teach Islamic education books for the tenth, seventh and fourth grades in the Directorate of Education in the Karak Governorate.

STUDY POPULATION: The study population consisted of all teachers of Islamic education for the elementary grades in Karak Governorate, who numbered (470) male and female teachers, according to the statistics of the planning departments in the four education directorates (Kasbah, Al-Mazar Al-Janubi, Al-Qasr, and the Southern Jordan Valley for the academic year 2021/ 2022).

The study sample: The study sample consisted of (285) teachers of Islamic education for primary grades in the Karak governorate who were selected by simple random method at the school level, from whom the sample constituted (60.6%) of the study population, and table (1) shows Distribution of the sample members according to some variables:

TABLE (1): DISTRIBUTION OF THE STUDY SAMPLE MEMBERS OF ISLAMIC EDUCATION TEACHERS ACCORDING TO SOME VARIABLES

Variable	Category	Frequency/Percentage
Sex	Male	(37.9)108
	Female	(62.1) 177
Qualification	Diploma	(1.4) 4
	Bachelor	(66.3) 189
	High Studies	(32.3) 92
	less than 5	(11.2) 32
	5 - less than 10	(17.5) 50
Job Experience	10 – 15	(36.5) 104
	More than 15	(34.7) 99
	Grade 4	(21.5)61
Grade	Grade 7	(67.3)191
	Grade 10	(33.8)96

CLASSROOM MULTI-RESPONSIVE OPTION:

It is clear from the data in the above table that 62.1% of the sample members are female teachers, compared to 37.9% of the male teachers. The results indicated that two-thirds of the study sample (66.3%) had a bachelor's degree, and 32.3% had postgraduate studies, compared to 1.4%. With regard to years of experience, the results showed that 36.5% of the study sample had 10-15 years of teaching experience, 34.7% had more than 15 years of teaching experience, and 17.5% had experience ranging from 5 to less than 10 years compared to 11.2% have less than 5 years of teaching experience. With regard to the classroom, the response rates of the study sample members exceed 100%, due to the presence of many teachers studying more than one course within the courses included in the current study, which are the fourth, seventh and tenth grades, and the results indicated that 21.5% of the study sample teach the class course The fourth is within the developed Islamic education curricula, and 67.3% are studying the seventh grade basic course, compared to 33.8% of the study sample members who study the tenth grade basic course.

STUDY TOOL:

The researcher prepared the study tool after reviewing the theoretical literature and previous relevant studies, including: (Al-Battoush, 2016), (Al-Shahoumi, 2018), (Al-Sharifin, (2021), and (Al-Shawra, 2021), and interviews were also held with some Students and teachers as focus groups to know their opinions in a detailed and accurate manner about the textbook. In addition, the researcher tried to investigate the most important criteria in light of which to evaluate the developed textbooks. In its final form, the tool included eight areas: the

quality of the introduction, objectives, content, content presentation, activities, teaching aids, evaluation and output Technical, and Table (2) shows the fields and the number of paragraphs in each field.

TABLE NO. (2): TOOL AREAS

NO	Field	Items NO
1	Introduction Quality	9
2	quality goals	12
3	Content Quality	17
4	Content display quality	8
5	Quality of activities	9
6	Quality of teaching aids	11
7	calendar quality	9
8	Art output quality	6

The researcher designed the study tool through (Google Drive), which is one of the (Google) tools, and it was sent electronically to the study sample through the available means, where the responses come automatically to the Excel file as soon as the response is sent, and the following five rankings were given to the responses (a very large degree, To a large degree, to a moderate degree, to a weak degree, to a very weak degree).

For the interpretation of the results, the following categories of teachers' average ratings were used:

- From 1 _ 2.33 represents the availability of the criterion with a low degree.
- From 2.34 - 3.67 represents the availability of the criterion with a medium degree.
- From 3.68 to 5, it represents the availability of the criterion to a large extent.

Questionnaires were unloaded; duplicates were monitored and statistically analyzed.

VALIDITY AND RELIABILITY OF THE STUDY TOOL

FIRST: VALIDITY.

The validity of the study scale was verified by presenting the questionnaire in its final form to a group of arbitrators with expertise and competence in the field of Arabic language and Islamic education and specialization in measurement and evaluation in order to judge the appropriateness of the linguistic formulation of the paragraphs of the scale, and the suitability of the paragraphs to the fields to which they belong and to express an opinion to the extent Appropriateness of the questionnaire paragraphs for the objectives of the study. In light of the arbitrators' observations, some paragraphs were reformulated and modified so that the questionnaire in its final form consisted of (81) paragraphs distributed over its eight fields, as it was applied to the study sample members.

SECOND: STABILITY

The stability of the resolution was verified with the concept of internal consistency through the use of the alpha-Cronbach coefficient, and the results showed that the values of the reliability coefficients for the resolution range ranged from 0.85 -0.94, and for the total of the scale domain, the value of the reliability coefficient was 0.98. In light of the values of the stability coefficients that have been reached, they are an indication that the questionnaire has an appropriate degree of stability for the purposes of the current study. Table (3) shows the results of the stability coefficients

TABLE (3) VALUES OF CRONBACH'S ALPHA STABILITY COEFFICIENTS FOR THE SCALE DIMENSIONS AND THE TOTAL SUM OF THE SCALE

NO	Field	Cronbach Alpha
1	Introduction Quality	0.87
2	quality goals	0.92
3	Content Quality	0.94
4	Content display quality	0.87
5	Quality of activities	0.91
6	Quality of teaching aids	0.93
7	calendar quality	0.92
8	Art output quality	0.85
	Total	0.98

PRESENTATION AND DISCUSSION OF THE RESULTS:

RESULTS RELATED TO THE FIRST QUESTION: What is the degree of achievement of quality standards in the developed Islamic education books from the point of view of teachers in Karak Governorate?

To answer this question, the arithmetic averages and standard deviations of the responses of the study sample members were calculated on the fields of the questionnaire as a whole, and Table (4) shows that.

TABLE (4): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE DEGREE OF EVALUATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE FIELDS OF THE QUESTIONNAIRE

NO	Field	Arithmetic Mean	Standard Deviation	relative weight	Rating score	Rank
1	Introduction Quality	3.90	0.57	78.00	High	5
2	quality goals	3.91	0.56	78.20	High	4
3	Content Quality	3.95	0.54	79.00	High	2
4	Content display quality	3.91	0.58	78.20	High	4
5	Quality of activities	3.85	0.62	77.00	High	6
6	Quality of teaching aids	3.82	0.65	76.40	High	7
7	calendar quality	3.92	0.63	78.40	High	3
8	Art output quality	4.00	0.59	80.00	High	1
		3.96	0.53	79.20	High	-

The results of the study indicated that the evaluation of the study sample members of the teachers of the developed Islamic education came to a large extent towards all areas of the questionnaire. The results indicated that the highest average evaluation score came towards the field of technical output quality, with a mean of (4.00) and a standard deviation of (0.59). It ranked first in terms of achieving quality standards based on the opinions of male and female teachers, and this indicates that those who carried out the art direction process were fully aware and aware of the importance of students' developmental characteristics. This result is consistent with the results of Al-Battoush study (2016), which indicated that the quality of the Islamic education book in the field of general form and artistic direction was high.while the lowest degree of evaluation towards the quality of educational aids field came with an arithmetic mean of (3.82), a standard deviation of (0.65) and a relative importance of (76.4). Attractive and interesting, and located in a suitable place for the lesson, with the teacher's belief in its importance to help students learn. It becomes clear to the researcher that the teachers of Islamic education have a high positive view of the development process that took place in all areas, the degree of evaluation was great, and this is due to the positive aspects they saw during their teaching of the curriculum. As for the evaluation of the study sample members towards the rest of the fields of the questionnaire, the results indicated that the average evaluation degree was close and ranged from (3.85-3.96), with a large evaluation degree.

And to explain the results related to the degree of achievement of quality standards in the developed Islamic education books from the teachers' point of view, according to each field alone and separately.

Results related to the evaluation of teachers of Islamic education developed towards the field of introduction quality.

The degree of evaluation of the study sample members, male and female teachers of Islamic education developed for the three grades: fourth, seventh and tenth, towards the quality of the introduction to the book, was identified by calculating the arithmetic mean, standard deviation, and the relative importance of the evaluation degree, and table (5) shows the results of the analysis.

TABLE (5): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE DEGREE OF EVALUATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE QUALITY FIELD OF THE INTRODUCTION

NO	Field	Arithmetic Mean	Standard Deviation	relative weight	Rating score	Rank
1	Give a summary of the general objectives of the book.	3.92	0.81	78.4	High	4
2	It refers to the educational principles that were taken into account in writing the book.	3.79	0.82	75.8	High	7
3	Confirm that the material of the book is the minimum for the curriculum.	3.70	0.85	74.0	High	8
4	Identifies other resources for learners to refer to	3.85	0.87	77.0	High	6
5	Directs the reader to benefit from the activities, educational aids, and evaluation methods.	4.01	0.79	80.2	High	2

6	Know the topics of the book a general definition in terms of the number of units.	3.99	0.75	79.8	High	3
7	Know its topics and the order of these topics.	4.02	0.79	80.4	High	1
8	Motivate students to learn.	3.92	0.82	78.4	High	4
9	Instruct students on how to use the book.	3.91	0.83	78.2	High	5
		3.90	0.57	78.00	High	

It is clear from the data in the above table related to the quality of the introduction to the Islamic Education Book that all the degrees of evaluation of the study sample members of Islamic education teachers in the Karak Governorate Education Directorates came to a large degree for all paragraphs. The results indicated that the seventh paragraph, which states “know its topics and the arrangement of these topics” came in the first place, with an arithmetic mean of (4.02) and a standard deviation of (0.79), with a significant evaluation degree. It is important to know the curriculum used in arranging the material of the book, and in the second place came the fifth paragraph, which states, “The reader is directed to benefit from the activities, educational means and methods of evaluation” with an arithmetic mean of (4.01) and a standard deviation of (0.79) and a large evaluation degree. As for the sixth paragraph, which Its text “knows the topics of the book in a general definition in terms of the number of its units” came in third place with an arithmetic mean of (3.99) and a standard deviation (0.75) with a large evaluation degree. My calculation is (3.85) and standard deviation is (0.87). The results of the study also showed that the second paragraph, which stated “referring to the educational principles that were taken into account in writing the book” came in seventh and penultimate rank with an arithmetic mean of (3.79) and a standard deviation of (0.82). The book is the minimum for the curriculum” came in the last rank with an arithmetic mean of (3.70) and a standard deviation of (0.85). The researcher attributes this result to the fact that some teachers have a negative view that the textbook remains the only source of information.

The results related to the evaluation of teachers of Islamic education developed towards the quality of the objectives of the book

The degree of evaluation of the study sample members of the developed Islamic education teachers for the three grades: fourth, seventh and tenth towards the quality of the course objectives was identified by calculating the arithmetic mean, standard deviation and the relative importance of the evaluation degree, and table (6) shows the results of the analysis.

TABLE (6): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE DEGREE OF EVALUATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE DOMAIN OF QUALITY GOALS

NO	Item	Arithmetic Mean	Standard Deviation	relative weight	Rating score	Rank
1	The objectives are related to the learner's nature, abilities and needs	3.82	0.86	76.4	High	9
2	The objectives of the book are logical and acceptable that learners can acquire	3.84	0.84	76.8	High	8
3	The emotional educational objectives are distributed on the levels: reception, response, evaluation and organization	3.86	0.80	77.2	High	7
4	The skill educational objectives are distributed on the levels of observation, perception, tendency, response, and directed training	3.93	0.70	78.6	High	4
5	It includes what develops in the learners life and social skills	3.91	0.76	78.2	High	5
6	The educational and cognitive objectives of the textbook are distributed within the levels of remembering, understanding, applying, analyzing, synthesising and evaluating	3.93	0.72	78.6	High	4
7	The objectives of the book are based on the general objectives of the curriculum	3.86	0.81	77.2	High	7
8	The goals emphasize belonging to the homeland	3.91	0.79	78.2	High	5

9	Objectives are formulated in a way that enables the selection of learning content, activities and assessment	3.97	0.74	79.4	High	2
10	Objectives in its folds direct the learner to continuous change	3.87	0.74	77.4	High	6
11	It includes what gives the learner the skills to deal with modern technology	4.04	0.75	80.8	High	1
12	The objectives develop scientific thinking, including problem-solving and thinking skills	3.94	0.76	78.8	High	3
		3.91	0.56	78.20	High	

It is clear from the data in the above table that all the degrees of evaluation of the members of the study sample, teachers of Islamic education in the Directorates of Education of Karak Governorate, came to a large degree for all the paragraphs belonging to the domain of quality objectives. The results indicated that the eleventh paragraph, which reads “includes what the learner acquires the skills of dealing with modern technology” came in the first place with an arithmetic mean of (4.04) and a standard deviation of (0.75) and a relative importance of (80.8), and the researcher attributes this result to the fact that the educational goals will not be achieved. The absence of an efficient teacher who keeps pace with the rapid developments and changes in the era of knowledge, and with the development of technology that has brought about changes in the educational system, as it provides the opportunity for learners to learn on their own. In the second place came the ninth paragraph, which reads “The goals are formulated in a way that enables the selection of learning content, activities and evaluation” with an arithmetic mean of (3.97) and a standard deviation of (0.74) and a relative importance of (79.4), and in the third place came the twelfth paragraph that reads: The goals develop scientific thinking, including problem-solving and thinking skills, with a mean of (3.94) and a standard deviation of (0.76), with a relative importance of (78.8). While the fourth paragraph came in the fourth paragraph, which reads "The skill educational goals are distributed on the levels of observation, perception, inclination, response, and directed training" and the sixth paragraph, which reads "The educational and cognitive goals of the textbook are distributed within the levels of remembering, understanding, applying, analyzing, installing and evaluating" with an arithmetic average of (3.93) And the relative importance of (78.6). The results also indicated that the fifth paragraph, which reads “includes what develops in the learner’s life and social skills” and the eighth paragraph, which states “the goals emphasize belonging to the homeland” came in the fifth place, with an average of (3.91) and a relative importance of (78.2).

The results showed that the second paragraph, which reads “The objectives of the book are logical and acceptable that learners can acquire” came in the eighth and penultimate rank with an arithmetic mean of (3.84) and a standard deviation of (0.84) and a relative importance of (76.8). In the last place, the results of the study showed that the first paragraph, which reads “The goals are related to the nature of the learner, his abilities and his needs” with an arithmetic mean of (3.82) and a standard deviation of (0.86), and a relative importance of (76.4). The nature of the learner, stages of maturity, inclinations and desires

RESULTS RELATED TO THE EVALUATION OF TEACHERS OF ISLAMIC EDUCATION DEVELOPED TOWARDS THE FIELD OF BOOK CONTENT QUALITY

The degree of evaluation of the study sample members of the developed Islamic education teachers for the three grades: fourth, seventh and tenth towards the quality of the course content was identified by calculating the arithmetic mean, standard deviation and the relative importance of the evaluation degree, and table (7) shows the results of the analysis.

TABLE (7): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE DEGREE OF EVALUATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE DOMAIN OF CONTENT QUALITY

NO	Item	Arithmetic Mean	Standard Deviation	relative weight	Rating score	Rank
1	The content is free from prejudice and racial discrimination	3.91	0.77	78.2	High	12
2	The content includes religious, political, economic and social values	4.18	0.78	83.6	High	1
3	The content highlights the contributions of the Arab Islamic civilization to human civilization	4.02	0.74	80.4	High	4
4	The content of the book relates to its objectives	3.87	0.88	77.4	High	14

5	The content includes knowledge components, facts, concepts, instructions, graphics and figures	3.94	0.78	78.8	High	9
6	The content is evenly distributed over the two semesters	4.05	0.72	81.0	High	3
7	The content in each of its topics deals with a main concept and other concepts	3.95	0.75	79.0	High	8
8	The content matches the vocabulary map of the subject as stated in the curriculum	3.98	0.73	79.6	High	6
9	The content is relevant to students' needs and experiences	3.95	0.74	79.0	High	8
10	The content includes authenticated texts and sayings	3.78	0.87	75.6	High	8
11	The content includes individual and group skills	3.95	0.73	79	High	8
12	The content includes the emotional and skill cognitive domains and the integrity of the phrase from the linguistic point of view	3.99	0.72	79.8	High	5
13	The content in the presentation takes into account the principle of transmission of the effect of learning	3.96	0.68	79.2	High	7
14	The content defines the new term when presented in a clear way	3.88	0.76	77.6	High	13
15	Available in content modernity and educational accuracy	3.93	0.75	78.6	High	10
16	The unit includes a frame of reference that provides references, resources, and additional materials	3.92	0.74	78.4	High	11
17	The content takes into account the numbering and adjusting ambiguous words	4.11	0.73	76.6	High	2
	Total	3.95	0.54	79.00	High	-

It is clear from the data related to the quality of the content of the developed Islamic education book that all the degrees of evaluation of the study sample members of the teachers of the Islamic education book in the directorates of education in Karak governorate came to a large degree for all paragraphs. The results indicated that the second paragraph, which states, "The content includes religious, political, economic and social values" came in the first place with an arithmetic mean of (4.18) and a standard deviation of (0.78) and a relative importance of (83.6), and the researcher attributes this result to the teachers' conviction that the content of the book Islamic education is the curriculum that should include these values, and that the content is not just information and knowledge that develops the cognitive and mental aspect of the student, but rather includes all aspects of the learner's life, and in the second place came the seventeenth paragraph which reads "The content takes into account the numbering and control of ambiguous words" with an arithmetic average It amounted to (4.11) and a standard deviation of (0.73) with a relative importance of (76.6), and in the third place came the sixth paragraph which states "The content is distributed over the two semesters in a balanced manner" with an arithmetic mean of (4.05) and a standard deviation of (0.72) with relative importance amounted to (81) .

The results indicated that the third paragraph, which reads, "The content highlights the contributions of the Arab Islamic civilization to human civilization," came fourth, with a mean of (4.02) and a standard deviation of (0.74), with a relative importance of (80.4). The results of the study also indicated that the twelfth paragraph, which states, "The content includes the emotional and skill cognitive domains and linguistic integrity" came in the fifth place, with an arithmetic mean of (3.99) and a standard deviation of (0.72) and a relative importance of (79.8). While the results indicated that the eighth paragraph, which states, "The content matches the vocabulary map of the subject as mentioned in the curriculum" came in sixth place with a mean of (3.98) and a standard deviation of (0.73) and a relative importance of (79.6). The results also showed that the first paragraph that reads "The content is free from manifestations of prejudice and racial discrimination" came in the twelfth place with a mean of (3.91) and a standard deviation of (0.77) and a relative importance of (78.2). And in the thirteenth and penultimate place came the fourteenth paragraph, which reads, "The content defines the new term when it is presented in a clear way," with an arithmetic mean of (3.88), a standard deviation of (0.76) and a relative importance of (77.6). And in the fourteenth and last place, the fourth paragraph, which states, "The content of the

book is related to its objectives,” came with an arithmetic mean of (3.87) and a standard deviation of (0.88) and a relative importance of (77.4). The researcher attributes this result to the conviction of some teachers that the textbook is not a translation of the curriculum, and does not represent the most appropriate tool to achieve its objectives.

RESULTS RELATED TO THE EVALUATION OF TEACHERS OF ISLAMIC EDUCATION DEVELOPED TOWARDS THE FIELD OF BOOK CONTENT PRESENTATION QUALITY

The degree of evaluation of the study sample members of the developed Islamic education teachers for the three grades: fourth, seventh and tenth towards the quality of the course content presentation was identified by calculating the arithmetic mean, standard deviation and the relative importance of the evaluation degree, and table (8) shows the results of the analysis.

TABLE (8): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE DEGREE OF EVALUATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE FIELD OF CONTENT PRESENTATION QUALITY

NO	Item	Arithmetic Mean	Standard Deviation	relative weight	Rating score	Rank
1	Ease and clarity of presentation language	3.92	0.76	78.4	High	3
2	The presentation deals with dividing the book into a number of units and the unit into a number of lessons	4.11	0.87	82.2	High	2
3	The content display connects the previous and the later	4.13	0.87	82.6	High	1
4	The presentation balances the nature of the content and the time allotted to it	3.85	0.84	77.0	High	6
5	The learner presentation encourages self-learning	3.72	0.87	74.0	High	8
6	The show is devoid of repetition and boring fillers	3.86	0.80	77.2	High	5
7	The educational material in the book is presented by moving from the whole to the parts, from the known to the unknown, from the easy to the difficult, and from the concrete to the abstract	3.78	0.86	75.6	High	7
8	Each unit ends with an appropriate summary of its main ideas	3.88	0.83	77.6	High	4
		3.91	0.58	78.20	High	-

The data in the above table related to the quality of the presentation of the content of the Islamic Education Book indicated that all the degrees of evaluation of the members of the study sample, the teachers of Islamic education in the Karak Governorate Education Directorates, came to a large degree towards all items. The results of the responses of the study sample members indicated that the third paragraph, which states, “Connecting the presentation of the content between the previous and the subsequent” ranked first, with an arithmetic mean of (4.13) and a standard deviation of (0.87), with a significant evaluation degree. The researcher attributes this result to the process of designing and writing textbooks by Highly qualified experts in the field of curricula, taking into account the adherence to the matrix of range and sequence, commitment to the study plan, the sequencing of the content of the subject throughout the school years, and appropriateness to the level of learners as a condition for the content presentation process. In the second place came the second paragraph, which reads “The presentation deals with dividing the book into a number of units and the unit into a number of lessons” with an arithmetic mean of (4.11) and a standard deviation of (0.87), while the results indicated that the first paragraph which reads “Ease and clarity of the presentation language” It came in third place with a mean of (3.92) and a standard deviation of (0.76).

And in the sixth place, the fourth paragraph, which states, “The presentation balances the nature of the content and the time allocated to it,” came in sixth place, with a mean of (3.85) and a standard deviation of (0.84). While the results of the study indicated that the seventh paragraph, which states that “the educational material in the book is presented by moving from the whole to the parts, from the known to the unknown, from the easy to the difficult, and from the tangible to the abstract” came in the seventh and penultimate rank with an arithmetic mean of (3.78) and a standard deviation of (0.86). In the eighth and last place came the fifth paragraph, which reads “The learner’s presentation encourages self-learning” with a mean of (3.72) and a standard deviation of (0.78), and the researcher attributes this result to the conviction of some teachers that self-learning is not suitable for all people, and is not suitable for some subjects. course, which needs a lengthy explanation, and then the students must possess high skills.

RESULTS RELATED TO THE EVALUATION OF TEACHERS OF ISLAMIC EDUCATION DEVELOPED TOWARDS THE FIELD OF QUALITY OF ACTIVITIES AND EXERCISES

The degree of evaluation of the study sample members of the developed Islamic education teachers for the three grades: fourth, seventh and tenth towards the quality of the book's activities and exercises was identified by calculating the arithmetic mean, standard deviation and the relative importance of the evaluation degree, and table (9) shows the results of the analysis.

TABLE (9): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE DEGREE OF EVALUATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE FIELD OF QUALITY OF ACTIVITIES AND EXERCISES

NO	Item	Arithmetic Mean	Standard Deviation	relative weight	Rating score	Rank
1	Activities are realistic, applicable and executable in light of the available capabilities	3.86	0.76	77.2	High	5
2	Activities follow various questions to assess the extent to which their objectives have been achieved	3.96	0.78	79.2	High	1
3	Activities concerned with different aspects of learning, cognitive, affective, and psycho-kinetic in a balanced manner	3.88	0.82	77.6	High	3
4	The activities are based on the principle of individualizing the learners by giving an opportunity in time so that the students implement them in a time that suits their mental abilities.	3.87	0.82	77.4	High	4
5	The activities are appropriate for the learners' maturity level, abilities and needs	3.77	0.75	75.4	High	9
6	Activities provide immediate feedback and reinforcement	3.83	0.82	76.6	High	6
7	Activities develop critical and practical thinking, innovation and problem solving	3.80	0.86	76.0	High	7
8	Book activities develop curiosity, participation, excursions, research and exploration	3.92	0.94	78.4	High	2
9	Activities require learners to write summaries and reports	3.78	0.85	75.6	High	8
	Total	3.85	0.62	77.00	High	-

It is clear from the data in Table (9) that all the responses of the teachers of the developed Islamic education book came to a large extent. The results indicated that the second paragraph, which reads, "The activities follow various questions to evaluate the extent to which their goals are achieved," came in the first place, with a mean of (3.96) and a standard deviation of (0.78), and a relative importance of (79.2). The researcher attributes this result to the fact that the questions that follow the activities and at intervals of time are useful in providing feedback that is useful in modifying the teaching method and increasing its effectiveness, as well as testing what students actually know, as well as testing how they perform, and working to develop learning skills and self-realization. In the second place, the eighth paragraph, which reads, "The book's activities develop curiosity, participation, trips, research and exploration" came with a mean of (3.92) and a standard deviation of (0.94), with a relative importance of (78.4). The results also indicated that the third paragraph, which states, "The activities concerned with different aspects of learning, cognitive, affective, and self-kinetic in a balanced manner" came in third place, with an arithmetic mean of 3.88, a standard deviation of (0.82) and a relative importance of (77.6). The results showed that the seventh paragraph, which reads "activities develop critical and practical thinking, innovation and problem solving" came in seventh place with a mean of (3.80) and a standard deviation of (0.86) and a relative importance of (76). In the eighth and penultimate rank, came the ninth paragraph, which reads, "The activities require that the learners write summaries and reports" with a mean of (3.78) and a standard deviation of (0.85), with a relative importance of (75.6). And in the ninth and last place came the fifth paragraph, which reads, "The activities are appropriate to the level of maturity of learners, their abilities and their needs," with an arithmetic mean of (3.77) and a standard deviation of (0.75), and a relative importance of (75.4). The researcher attributes this result to the concern of some teachers and their dissatisfaction with the exaggeration of the huge amount of activities and exercises in the developed curricula, in order to break the familiar methods of teaching and education.

RESULTS RELATED TO THE EVALUATION OF TEACHERS OF ISLAMIC EDUCATION DEVELOPED TOWARDS THE FIELD OF QUALITY OF EDUCATIONAL AIDS

The degree of evaluation of the study sample members, male and female teachers of Islamic education developed for the three grades: fourth, seventh and tenth, towards the quality of the teaching aids included in the course was identified by calculating the arithmetic mean, standard deviation, and the relative importance of the evaluation degree, and table (10) shows the results of the analysis.

TABLE (10): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE DEGREE OF EVALUATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE QUALITY OF EDUCATIONAL AIDS

NO	Item	Arithmetic Mean	Standard Deviation	relative weight	Rating score	Rank
1	Teaching aids help stimulate the thinking of learners	3.64	0.94	72.8	High	9
2	Teaching aids are linked to the objectives and content for which they are developed	3.93	0.85	78.6	High	1
3	Teaching aids encourage learners to produce teaching aids themselves	3.93	0.69	78.6	High	1
4	Teaching aids are simple and clear, free from complexity and data clutter	3.74	0.93	74.8	High	8
5	The teaching aids in the book are sufficient to help the learner	3.86	0.81	77.2	High	3
6	Teaching aids vary from charts, tapes, pictures, etc	3.75	0.84	75.0	High	7
7	The specific teaching aids in the book are attractive and interesting	3.87	0.80	77.4	High	2
8	Drawings, shapes, and images are derived from the students' local environment	3.87	0.85	77.4	High	2
9	Teaching aids are equipped with a key to read the meanings of the symbols contained therein	3.81	0.79	76.2	High	6
10	The teaching aids are accompanied by explanations and related and supportive activities	3.83	0.86	76.6	High	5
11	Pictures, graphics and shapes in appropriate places for the lesson	3.84	0.85	76.8	High	4
		3.82	0.65	76.40	High	-

It is clear from the data in the above table that all the evaluations of the study sample members of the developed Islamic education teachers towards the quality of educational aids came to a large extent. The results indicated that each of the second paragraph, which reads "The teaching aids are linked to the objectives and content for which they were developed," and the third paragraph, which reads "The teaching aids encourage learners to produce teaching aids themselves," came first with a mean of (3.93) and a relative importance of (78.6). The researcher attributes this result to the fact that defining the goal and the means is an essential element, as each means has a specific goal and a special method of use, and because every educational situation has its distinctive characteristics, it calls for a specific and appropriate educational method, and the importance of the means increases when it is based on its production or participation in its preparation by the student. The seventh paragraph, which reads "The specific teaching aids in the book are attractive and interesting" and the eighth paragraph, which states "The drawings, shapes, and images are derived from the students' local environment" came in second place, with an average of (3.87) and a relative importance of (76.6). And in the third paragraph came the fifth paragraph, which reads, "The teaching aids in the book are sufficient to help the learner," with an arithmetic mean of (3.86), a standard deviation of (0.81) and a relative importance of (77.2).

The results also indicated that the sixth paragraph, which reads "Variety of educational aids from charts, panels, tapes, pictures, etc." came in seventh place with a mean of (3.75) and a standard deviation of (0.84) and a relative importance of (75.0). And in the eighth and penultimate rank came the fourth paragraph, which reads, "The teaching aids are simple and clear, devoid of complexity and data congestion," with an arithmetic mean of (3.74), a standard deviation of (0.93), and a relative importance of (74.8). In the ninth and last place, the first paragraph, which reads, "The teaching aids help to stimulate the thinking of learners" came with an arithmetic mean of (3.64), a standard deviation of (0.94), and a relative importance of (72.8). The researcher attributes this

result to the conviction of some teachers that the teaching aids are not able to stimulate the student's thinking, and this is due to the teacher's inability to use the method correctly in the classroom situation due to his lack of experience in that.

RESULTS RELATED TO THE EVALUATION OF TEACHERS OF ISLAMIC EDUCATION DEVELOPED TOWARDS THE FIELD OF EVALUATION QUALITY

The degree of evaluation of the study sample members of the developed Islamic education teachers for the three grades: fourth, seventh and tenth towards the quality field of evaluation was identified by calculating the arithmetic mean, standard deviation and the relative importance of the evaluation degree, and table (11) shows the results of the analysis.

TABLE (11): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE DEGREE OF EVALUATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE FIELD OF EVALUATION QUALITY

NO	Item	Arithmetic Mean	Standard Deviation	relative weight	Rating score	Rank
1	The evaluation is based on the general and specific objectives of each unit.	3.91	0.73	78.2	High	6
2	A variety of essay and objective questions in their various forms and images	4.04	0.78	80.8	High	1
3	In the evaluation process, open-ended questions are asked (releasing thinking).	3.98	0.72	79.6	High	2
4	It raises questions at different levels such as remembering, applying, and deducing	3.82	0.74	76.4	High	9
5	Some questions can be answered in writing and others orally	3.96	0.72	79.2	High	3
6	The questions in the book include the qualities of a good question	3.93	0.77	78.6	High	5
7	Questions motivate learners to learn	3.94	0.79	78.8	High	4
8	The assessment takes into account the use of all available learning resources from a library, local environment, technologies and current events that students can answer	3.88	0.75	77.6	High	7
9	Assessment methods take into account individual differences among students	3.85	0.77	77.0	High	8
		3.92	0.63	78.4	High	-

It is clear from the data in Table (11) that all the responses of the teachers of Islamic education developed towards the field of evaluation quality came to a large extent. The results indicated that the second paragraph, which reads "Variety includes essay and objective questions in their various forms and images" ranked first with an arithmetic mean of (4.04) and a standard deviation of (0.78) and a relative importance of (80.8). The researcher attributes this result to the fact that the vast majority of teachers believe that activating good assessment and including various questions in all stages of lessons in the developed curricula take into account individual differences, help students self-evaluation, and provide immediate feedback, and that the book's questions contribute to arousing motivation towards learning, desired.

In the second place came the third paragraph, which reads, "In the evaluation process, open-ended questions are asked (releasing thinking)" with an arithmetic mean of (3.98), a standard deviation of (0.72) and a relative importance of (79.6). And in the third place came the fifth paragraph, which states, "Some questions can be answered in writing and others orally," with an arithmetic mean of (3.96) and a standard deviation of (0.72), and a relative importance of (79.2). The results of the study showed that the eighth paragraph, which stated, "The evaluation takes into account the employment of all available learning resources from a library, a local environment, technologies and current events that students can answer." It ranked seventh, with a mean of (3.88), a standard deviation of (0.75), and a relative importance of (77.6). The results also showed that the ninth paragraph, which states, "The evaluation methods take into account individual differences among students" came in the eighth and penultimate rank, with a mean of (3.85), a standard deviation of (0.77), and a relative importance of (77.0). While the results showed that the fourth paragraph, which reads "raises questions at different levels such as remembering, application and conclusion", came in the ninth and last place, with an arithmetic mean of (3.82), a standard deviation of (0.74), and a relative importance of (76.4). The researcher attributes this result to the teachers' lack of interest in classifying behavioral goals according to their fields, with a focus in preparing them on the cognitive field in general, and the reason for this is the lack of training in formulating behavioral goals, which leads to some teachers' lack of interest in higher processes such as application and conclusion.

RESULTS RELATED TO THE EVALUATION OF TEACHERS OF ISLAMIC EDUCATION DEVELOPED TOWARDS THE FIELD OF ARTISTIC OUTPUT QUALITY

The degree of evaluation of the study sample members of the developed Islamic education teachers for the three grades: fourth, seventh and tenth towards the quality of the course's technical output was identified by calculating the arithmetic mean, standard deviation and the relative importance of the evaluation degree, and table (12) shows the results of the analysis.

TABLE (12): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE DEGREE OF EVALUATION OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE FIELD OF TECHNICAL OUTPUT QUALITY

NO	Item	Arithmetic Mean	Standard Deviation	relative weight	Rating score	Rank
1	Book paper is of good quality in terms of color, size and page size	3.91	0.72	78.2	High	6
2	The book titles and subtitles are clear	4.14	0.79	82.8	High	1
3	The book uses the appropriate output for the characteristics of the students (outlines, key concepts in distinctive and different colors	4.07	0.77	81.4	High	2
4	Cover colors are attractive and interesting to students	4.05	0.80	81.0	High	3
5	Pictures, drawings and figures are located in appropriate places for lessons	4.03	0.87	80.6	High	4
6	The Islamic Education book is free from spelling, grammatical and typographical errors	3.99	0.85	79.8	High	5
	Total	4.00	0.59	80.00	High	-

It is clear from the data in Table (12) that all the degrees of evaluation of the members of the study sample, the teachers of Islamic education in the Directorates of Education in Karak Governorate, came to a large degree for all the paragraphs that belong to the field of technical output of the course. The results indicated that the second paragraph, which reads "The book's main and sub-titles are characterized by clarity" came in the first place with an arithmetic mean of (4.14) and a standard deviation of (0.79) and a relative importance of (82.8), and the researcher attributes this result to the fact that the clear title serves the purpose efficiently, so it was Most of the unit titles are quoted from the Holy Qur'an, and they are texts that are sacred to the teacher and the learner, in addition to the presence of a summary of the lesson title directly under the title, which gives a brief and clear idea of the topic of the lesson. The outlines, the main concepts in distinctive and different colors" with a mean of (4.07) and a standard deviation of (0.77) and a relative importance of (81.4) And in the third place came the fourth paragraph, which reads "Colors of the cover are attractive and interesting for students" with an average of (4.05) and a deviation of (4.05) The results indicated that the fifth paragraph, which states "there are pictures, drawings, and figures in appropriate places for lessons", came in the fourth place, with an average of (4.03) and deviation. A standard q of (0.87) and a relative importance of (80.6). In the fifth and penultimate rank, the results of the study indicated that the sixth paragraph, which reads, "The Islamic Education Book is free of spelling, grammatical and typographical errors," with an arithmetic mean of (3.99) and a standard deviation of (0.85), with a relative importance of (79.8). And in the sixth and last place came the first paragraph, which reads, "Book paper is of quality in terms of color, size and page area" with an arithmetic mean of (3.91) and a standard deviation of (0.72) and a relative importance of (78.2). The researcher believes that this paragraph and that it came in the last rank In the field of technical direction, however, the development process respected the accepted specifications in terms of: size, type of paper and page size, and through my work as an educational supervisor for Islamic education, I found praise for these specifications.

RECOMMENDATIONS:

In light of the results of the study, the researcher recommends the following:

1. Conducting more studies on the developed curricula for Islamic education from the point of view of educational supervisors.
2. Conducting studies on the developed curricula for the Islamic education subject according to Arab and Islamic standards.
3. Training teachers on the developed curricula before starting its implementation in order to prepare their minds to accept the development process, and so that there is no resistance to the expected development and change process.
4. Designing educational aids to stimulate the thinking of learners.
5. To take into account in the design of educational aids simplicity and clarity.

6. To take into account in designing activities the needs and abilities of students and their developmental stages.

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