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Evaluation of First Grade Intermediate Computer Curriculum in the Light of E-learning Requirements of the Islamic Schools teachers' viewpoint

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Abstract: Article focuses on methods of evaluating curricula for the intermediate stage, determining e-learning requirements when preparing the content of computer curricula. The study is aimed to evaluate the computer curriculum for first intermediate grade from the viewpoint of computer teachers in the Religious Education and Islamic Schools in Iraq, during the academic year 2021-2022. In this study we have used the descriptive analytical, the study has included (68) samples of teachers, who have chosen randomly from the study community, which numbered (245) teachers and supervisors. We used the questionnaire as a research tool, that included (5) main axes, and included under it (53) paragraphs, which were judged and ensured its validity and reliability to infer the results, and was considered as a standard for the study. The study concluded that there is a weakness in the practical aspect of the computer curriculum for the first intermediate grade, and the lack of training activities in it, in addition to the shortcomings in its objectives that do not meet the needs of students. The study found a list of E-learning requirements that must be available in its components and used in determining the level of meeting the computer curriculum at this stage, with an indication of the strengths and weaknesses of the current curriculum. The study indicated that most teachers are not satisfied with the content of the current curriculum, which has been updated for more than 8 years ago.

Keywords: Evaluate Computer Curriculum, E-learning requirements, First Grade Intermediate, secondary Islamic schools..

Introduction:

We cannot imagine the scenario of events and their accelerated course, theory and application are different in principle, and this reflected in the educational process in this era of continuous development of information technology tools. To cope with this acceleration, a generation capable of dealing effectively with information must be formed, and make decisions based on what is given information, this means that we should give special attention to IT subjects, especially in the first grades of secondary school.

Most important challenge is preparing the education system of educational staff, students, curricula and pedagogical technology. In a place that we cannot predict the change in conditions of life, and confront the crises that have prevented at 1.5 billion people from continuing their education. (Brief, 2020)

Geddis considered the content of textbooks to be the most important element in the learning process because they promote the mastery of activities and the organization of cognitive development, which are the basic tools of school learning. (Geddis, 2019)

In general, the goals of computer subjects at the present stage are as follows: 1) teaching students to work with computers; 2) Modern information technology was used after school to acquire computer knowledge and skills; 3) purpose of teaching computer is not just theory. It will not give the desired effect, so that must influence each other. (Mashchenko, 2011)

The computer curriculum can be characterized as an entertaining and interesting curriculum. Scientific structure is characterized by the presentation of applications and training programs in it with information on computer systems. Computers science lessons should include the maximum number of practical exercises necessary for students to develop an understanding directly related to computers. (Young, 2013)

Research problem:

According to Sunni Endowment- Islamic Studies, it was decided to teach computer science for First-grade Intermediate from the academic year's (2003-2004) to be included in the curricula established for this stage. In (2014) the textbook was reprinted and its content was updated (first edition) according to Endowment low No. 11740 on 12.08.2013. Based on the directives of department Curriculum and Development which provided defining the philosophy, goals, criteria, and indicators for selecting and organizing the educational content of the computer curriculum in light of the values and philosophy of society, as well as defining its contemporary issues in general, particularly religious and educational curriculums, while maintaining the authenticity of Sharia by spreading the centrality of Islam and renouncing violence and extremism, through the use of teaching and learning strategies, educational and educational activities, Information Technology and sources of knowledge that are in line with the new vision of the curriculum, And since the curriculum is one of the important elements in the educational process, hence the need to evaluate the current curriculum, researcher has been a computer science teacher from (2014) to the present, he offers the possibility of changing the goals of curricula and the continuous development of their content in accordance with the requirements of e-learning. On the one hand, reinforces strengths, and on the other, processing weaknesses, if any. Mastery of this subject plays an effective role in the effective learning to others curriculums.

Computer science is one of the important and rapidly renewed curricula, this change is a starting point for evaluating and analyzing the curriculum continuously in order to develop it without other curricula, its increasing impact to develop other sciences. (Zenko, 2020)

Therefore, the research questions to evaluate the computer curriculum of the Islamic Schools teachers' viewpoint can be identified in the Light of E-learning

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Requirements. The research aims to answer the following questions:

1-What is the evaluation of the computer curriculum in terms of objectives, content, activities, methods and general format, from perspective of teachers?

2-What is the opinion of teachers about computer curriculum at the Islamic schools?

3-Is there a statistically significant difference in the responses of sample study at the level of significance (0.05), corresponding to differences in experience and qualification?

Practical and Theatrical Significance

Theoretical Significance: This article focuses on the development of computer curriculum and enriching their content by developing the practical skills to prepare an educated generation skilled in the use of technology.

-Looking at the methods of evaluating the curricula for the intermediate grade.

-Determining the e-learning requirements.

Practical Significance: Needing to evaluate the computer curriculum for the first-grade intermediate, where it is the first-stage of Islamic schools begin teaching this science, and ongoing assessment for diagnostic feedback after more than eight years of field testing. Recent research in pedagogy points to the need for students to develop the competencies required by today's society.

Research Objectives

The study aims to evaluate computer curriculum in light of the e-learning requirements, through:

-Evaluation (objectives- content- activities- methods- general Formatting).

-Determining the e-learning requirements for the current stage.

-Showing the weaknesses, if any, and the strengths in the computer curriculum.

limits of study

Research is limited to the computer curriculum for the First-grade Intermediate in Islamic schools in Iraq, since these schools have their own curricula. Al-shamikh, in his study describes the foundations that are considered a starting point in curriculum evaluations: 1) the purpose of evaluation; 2) comprehensiveness of coverage the important aspects of the curriculum; 3) organizing results in the form of important data; 4) measuring evaluation tools through a variety of methods and scientific foundations; 5) continuity in documenting curriculum evaluation and observations; and 6) consideration of evaluation ethics. (Al-Shamik, 2018)

Department of religious education and Islamic Studies:

It is a department concerned with Islamic Studies and contains three departments: religious, secondary and parallel. The department sponsors targeted educational and educational activities through its schools spread throughout the governorates of Iraq, and seeks to make an educational leap in the student community in order to develop the educational reality in our beloved homeland, looking forward to a centrist thought away from extremism and hyperbole. (Religious Education)

Computer curriculum for first-grade intermediate

Since 2003, it has been permitted to teach computer science at the intermediate school, students' ages range (13-14) years old, which consists of three stages, both theoretical and practical, also called as seventh stage in some countries. (UNESCO, 2004)

Vocabulary of curriculum: The computer curriculum consists of (4) chapters, these chapters are distributed as follows: (Textbook of computer, 2014)

No	Address of chapters	Pages	No. of lessons
1	1. computer identification	16 – 9	4
2	2. physical components of computer	31 – 19	6
3	3. Hardware components of computer	40 – 35	3
4	4: software components	46 – 33	2
5	practical part	63 – 39	5
6	Total	64	15) Theoretical (5) ,Practically (

E-learning requirements

In March 2020, UNESCO estimated the number of schools that suspended official hours in an attempt to reduce the spread of the coronavirus (COVID-19), and (290.5) million students worldwide were unable to continue studying, that is, by almost (92 %). This is an unprecedented percentage in the statistics of the organization. Because of this pandemic, e-learning has entered into force in the educational institution and at home, taking into account that e-learning is the only solution for the sustainability of the educational process. (UNESCO, 2004)

Kashmar defines the requirements of e-learning as the tools, equipment and educational environment necessary to be used in e-learning, and the computerized courses required to be available in e-learning, in addition to the role of the teacher in this process. (Kashmar, 2017)

From here, it is possible to determine the e-learning requirements to be provided in his era, teacher, curriculum and student.

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Table No. 2. E-learning requirements

N	Requirements	For teacher	For curriculum	For students
1	Technology (computer)	Educational design skills.	Integrated content in the field of computers	Acquaintance with scientific terms
2	Internet	Management of educational activities.	Strengthening the practical aspect of the curriculum	Training on the computer system
3	Educational digital platforms	Mastering the use of techniques.	Enhancing content with audio-visual techniques	Training in Applied Computer Programs
4	Educational software	Getting to know educational software.	Determining skills necessary to learn within content	Training on the use of the internet.
5	Infrastructures in educational institutions	Preparation of educational content	Training activities and exercises	Mastering the skills of ICT
6	Evaluation applications	Supervision and control	The sequence of content from the system to the application	
7	E-libraries	Preparation of audio-visual lessons	Gradation in the presentation of scientific material	

Previous studies: The previous studies included several axes, including evaluating, analyzing and e-learning requirements, and computer curriculum:

1-**Study of (Kashmar, 2017)** entitled "requirements e-learning in the university educational process", study aimed to identify the basic elements of programs and tools to include e-learning in the educational process and determine the requirements for building computerized courses, study showed that investigative analysis (Deliberative) was used for many results of studies in the aspect of e-learning, and a weakness in knowledge of uses e-learning and lack of interest the administration in developing skills of teachers, lack of cadres and financial support, based on results this study, researcher recommended continuous training of teachers according to their capabilities and evaluating the role of teachers in university education.

2-**Study of (Gapter Akhimova, 2015)** entitled" proposed methodology for studying the basic information processes in the computer course at school", aimed to find out the methodological features of studying the basic information processes in the computer course at school. Study showed the proposal of an educational unit attached to lesson plan in the computer subject entitled information Processing and number systems for the intermediate stage.

3-**Study of (Al-Faram, 2021)** entitled "Evaluation and analysis of the computer and information technology curriculum for the first intermediate grade in the light of pragmatic theory", The study aimed to evaluate and analyze the computer curriculum for the first intermediate grade from the perspective of one of the scientific theories, namely pragmatism, study showed development of curriculum depends on the characteristics of students at this stage, taking into account the elements of curriculum according to this theory and its principles to an average degree (goals, content, methods, evaluate), curriculum focused on social and practical skills, and the curriculum took into account the minds of students and their perception of the world.

4-**Study of (Al-Bayati, 2012)** entitled "A proposed electronic model for a computer course for first-grade intermediate students in Islamic schools in Iraq in light of the objectives of the academic stage", aimed to develop computer skills among first-grade intermediate students in Islamic schools in Iraq by developing a computer book, and making it an electronic book, at results the superiority of the electronic course over the traditional book and giving students the practical skills necessary to work on a computer. We chose this study to take advantage of its results in current research.

5-**Study of (Geddis, 2019)** entitled "The Modern textbook as a means of building a learning process", this study tried to analyze the role of textbooks, It is considered as an essential component of the educational process. In order to prove the idea, a number of considerations were put in place to upgrade and update textbooks: 1) the compatibility of the content with the goals; 2) achieving the goals through tests; 3) compatibility the volume of educational materials with evaluating questions; 4) updating content regularly according to results of the evaluation; 5) presenting content in an attractive way, so this study showed the textbook should be the leading means of building the educational process.

Comments on previous studies

By reviewing the literature and books related to the topic, the researcher benefited from previous Arab and Foreign Studies in the theoretical aspect of the study. This study is similar to previous studies in terms of subject, evaluation process, computer science, studying stage (seventh grade), studying tools (questionnaire), sample (teachers).

It's differed in terms of spatial limitation, type of curriculum, as the current book differs from the rest of the books for the same stage in terms of vocabulary, topics, and the degree of depth for each topic.

Study variables: 1) independent variables: qualification, experience; 2) dependent variables: teachers' responses to the questionnaire's axes and paragraphs, numbering 53, and the open question about the current curriculum.

Method and procedure

Methodology: The current study follows the descriptive-analytical approach. The content of the computer curriculum has been analyzed for the purpose of continuously updating its content. Lindgren defines "content analysis" as a method that identifies some topics and concepts in data, and is divided into two parts, namely: concept and relationship analysis (Lindgren, 2020). Pashinyan's study indicated that content analysis process serves as a method of research (Isabella, 2012).

Sample study: sample of the study included (77) teachers of the computer curriculum in Islamic schools. They were randomly selected from a total of (245), teachers representing the study community. The questionnaire was distributed to the sample and returned

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from it just (68), after excluding incomplete questionnaires.

Study tool: to achieve the objectives of the study, a computer curriculum Analysis tool was prepared, which is considered as a standard for the study. It was designed based on the elements of content analysis represented by (goals, activities, methods of evaluation, the general form of the curriculum), besides a paragraph of open question for teachers about the current curriculum. Accordingly, results of the study were measured.

The study tool consisted of four paragraphs: 1) Introduction to the tool; 2) personal information about the qualification and experience; 3) topics of the study standard: objectives (9) paragraphs, content (17) paragraphs, activities (11) paragraph, calendar (8) paragraphs, general form (7) paragraphs; 4) open question. It was presented to (30) arbitrators with specializations in (curricula and general teaching methods). Standard of study was prepared by Google morels and published through the following link: https://docs.google.com/forms/d/e/1FAIpQLSctQ-mXXIQYPZaCFtRa3qGQpvD2d2kWfcWZQsK_NMwF6yt7Yw/viewform.

Credibility and Reliability

Credibility of the tool, after distributing the questionnaire, its credibility was verified through an account. The degree of credibility of the questionnaire items, which serves as a standard for study, as the measurement of reliability is considered "one of the characteristics that should be characterized by a good standard". (Abbas, 2021)

This was done using the Alpha-Cronbach equation, where the results were as follows:

Table No. 4. shows the credibility values of the standard paragraphs

N	Element	N. phrases	Alpha value	N	Element	N. phrases	Alpha value
1	Objectives	9	0.80	4	Evaluation	8	0,71
2	Content	18	0,74	5	General form	7	0,86
3	Activities	11	0,75	Total value		53	0,90

Table N. 4 shows Alpha value of resolution elements, which that ranged between (0.71 – 0.86), While the total value of the instrument reached (0,90), which is greater than the acceptable value (60 %) of the Alpha-Cronbach scale, therefore the values that we obtained above indicated that the standard has a high degree of stability which upon in this study.

Conclusions

In conclusion, the results of study can be summarized, and conclusions can be presented after answering the questions and confirming the hypotheses through the following procedures:

-In the context of this study, were considered methods of evaluating the curriculum for the middle stage in Islamic schools, specifically the first-grade intermediate, determining requirements of e-learning to be taken into account in the preparation of computer curriculum.

-Evaluation of the computer curriculum is the main objective of this study, where the curriculum was addressed from several axes: objectives, scientific content, training activities, methods of evaluation with its formative and final quality, and the full format of the computer curriculum.

-Results of the study standard can be summarized as follows:

Regarding the objectives of computer curriculum

1.Objectives of the computer curriculum are characterized by an "average" degree, in terms of: sequencing of subjects, gradual learning of students, compatibility of the current content with the current goals.

2.Inconsistency in curriculum objectives with a new vision.

3.Incompatibility of curriculum units with objectives.

4.Weak for focus on the practical side.

5.Difficulty measuring objectives.

6.It does not develop positive trends among students.

In terms of scientific content:

7.The curriculum does not take into account the areas of daily life.

8.Focusing on the theoretical stuffing in the content.

9.The language of content isn't appropriate to the level of students.

10.Content issues are limited and not comprehensive.

11.Non-observance of cognitive, skill and affective levels of learning.

12.Focusing on the theoretical side more than the practical.

13.Curriculum is devoid of Units summaries.

14.Curriculum resources are few and outdated.

In terms of practical activities:

15.The curriculum does not fulfill the content needed for a year.

16.Exercises and educational activities are insufficient to develop students ' skills and meet their needs at this stage.

17.Weak integration and lack diversity of educational activities do not stimulate creative thinking among students.

18.Lack of group work in which students work together.

19.Some activities and exercises were not distributed to all units of the book.

In terms of Evaluation methods:

20.The item "Diversity of Evaluation Methods" got a rating of "high".

21.The questions hasn't covered the subjects of unites.

22.Methods for evaluating didn't achieve the curriculum's objectives.

23.The questions of unit didn't promote students ' thinking or the basic ideas of the subjects.

24.The questions didn't measure all cognitive, skill, and emotional aspects of the students.

25.The questions aren't related to the objectives of the behavior.

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In terms of general form the curriculum:

26.The titles are appropriately differentiated from the rest of the topics.

27.The content fits with the cover design.

28.The inappropriate format of curriculum in terms of size the curriculum, the quality of its printing, and the distances between the lines and pages.

29.Inconsistency of the titles and poor covering of the curriculum.

In terms of the open question:

30.Requiring development.

31.Theory materials more than application.

32.The curriculum requires computer labs in the schools.

33.It is not appropriate for this age.

34.The curriculum requires computer labs in the schools since computers are a basic necessity.

35.Currently the computer science curriculum unit is only four courses, which is not enough to cover the minimum number of core required topics.

36.As for regarding the results related to the influence of the dependent variables on the answers of the sample, the study showed that there is no statistically significant difference between the averages of the sample answers in evaluating the computer curriculum according to the variable of experience and academic qualification, thus, there is no significant impact of the differences in experience and qualification on the answers of the sample.

Study Recommendations

-Re-development of the computer curriculum based on the findings of the current study.

-Aligning computer curriculum objectives with the present needs of the of today's students.

-Continuous revision and updating of the computer curriculum.

-Presenting the research results to the Curriculum and Development Division - Department of Religious Education and Islamic Studies to take into account to benefit from them in the development of the computer curriculum.

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