

Textbook Analysis of Islamic Studies of for Civic Sense at Elementary Level

Mahek Arshad* and Shazia Zamir**

Abstract

Textbooks are considered as an important part of any course so the selection of the most appropriate book for a particular context requires careful investigation. The content in the textbook should be persuasive enough to motivate all students to fit the skills necessary for a respected society. This study was conducted with the objectives to identify the content of the Islamic Studies textbook that promotes civic sense including community links, responsible citizen and awareness to follow law and to propose suggestions to improve the content on civic sense in Islamic studies textbook. It was a qualitative study and content analyses method was adopted. This study was delimited to the content analysis on civic sense including community links, problem awareness and awareness to follow law in Islamic Studies textbook of 8th class published by Punjab textbook board Pakistan for the academic year 2016 – 2017. The results showed that textbooks need to improve some areas regarding the student's civic awareness.

Keywords: Textbook analysis, civic sense, elementary level

*PhD Scholar, NUML, Islamabad. Email: mehakrshd@gmail.com

** Assistant Professor, NUML, Islamabad. Email: szamir@numl.edu.pk

Introduction

It is a fact that Pakistan is a state of ideology and as a result of preference has always been given such advice, help to strengthen the Islamic values of education. Young people's acquisition of knowledge, as well as their understanding of the key concepts of citizenship and citizenship development, are widely regarded as an important function of education. Nationally, citizenship typically includes systems of political institutions, citizens' rights and responsibilities, and mechanisms of social participation, as well as general concepts such as national identity, tolerance, and shared values (Schulz & Ainley, 2010). There are four components of civic education which includes: Civic sensibility (democratic society), political sensitization (duties, laws, rights and responsibilities as citizen), cultural moral development (family, community) and socio – economic development (public services, work) (Castles & Davidson, 2000).

Civic awareness is the basic social ethics. This is the society of hidden norms and values in the society adhere to the thoughtful person. Civic awareness is not just about keeping the roads clean, but also subject to national legislation that takes the lead in law-abiding, showing the person's respect and maintaining the proper behavior of codes in public places. Many countries can run smoothly because of its people's strong sense of civic existence. Citizens' attitudes have been defined as personal beliefs and feelings, and the individual's own participation in their communities and their perception makes the community different abilities. Citizens' behavior has been defined as people taking an active attempt to engage and different movements in their communities. Some scholars have pointed out that the overall decline in citizen life and the overall lack of participation in community services may contribute to community involvement in a negative way (Putnam, 1995). These concerns served as a driving force in the way that students were taught to engage in the way they lived (Lisman, 1998).

Dewey (1966) connects academics and is an early supporters of the community life, believing that students should have the spirit of service to infiltrate them and provide them with self-directed instruments to teach society. Dewey writes that classroom learning should be applied to the environment of the community. He argued that education should consist of a combination of formal and informal learning that takes place at school and learns through the concrete experience in the community (Hepburn, 1997). In order to improve and enhance the level of personal civic responsibility, a person must experience some level of civic learning. Ehrlich (1997) argues that the principle of community work and how to consciously study the citizenship to help it work better and theoretical learning are complementary. He also suggests that this form of learning is based on moral learning, which he has defined as "strengthening the character that leads to moral behavior." These factors include autonomy and others like compassion, kindness, honesty, integrity of

dignity, fairness and respect for commitment. Some authors found that learning through active activities such as service learning or community service as their own community accepts positive citizenship awareness to enable students (Coles, 1993).

Literature Review

The main reason for civic education comes from the essential nature of democracy; it requires active, intelligent and responsible citizens who are willing and able to take responsibility for themselves and their communities. These abilities do not develop independently but they have to learn and a certain amount of civic awareness can be given by ordinary experience, at home or at work and not by the kind of positive role that in itself is sufficient to equip citizens, in today's complex and diverse social arrangements. Civic education refers to citizens who have been interested in participating in national and social affairs and in recognizing their rights and accepting civic responsibility. Thus, even in developed countries, where most of the democratic political system, people and governments continue to strive to make the best possible civic education. Moreover, in the current era of globalization, strengthening civic education is one of the most important tasks of both advanced and developed countries (Crick, 1998).

Education is widely seen as the penultimate social panacea, bridging the deficit gap between the transmission gaps of a nation-state. This idea drives the universalization of educational reform because educating its citizens is seen as an economic and moral crisis in a country now a days that is at the mercy of all. The term "evaluation" is generally applicable to the process of making value judgments. According to Hutchinson and Waters (1987), the term "evaluation" is used to determine what is appropriate for a particular purpose. "In education, the term" evaluation "refers to methods used with curriculum related operations. It is a complex concept that involves the selection of information, analysis, transfer, use and manufacturing stages of quality decisions on the course. Curriculum evaluation is a necessary and important aspect of the education system of any country. It provides basic course decision making, feedback for continuous course adjustments and course implementation. Reliability (1963) states that "the assessment process should focus on collecting and reporting information that can help guide decision making in the development of educational programs and curricula". Therefore, the evaluation of textbooks is also considered to serve as an educational judgment.

There may be different evaluation methods. McGrath (2002) explains that the basic criteria are listed in the system checklist method. Other methods are impressions and in-depth methods, which means that the material is selected to pass the inspection. McGrath (2002) recommends pre-use assessments, in-use evaluations, and post-use evaluations. This means that the material should not only be used in the regular use

before, but as well as post-use evaluation. The basic explanation of McGrath's textbook evaluation concerns whether you are looking for something to be found, when found, then need to put a value on your findings. Evaluation means decision making by a person about a thing, so it also means that the evaluation may be subjective.

Perveen (2011) conducted her study to evaluate the curriculum at the primary level in the light of education policies and plans in Pakistan. The article discusses the objectives of the curriculum at the primary level and analyzes the objectives achieved by different educational policies and programs. The results show that the objectives of the curriculum are not fully realized. The implementation of curriculum policies and programs is still weak.

Aftab (2014) analyzed and evaluated the textbook "Essays and Heroes, and explored the extent to which it benefits both students and teachers. The aim is to contribute to the improvement of the English language curriculum at colleges of Pakistan. This study was exploratory and descriptive, for the analysis, the questionnaire and semi - structured interview have been used as a tool. The results show that the relevant teaching materials do not meet the needs of learners. Tok (2010) studied the book 'Spot on- at the preliminary stage in Turkey. After the evaluation, he explained the results; the book has some positive and negative characteristics. This book is of good quality, it is also helpful in the use of the teacher and, on the other hand, it also has some shortcomings of activities that are not yet developed and interesting, such activities do not provide accessory materials to achieve the objectives, it does not provide good communication activities as well.

While policy makers generally recognize that education as the engine of economic growth through the accumulation of human capital in fact, education is also strongly related to the level of social capital. In fact, the large expenditure on education in many democracies is an important reason for society, not just economic shocks, that an educated voter brings the benefits of civil society. Since the inspection of Pakistan in 1947, five Educational Policy Reports have been produced. These are:-

1. Educational Conference, 1947
2. Commission on National Education, 1959
3. New Educational Policy, 1969
4. National Education Policy, 1972 and
5. Educational Policy, 1978
6. National Education Policy 1998 – 2010

The salient features of the educational policy in Pakistan 1998-2010 includes the objectives of teaching related to Islam explicitly mention that "education and training should enable Pakistani citizens to lead their lives according to Islamic teachings according to the Quran and Hadith, to train them as a true Muslim practitioners. The goal of the National Education Policy in 1998 were similar to the policy of 1979 - was to create a voice Islamic society through education as a tool for spiritual development as well as material for human needs. To support this purpose it invoked the Pakistani founders' first educational work conference, where he defined the aims of education as citizens of Pakistan's future citizenship. Quaid-e-Azam believes that education should be provided to build our future economic life and building the character of our future generation so that they have honor, integrity, responsibility and selfless service in the highest sense of the nation (National Education Policy, 1998-2010).

The determinants of historical investigation and evolution of the Islamic system of education concern the factors that have led to and still contain elements in the establishment of a strong system of education in Pakistan. Islam, as a religion, contrasts with the European concept of religion. It includes the sum of Muslim life, inspiration from the Qur'an and the Sunnah. This is a broad conceptual difference between the two approaches - one that is clearly individualism and socialism. In order to bring it home to the modern mind, Islam, therefore, all its radiation, through its fundamental origin, the Islamic philosophy of life is safeguarded by the socio-economic, political, philosophical and moral foundations (Tirmizi, 258).

The relationship between Pakistani and Islamic ideology as a polity has been precisely elaborated on the influence of the viable system of education that makes modern minds possible to understand the Islamic philosophy of life, which provides a firm source of development in Pakistan. Education remains a public sector at all levels in Pakistan, even though elite institutions are more likely to be found in the private sector. Courses for numerous public schools are given the final approval of the Federal Ministry of Education curriculum. The textbooks compiled by the Provincial Textbook Committee follow the guidelines given in the course of constant stressing the need to indoctrinate the narrow definition of a set of Islamic values. The focus on Islamic studies became more pronounced by General Zia Ul Haq coup in 1977. Islamiyat had already taken a compulsory course from class I to class X, but is now receiving compulsory education up to B.A / B.SC. But does not require for a master's degree, but when students appear in professional exams, such as internal and external general medicine or CSS, they have to re-examine Islamiyat as a separate subject if they pass in this exam as well can only qualify (Faizi, 2010).

Objectives of the study

This study was conducting with the following objectives:

1. To identify the content of the Islamic Studies textbook that promotes civic sense including community links, responsible citizen and awareness to follow law.
2. To propose suggestions to improve the content on civic sense in Islamic studies textbook.

Conceptual Framework

Civic awareness gives students the knowledge, skills and understanding to play an effective role in society at the local, national and international levels. It can help them become sensible, thoughtful and accountable citizens who know their duties and rights. The content of this study enables the students to be aware of the role of citizens, rights and responsibilities. One of the important factors contributing to the choice of the research topic is that civic education is essential for all citizens, that is, young and old, such as educating the younger generation at the secondary level is very important because the young person The responsibility and obligation of the development of the times (UNESCO, 1995). Themes for the study were adapted from UNESCO (1998) ‘Citizenship Education for the 21st Century’.

Methodology

Present study is qualitative in nature. In the light of objectives of the study textbook of Islamic Studies Grade 8th developed by Curriculum Wing Ministry of Education and published by Punjab Textbook board was analyzed using qualitative analyses carried out through the technique of content analysis. The present study subscribes to civic sense including community links, problem awareness, responsible citizen and awareness to follow law dimensions

Data Analysis

The data were analyzed under the title of following three themes:

Community links: Refers toward the attachment with community both at micro and macro level, it shows a person’s concern with his family, relatives and with other people living around him. In the textbook following two chapters deal with this theme:

1. Husn-e-Muashrat (Good Companionship)
2. GharylyoZindagi (Family life)
3. Ittehad-e-Mili (United Nation)

In both chapters the concept related to community links is discussed. Many concepts are given in short chapters very shortly and the exercise was subjective based. There is a need to discuss and quote more examples for understanding and importance and need for the better community links should be discussed.

Responsible citizen: The second theme refers towards a responsible citizen know how about his surroundings, problems of people and society around him at regional, local and national level and work towards there solutions and take responsibility to make a better society by improving his acts and others around him. In the book, the following chapters dealt with this theme:

1. Amrbil Maroof wa Nahi Anil Munkar (Doing good and Forbidding evil)
2. Efa-e-ahad (Keeping a promise)
3. Haqoq-ul-Ibad (Rights of people)
4. Andaz-e-Guftagu (Way of Conversation)

These chapters convey to students that a good Muslim is a good citizen. A good Muslim is a person who does one's duties to Allah, one's family, neighbors and other people. Keep his promises, care for people and their rights and try to do good for the people.

Awareness to follow law: The third element consists of certain rights and responsibilities such as law, justice, rights and duties. In the textbook following chapters dealt with this theme

1. Nazm-o-ZabtaurQanoonkaAhytram (Control systems and Respect for Law)
2. Adal-o-Ahsan (Justice and Favour)

Topics like justice system and political system may be included. There is a need to inculcate some activities that help in developing good social values. In the text, it was mentioned that when citizens follow law and do justice with each other in daily life in every context a welfare society can be established. There is a need to mention some examples of such societies.

Table 1

Overall Analysis of Islamic Studies book

Impressionistic view	Total
Sections in book	5
Units in book	31
No. of activities in book	22
Units representing civic sense	9

Table 1 describes the overall analysis of Islamic Studies 8th Grade textbook. Book comprise of five sections which includes thirty one units in which nine units represent topics related to civic sense. Book includes twenty two activities performed by students like making speeches and assignments related with topics. The ends of chapter exercises consist of questions and fill in the blanks items.

Table 2

Civic sense topics in the textbook of Islamic Studies

Unit Title	Page no.
*Efa-e-ahad **(Keeping a promise)	21
*Husn-e-Muashrat **(Good Companionship)	26
*Adal-o-Ahsan **(Justice and Favour)	32
*Andaz-e-Guftagu **(Way of Conversation)	40
* GharylyoZindagi **(Family life)	43
*AmrbilMaroofwaNahi Anil Munkar **(Doing good and Forbidding evil)	49
*Haqoq-ul-Ibad **(Rights of people)	53
*Ittehad-e-Mili **(United Nation)	67
*Nazm-o-ZabtaurQanoonkaAhytram **(Control systems and Respect for Law)	72
*Urdu terminology	
**English terminology	

Table 2 describe that there were nine chapters related to the four themes of civic sense in Islamic Studies 8th Grade textbook.

Results and Discussion

The ability of students to demonstrate the necessary knowledge and skills necessary for effective participation in community, government, politics and life is citizen life. This study attempts to present a realistic picture of the duration of Islamic Studies course in civic awareness education. The major purpose of the study was to investigate and analyze the content of Islamic Studies on civic sense which includes community links, responsible citizen and awareness to follow law at class 8th respectively. To achieve the objectives the researcher critically analyzed the relevant content and material of the concerned textbook of Islamic Studies.

Teaching students to become good Muslims and good citizenship textbook focus on different aspects. The students learned that the best way to be a good Muslim is prayer, fasting, giving and filial piety. As for the prayer concluded that the performance of prayer is incumbent on every Muslim. Prayer helps people become conscientious and honest. The materials focus on inculcating Islamic and moral values. Students learn only to worship God, respect and obey their parents, courtesy and elders and love and kindness to treat young and fair to the community's neighbors and others.

In the light of the related literature band the extensive review of the concerned textbook the following conclusions were drawn:

1. Textbooks only emphasize the dissemination of information on civic awareness.
2. There are no objectives mentioned at the start of book which the book want to achieve and there are no chapter wise objectives.
3. There is no practical activity to perform which can help to develop civic characteristics in students.
4. It was concluded that Islam is fully in favor of and strongly supports civic sense among people for the better and smooth running society.
5. There are no guidelines for teachers and lesson exercises were rote learning based.
6. Students acquire the knowledge to learn important civic values, but they do not learn the skills needed for civic awareness and effective participation of citizens' lives.
7. There are no guidelines for activities and trainings to be performed by teachers and students related with civic sense indicators.

Recommendations

Pakistan is a developing country that needs to develop and rationalize the use of natural and human resources and it is necessary to equip young minds that will ultimately enhance the overall social, political and economic life of the people. Following recommendations are made:

1. Objectives of the book should be mentioned clearly which can help teachers to know what the book is demanding from them and their students and guide teachers to adopt different strategies to achieve those objectives. There should be chapter wise objectives to know about the specific targets and expectations.
2. Moral values, ethics and civic sense cannot be achieved only by reading the text material. There must be practical work and activities to be mentioned in the text books in the last of exercise in each chapter so that these characteristics can be adopted and performed practically.

3. Further research is recommended for the content analysis of textbooks of Islamic studies at every level of education in Pakistan.
4. Practical activities are needed to be emphasized in order to have a sense of good civic sense among students.
5. Textbooks should include higher order questions, develop skills of inquiry and encourage students to act and reflect on their roles as citizens.

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