# The Theoretical Framework for Enhancing the Level of Islamic Educational Values in the Islamic Education Textbook for the Sixth Grade of Basic Education in Libya as Realized by the Educational Inspection

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**Abstract**
The study aimed to determine the level of Islamic educational values in the Islamic education textbook for the sixth grade of basic education in Libya from the point of view of educational inspection based on Ibn Khaldun's educational theory. To achieve the objectives of the study and to answer the problem of the study, the researcher followed the mixed approach, which includes content analysis for the academic year 2020–2021. The aim of this paper is to discuss the demographics of the inspectors in the Islamic education material. For analysing the demographic characteristics of the study sample from the Islamic Education textbook for the sixth grade of basic education in Libya, 21 questionnaires were distributed to the inspectors of the Islamic education material in the municipality of Az Zawiyah. The sample size was calculated and the required analyses were conducted using the appropriate analysis tools, IBM SPSS v.23, and the results showed the validity and reliability of the sample at 0.929%, which is a high validity coefficient through which we can trust the tool. The results of the study showed a normal distribution test for the axes of the study; therefore, the data was appropriate for the study well in relation to the study sample. The values of the skewness scale and the values of the kurtosis scale for all the axes of the study are at the normal level, and this indicates that all values follow the normal distribution to a sufficient degree to achieve the objectives of the study. The values of the kurtosis scale, and in this framework, the expected results of the study are to know the number of repetitions, and through these repetitions, it is easy for the educational inspection to determine the level of educational values in the Islamic education textbook for the sixth grade of basic education in Libya and compare them with the education theories.
**Keywords:** Islamic Educational Values, Textbook Content, Basic Education, Libya, Ibn Khaldun's Educational Theory.

## Introduction

The challenges facing Muslim communities are increasing, especially in light of the tremendous progress in digital technology, which requires Muslim countries through the education sector, and in order to face these challenges efficiently and effectively, you must know the tools and means that help in these great challenges, and the most important of these means is the school through the textbook. The school can only fulfil its role through curricula that support and develop the desired pedagogical values that society wants. Islamic education has taken its place in educational curricula because it is one of the means relied upon to raise good generations and to help them develop Islamic educational values and to contribute to the development and improvement of their behaviour in accordance with the principles and teachings of Islam. Therefore, the Islamic Education Textbook is of particular importance in the educational curricula in the upbringing of the Muslim individual and the crystallisation of his thoughts through their association with the Islamic faith and the teachings of religion, and this association makes it the focus of the educational process that links the Muslim to the desired values in society, enabling him to interact positively within society (Abu Latifa et al., 2017).

The Ministry of Education in Libya has been interested in developing and modernizing the curricula, as it divided the Islamic education textbook for the sixth grade of basic education into: the Holy Qur'an and worship; the Sunnah of the Prophet and the biography of the Prophet; the Islamic faith; refinement and ethics. From the above, the position taken by the school textbook in general and the Islamic education textbook in basic education in particular, appears, and it contributes to instilling Islamic educational values for the sixth grade so that it becomes an approach and behaviour for all students, and this is what calls the researcher to know the content of the values in the Islamic Education Textbook.

The axis of interest in education is influenced by its role in building society and the priorities of this building process. Educational values are an important means of achieving its objectives and preserving the Muslim community through the aforementioned need to study and determine the level of Islamic educational values in Islamic education. The textbook for the sixth grade of basic education in Libya from the point of view of educational inspection is highlighted, to reveal the level of Islamic educational values in the study sample book, which contributes to the development of the Islamic education textbook, and to address the shortcomings in the aforementioned textbook.

## Literature Review

Several studies have shown that values are closely related to an individual's behaviour in different life situations. It lies behind this behaviour and directs it to give moral value; it is a kind of social control and pressure that directly affect the behaviour (Al-Ameen et al., 2004), Ibn Khaldun's educational theory emphasised the importance of knowing the number of repetitions by saying that some educated people may have a natural aptitude for art in less than three repetitions, depending on what is created for them and facilitated for them. Based on the above, we are aware of the importance of repetition in the content of the book, the fundamental nucleus of this ethical community system, that the student is the seed in this community according to previous studies, and what made the researcher search for the textbook based on these theories and through practical experience and what is observed through work in the education sector. As pointed out by (Al-Hilal, 1432) in his book The Art of Inculcating Values in Children, the process of acquiring values depends on the interaction

between the individual and the values in society, and this is done only through attention to educational values, and the best means of textbook.

The previous studies are considered one of the most important pillars of the research as a theoretical framework for the current study on the one hand, as well as educational theories are the basis for the educational process, as they help the researcher in an in-depth understanding of the aspects of the subject of the study on the other hand, and show different opinions on the subject. The researcher found many important references, books and literature that review in their entirety or in some parts the social problems and how to preserve Islamic educational values in these previous studies, but the researcher strived to list previous studies that highlighted aspects of social problems and theories in sociology as well as preserving the Muslim identity in this social momentum that calls for openness, which causes social problems in values, and how to solve these problems based on Islamic values derived from the Holy Quran, the Sunnah of the Prophet, and the biography of the nation's ancestor.

The researcher strives to list previous studies that highlighted aspects of social problems and theories in sociology, as well as the preservation of Muslim identity in this social momentum that calls for openness, which causes social problems in values, and how to solve these problems based on Islamic values derived from the Holy Quran, the Sunnah of the Prophet, and the biography of the nation's ancestor.

**General Education Curriculum in Libya**
The curriculum of the sixth-grade Islamic education textbook introduces the student to the basics of our true religion, so that it is a book to which both parents and the student refer, according to what is stated in the introduction of the book, also, be brief in phrases, and the multiplication of images, to suit the age of a student. The period of primary education shall be six years for students from the age of 6 to the age of 12. The Islamic education textbook for the sixth grade of basic education was written by a committee of Islamic education teachers**,** which is a publication of the Ministry of Education and the Center for Educational Curriculum and Research in Libya.

In order to achieve the objectives, set by the Ministry of Education, the Islamic education textbook for the sixth grade of basic education includes the following contents in the fields of (faith, worship, ethics, and transactions), which are distributed regularly in succession for each field.

The word "Manhaj (method)" is mentioned in the Holy Quran and it says: "to each of you We prescribed a law and a method." [Al-Ma'idah: 48]. The word "Manhaj (method)" means the clear path, and the word origin is the verb "Najh", (Najh Al Tariq) walked the path, (Al Tariq Alnahij) means the clear (essential). It is defined by Al-Moussa (2000) is the collection of educational cognitive experiences that are prepared by the Ministry of Education for the student in order to help them develop mentally, psychologically, culturally and socially with the aim of modifying the instilling of educational values among the student and achieving the desired educational goals. The process of analyzing the content of the textbook and its evaluation has received the attention of specialists in curricula and teaching methods during the past years.

**Islamic Educational Values**
Islamic educational values do not change with the change of time or place, because they are derived from the legitimacy of the Qur'an, the Sunni, and the consensus of the nation and are

the basis for preserving Islamic values and personality, and the educational process in the eyes of Ibn al-Qayyim has three elements, namely, the scientific subject, the teacher and the student. The success of the educational process is based on the validity of the content (Al-Hajjaji, 1986).

## Islamic Educational Values in General Education Curricula

The function of Islamic educational values in public education is the formation of the student who believes in God Almighty and creates him with Islamic values and preserves worship in addition to the worldly sciences that contribute to the progress of society in all knowledge controlled by law and good understanding and performance.

## Islamic Education Textbook for the Sixth Grade of basic Education in Libya

The contents of the Islamic Education Textbook for the sixth grade of basic education include the basis of the curriculum for the 2020/2021 semesters, for the Ministry's edition of the Center for Educational Curricula and Educational Research in Libya. The primary education period is six years for students from the age of 6 to the age of 12. The Islamic Education Textbook for the sixth grade was written by a committee of Islamic education professors as follows:

The curriculum of the sixth-grade Islamic education textbook introduces the student to the basics of our true religion, so that it is a book to which both parents and the student refer, according to what is stated in the introduction of the book, also, be brief in phrases, and the multiplication of images, to suit the age of a student.

In order to achieve the objectives, set by the Ministry of Education, the Islamic education textbook for the sixth grade of basic education includes the following contents in the areas of the Holy Qur'an and worship, the Sunnah of the Prophet and the biography of the Prophet, the Islamic faith, discipline and morals, which are distributed regularly in succession for each field.

The textbook presents methods that help the teacher achieve the educational goals and values required by the book: The Holy Quran and worship, Surat of the Holy Quran and then the meanings of the vocabulary, then the overall meaning, then what the verses guide to, and the study of worship comes first, then the ruling or wisdom from it, then the educational activity. The Prophet's Sunnah and the Prophet's Biography, the lesson of the Sunnah (Hadith), then the meanings of the vocabulary, then the total meaning, then what the hadith guides to, then the educational activity, and the study of the Prophet's Biography, the lesson, and then the most important results of the biography and then the educational activity. Islamic faith, discipline and ethics, the lesson of the Islamic faith, the introduction to the subject, and then the educational activity, the lesson of Discipline and Ethics, the lesson title and the subject entry, then the learning activity. In the margin of the book, from the bottom, there is a hadith or addition of information for the student, to reinforce Islamic educational values in the content of the Islamic Education Book in the general basic education in Libya.

## Previous Studies

That values have an important role in shaping the personality of the individual and determining his orientations and behavior in the society in which he lives, they lead the individual to judge the practices he carries out. And considering education in its final analysis as a valuable effort aimed at analyzing Islamic educational values and instilling them among young people (Al-Zaher, 1996). Many educators were interested in the subject of values and subjected them to study and objective scientific research. Previous studies as a theoretical

framework for the current study are important and on the one hand, the previous studies are one of the pillars of the research, and as they allow the researcher to understand in depth many aspects of the subject of the study on the other hand, and show different views on the subject, the researcher found many important references, books and literature that review in their entirety or in some parts social problems and how to preserve Islamic educational values in these previous studies.

Many previous studies related to Islamic education and values in the curriculum dealt with a number of topics, including the quality of educational values that need to be highlighted, their availability and how to level them to forms, educational programs and activities, which leads us to the level of educational values in the content of the textbook of Islamic education.

A study (Al-Khattab, 2020) found through the objectives of identifying the concept of intellectual security and the importance of identifying the role of educational institutions in enhancing the intellectual security of young people, using the descriptive approach and content analysis, showed the importance of strengthening the intellectual security of young people and explained its impact in correcting and consolidating ideas, principles, and values in the right direction, as the research showed the practical steps for that. The researcher used in this study the descriptive approach as well as the content analysis approach through monitoring repetitions and using a questionnaire, which he agreed within the methodology followed, and my study was characterised by the difference between the study community and the technical aspects of the book through the opinion of the educational inspector.

Another study (Al-Thaqafi et al., 2013), was done to identify the existence and representation of these values in the behaviour of the members of society. The researcher also aimed to examine the role of educational media in achieving Islamic values in the Muslim community through curricula, and the researcher found important results: that the general education curriculum of Islamic studies in Nigeria includes a system of the origins of Islamic social values, but the level of perception of its existence is to an average degree. He also found that the level of the educational media's role in achieving the representation of these Islamic social values, as well as Islamic educational values in various subjects, was moderate because of the lack of prominence of these values and their purpose in the educational curricula. The researcher came up with a set of important recommendations, such as reconsidering the objectives of the general Islamic education curriculum and the dimensions of philosophy, as well as reviewing the Islamic education curricula based on the modern curricula and their development. The importance of this study is highlighted in the results reached in the failure to achieve the goals and objectives of education. This study is different from above because it looks at the content and knowledge of the technical parts of the book. This study, on the other hand, only looked at the teachers' opinions and ignored the technical parts of the book.

In the study of Al-Ali (2017), the study aimed to identify the level of cultural identity appropriate for primary school students and to identify the degree of availability of this level in the social study from the point of view of teachers in the city of Hama. A questionnaire was used, and what differs from it in my study from this study is the use of analyzing the content of the target book, which was neglected in this study. He reached important results, including that the level of culture related to individual identity had a low degree of availability, and the level of culture related to social-cultural identity had a medium degree of availability, based on the researcher's findings, important proposals were clarified, most notably the adoption of a list of the level of cultural identity in the future during the design of curricula. This is what I agree with in some goals, which is the level of Islamic educational values, which certainly

affect the Islamic cultural identity based on previous studies, the difference of the study community and the knowledge of the repetitions in the Islamic education textbook for the sixth grade and the technical matters of the textbook.

The study of Al-Jarfali (1436), confirmed that the research aimed to study the concept of ethical values, the concept of atheism and its pillars, and factors of its spread and effects, and to achieve this goal, the researcher used the descriptive analytical approach, which is interested in describing the various aspects of these problems in the present era, as well as the deductive approach, which differs from my study, which used the descriptive approach in analysing the content of the book, which he neglected in this research, which is interested in inferring the role and impact of ethical values in reducing this phenomenon. The results found a positive correlation of moral values to atheism and limited its spread, which are important cues that reinforce the problem of my current study. which agreed with the importance of my study in the methodology, in the descriptive approach, and the analysis of the content of the book.

In a study (Al-Othman, 2014), the researcher used the descriptive, analytical and historical approach, which was disputed in my study, where I used content analysis, which the research neglected in the study. This study reached essential conclusions, which are that the school is the central pillar in instilling Islamic educational values, and that educational values in the curricula do not have an effect if they are taken fragmentary. Many of the studies recommended the need to develop educational curricula to include Islamic educational values. This is in line with my study in the general goal of the level of Islamic educational values in the curriculum.

In the study of Al-Ajrami (1433), the study aimed to analyze the educational values included in the Islamic education curriculum, and will use the descriptive approach to analyze the content, and the study reached a number of important results through which we showed after analyzing the Islamic education book that religious values ranked first, followed by moral values, followed by social values in terms of importance, followed by other values. It agrees with my study in the selection of the study sample as well as in the methodology, with the neglect of the technical aspects in the book, which in this study the researcher analyzed these aspects based on the point of view of educational inspection.

As indicated by the study of Abdul Wasie (2017), which aims to identify some of the characteristics of the Muslim community more clearly, and to highlight the place of educational values in the Hadith as an authentic educational method, and to identify the quantity of educational values included in the reference subject of the study, and the researcher used the descriptive approach to extract educational values for each discourse separately by tracking the conversations after extracting and monitoring them with the accompanying Quran to the books of education, and this confirmed in his research on the imperative of paying attention to Islamic educational values and emphasizing their effectiveness, highlighting the most important educational values, the Holy Quran and the Sunnah of the Prophet are among the most important sources of integrated Islamic educational values, both in preparing and raising the individual and directing the society, because they are full of foundations and living and renewable educational values. Educational values are positive qualities controlled by Sharia controls that lead to the learner leading to the required positive behavior in different situations that indicate the values of education according to the level of Sharia.

And the study by Al-Kilani (2005), the study aimed to find out the inclusion of educational values in Islamic education books for the basic stage in Jordan, in order to answer

questions through the educational values system in Islamic education books for the basic stage in Jordan. The study population included Islamic education books for the seventh, eighth, ninth and tenth grades, the study sample was the study population itself, the two researchers analyzed the content of the books, adopting the sentence as a unit of analysis, which is consistent with the current study. The answer to the first question showed that the total number of repetitions in the content of the study sample books reached 2377 times, and the seventh grade came first with 669 times by 28.14%, and the eighth grade came second with 585 times and 24.61%, and the tenth grade came third with 567 times and 23.85%, and the ninth grade came fourth with 556 times and 23.39. By answering the second question, It turns out that the ethical field was ranked first with a repetition of 945 times and a percentage of 40.13% of the total fields, and the worship field came in second with a repetition of 851 times, and a percentage of 35.80% and the doctrinal field ranked third with a repetition of 429 times with a percentage of 18.05, and the field of transactions came in fourth and obtained a repetition of a total of 76 times and a percentage of 3.20% of the total fields, and the social field ranked fifth with a repetition of 61 times or 2.57% of the total fields. The study found that educational values play an important role in shaping individual values because they contribute to and help guide the behavior of society.

In his important study used the same methodology as in this study of the content of the textbook. The aim of the study is to analyze the content of the curricula under study, and the study concluded that there is no clear plan in education through which integration is achieved between the branches of Islamic education, and between the other subjects, and this is what this study singled out in the necessity of integration with other subjects. This study revealed the strengths of achieving internal integration between the parts of Islamic education, such as addressing the stories of the prophets through the Quranic verses and the Prophet's Hadiths and calling to follow them, and this study revealed the high level of educational achievement among students in the experimental group. My study differs from this research in those two cross-sectional studies and a study of the content of a book with a survey of the opinion of education inspectors about the book and its outputs.

In the study of Mohamed (2009), this study aimed to determine the level of selection of Quranic verses in the content of the Islamic Education Textbook in the first episode of basic education in the Sultanate of Oman, by answering the questions, which is the level of testing the Quranic verses in the content of the Islamic Education Textbook prescribed for students of the first cycle of basic education, to answer these questions, the researcher used the descriptive analytical approach, to suit the study and its objectives, the researcher also prepared the following two tools, which are a list of the level of testing the Quranic verses and the content analysis card, which was agreed with him in the current study in terms of the curriculum and preparing a level of Islamic educational values and preparing a content analysis card, the results have led to a list of the level to be taken into account when choosing the Quranic verses, as well as there is a difference in the number of criteria available in the four grades subject of the study.

**Foreign Studies**
In the study by Brophy (1992), which aims to evaluate the curricula of the national curriculum for social education in primary education in the United States, the study interest was in the following areas: presentation, content, goals, educational means, and activities, evaluation, duties, and the study reached important results, that the goals are formulated in terms of behavior among learners, and not focusing on high mental levels, such as analysis,

composition, and judgment, and the focus was on facts. This study also focused on the content on the facts and paid little attention to the principles, it also neglected the social sciences in general and focused on the subject of geography and history, and did not focus on some aspects of the basic ideas, and did not consider the organizational structure of the content as well as the linkage and integration in the topics, as well as the inability to develop creative thinking among students.

The study of Chen (1997) that aimed to analyze the content of the textbook for the fifth and sixth grades of basic education for the academic year 1995-1996 and focus on the extent to which the textbook includes the social, economic and political aspects of society in Taiwan, and the extent to which it contains the objectives of the social study described at the level of the basic education curriculum in education for the year 1993, and to determine whether the questions contained in this book rise and develop with critical thinking. This study followed the method of analyzing the content of sentences and phrases in the textbook to describe the social structure, as well as analyzing a random sample of textbook questions, student guide and activity book, the results showed that the content of the textbook did not accurately describe the circumstances of the political, social and economic conditions of the community, the textbook was also judged to lack the necessary guidance for the development of critical thinking as identified at the level of the primary curriculum, and the clear book was ignored in focusing on important personalities and events that were of historical importance.

**Research Gap**

The textbook is an important tool for achieving the objectives set for the subject matter, it is a regular source of knowledge and information that contributes to the creation of an educational environment that maintains vital and positive interaction commensurate with the educational objectives of the content. Al-Ghazali considers that raising minds, nurturing talents, and looking at the new is a kind view and linking that to what is saved for God, in educating souls on piety and educating them, people benefit from it because it urges positive movement, thus, the concept of education in this framework becomes an engine for the nation, and in demonstrating the necessity of this link between teaching and education, he aims to provide a meaning of great importance that is overlooked by the latecomers, where he stressed the need to provide education to be a vessel, by making it a tool for learning, where he said "discipline before learning and starts to uphold discipline and then education, Education is only after discipline because those who do not have discipline have no knowledge" (Al-Ghazali, 2005), and when reflecting on the reality of the study sample book and surveying the opinions of officials in the study community, we note a problem, defect, and shortcoming in the Islamic Education Textbook for the sixth grade of basic education, and what the researcher found through subject experts in the study community, the education sector in Libya in this context, that there is a weakness in the Islamic education textbook for the sixth grade of basic education, and their agreement on the need for the level of the Islamic education textbook, the Islamic education textbook for the sixth grade of basic education in Libya.

**Method**

The researcher will use the mixed approach to achieve the objectives of the study and answer the questions of descriptive method of analysis, under which the content analysis is included to reach the educational values in the book of Islamic education subject of the study.

- **Descriptive approach**: It is the conduct of descriptive research to be able to describe, characterize and ascertain the variables present in certain conditions (Sekaran, 2006). The researcher used the descriptive-analytical method, which focuses on one of the educational phenomena, with the intention of diagnosing it and revealing its aspects by monitoring the rate of its recurrence (Stanger, 1981).

- **Content Analysis:** It is a set of technical methods and procedures that are designed to interpret and classify the study material, including written texts, drawings, pictures and ideas included in the textbook or curriculum

   The sixth grade was chosen based on the importance of the primary stage of basic education based on previous studies, and the sixth grade of basic education is the end of the primary stage, which is the beginning of the stage of full awareness, among the studies that analyzed the content of a book for the sixth grade is a study of Yaber (2010) as well as a study of (Al-Jamal, 1996).

### Participants

The study population for the textbook is in one of the education curricula in Libya, which is the same sample as the Islamic Education Textbook. The basic grades, which include the sixth of the educational stage, are important, as the student moves from the preparation stage and enters the empowerment stage. Based on the problem of study and its objectives, the target community consists of one of the educational curricula, which is the Islamic education textbook for the sixth grade of basic education in the education sector, the study community is relatively suitable for what the sixth grade of the end of the basic education stage represents, which is a stage in which the student is between the ages of 11, 12 and 13 years old, so that he/she will have a good outcome of knowledge and understanding appropriate to his/her age to obtain Islamic educational values from the textbook and outputs for the years of schooling and a knowledge base for the next stage of basic education and beyond. The study sample is the Islamic Education textbook for the sixth grade of basic education in Libya for the academic year 2020/2021.

### Data Collection

The items of the questionnaire were collected from a previous relevant study, and the questionnaire was distributed by hand in the Department of Guidance and Educational Inspection in the corner of Libya. A questionnaire is the formulation of a pre-prepared set of questions in which the respondent records his answers, usually by choosing one of the limited alternatives. The questionnaire was divided into the axis of demographic characteristics and the content of the Islamic education textbook, and it was divided into the field of introduction, the field of objectives, the field of the content of the textbook, the field of content presentation, the field of activities and training, the field of teaching aids, the field of evaluation, the field of artistic output of the textbook, and after presenting it to professors in the curricula at the Faculty of Education at the University of Zawiyah, and after reviewing it, the measures of the questionnaire were approved with some logical modification.

   The questionnaire is divided into the field of introduction consisting of eight items, the field of objectives into sixteen paragraphs, the field of the textbook content, under which the content axis falls sixteen items, the axis of presentation of content nine items, the axis of activities and exercises thirteen items, the axis of educational means thirteen items, the axis of the Evaluation twelve items, and the axis of the technical output of the textbook in twelve

items, to cover all aspects of the textbook. The Likert scale was used in this study as Sekaran (2006) mentioned the use of the Likert scale and its suitability for such tests. The Likert scale was designed to identify the strength of the approval or disagreement of the respondent on certain sentences, using a five-category scale (scores) to clarify the extent of your agreement or disagreement with each paragraph or sentence, and the group scales are used to measure most behavioral concepts. The questionnaires were distributed to the educational inspection in the education sector in Az-Zawiyah, numbering 21 inspectors, and 21 questionnaires were distributed, which is the whole sample, as indicated by Krejcie and Morgan, 1970 (Sekaran, 2006). For the academic year 2020/2021, inspectors of Islamic education were required to conduct the required analysis using the appropriate analytical tools.

The paragraphs of the axes were collected and the three axes of the questionnaire were selected (the field of introduction, the field of objectives, the field of textbook content, the field of content presentation, the field of activities and training, the field of teaching aids, the field of evaluation, and the field of artistic output of the book). It consists of 99 paragraphs, and these paragraphs were carefully selected, and the questions that serve these areas were selected based on previous studies until the first area became the field of introduction 8 paragraphs, the second area the field of objectives 16 paragraphs, and the third area the field of scope of the textbook 16 paragraphs, then the fourth area the field of activities and training 13 paragraphs, then the fifth area the field of educational means 13 paragraphs, then the sixth area the field of evaluation 12 paragraphs, then the seventh area the field of artistic output of the textbook 12 paragraphs, the questionnaire was arbitrated by four experienced university educators and one of the statisticians.

### Data Analysis
The study sample is analyzed using the mixed method, which is quantitative descriptive and qualitative content analysis, using the idea and the sentence as unit of analysis. Units of analysis, namely: word, subject (may be a simple sentence or idea revolving around) and personality.
Content analysis is mainly based on units of analysis, which can be a word, a paragraph, a topic, a personality, or the selection of the unit of analysis according to the nature of the study (Al-Ta'imah, 2004). In this study, the unit of the word, subject, and personality were used as units to analyze Islamic educational values, as they are the most appropriate for this study, as the word gives an indication of the number of repetitions and their availability, as well as the topic of the study in clarifying the religious values that are to be communicated to a student through the lessons subject of the book, as well as the paragraph as a unit of analysis to extract and clarify Islamic educational values, whether these values are implicit or explicit and know their size for the course as a whole. It was considered that the paragraph might contain one or more values and therefore, a repetition of each value was calculated.

### Steps of Analysis
### First: Steps to Analyze the Content of the Book
Data collection methods are an important part of research design, and there are a number of data collection methods for each of their advantages and disadvantages, and we have to note that the precise identification of the problem, and the selection of the appropriate method of data collection have a significant impact on the level of research value (Al-Rasheed, 2000),

In the first stage of the qualitative analysis, the content analysis is conducted, in which the researcher followed the strategy of designing synchronous triangulation in mixed

research (Creswell, 2009) for the need to interpret the results and generalize the results as well as improving the outputs of the study to understand the objectives through more than one stage (Greene et al., 1989), the researcher relies on the analysis of the content of the Islamic education textbook for the sixth grade and will extract Islamic educational values from the book. Content analysis is one of the qualitative methods used in the study of analyzing the content of the textbook by developing a well-structured plan that starts from identifying the selected sample and classifying it as well as analyzing it qualitatively in order to reach explanations and conclusions, to find out the number of repetitions, the researcher chose the study tool to analyze the content of the book of Islamic education for the sixth grade of basic education in Libya, and the procedures followed to analyze the content of the Islamic education textbook to extract repetitions of Islamic educational values included in the content of the Islamic education textbook for the sixth grade. The textbook is a written pedagogical document used by the student and teacher to achieve the desired goals (Hamdan, 2001).

The researcher extracted the values and iterations according to the following steps:
1. Reviewing the subject of Islamic educational values from its sources and preparing an analysis card of Islamic educational values included in the book Islamic education available and proposed based on previous relevant studies to become a reference to be measured.
2. Building a list with the aim of enumerating the Islamic educational values contained in the Islamic Education textbook for the sixth grade of basic education in Libya, and knowing the percentage of these educational values in each subject of the book separately.
3. The researcher extracts the educational values from the textbook for each subject, as they are suitable for students in the basic education stage, and conducts an analysis and knowledge of the level of Islamic educational values in the book.
4. Preparing a questionnaire and distributing it to the educational inspection to determine the opinion of the educational inspection on the content of the Islamic Education textbook for the sixth grade of basic education in Libya.

**Second: Descriptive analysis using the questionnaire**
To achieve the goal, the questionnaire data were distributed and collected by hand, and there are several methods of data collection (Sekaran, 2006). Through the researcher himself, as well as with the help of some trusted employees in each region, to distribute and collect the questionnaire to the educational inspectors, who represent the aspect of experience with the Islamic education textbook.

After arbitration, a distribution was started on the sample, which is the inspectors of Islamic education in the municipality of Az Zawiyah, the questionnaires were distributed on the educational inspection in Az Zawiyah. 21 questionnaires were distributed, which are all the inspectors in the Islamic education in the municipality of Az Zawiyah. The table in the book of Krejcie and Morgan (1970) presents the size of the required sample (Sekaran, 2006), which is all the sample, on 12/9/2021, for the academic year 2020/2021, the inspectors of the study sample in Az Zawiyah, and the required analyses were conducted on it using the appropriate analytical tools.

**Results**
**Descriptive Analysis (Description of Study Sample)**
Before proceeding with the statistical tests on the responses of the study sample to the paragraphs of the study axes, it is necessary to conduct the descriptive analysis of the study

sample in order to describe the study personnel based on the demographic variables in order to try to identify the most important variables that may affect the responses of the study sample members with regard to the paragraphs of the axes. The outputs of the descriptive analysis are the ratios, frequencies and graphs that describe each category of each descriptive variable, the results of the descriptive analysis of the study sample members are as follows:

**1- Gender**
Table (1) shows the number and percentage of both males and females in the study sample and Figure (1) shows the percentage of both males and females in the study sample.

Table 1
*Gender of respondents*

| SEQ. | GENDER | Quantity | Percentage  % |
|------|--------|----------|----------------|
| 1 | Males | 12 | 57.1 |
| 2 | Females | 9 | 42.9 |
| **Total** | | **21** | **100** |
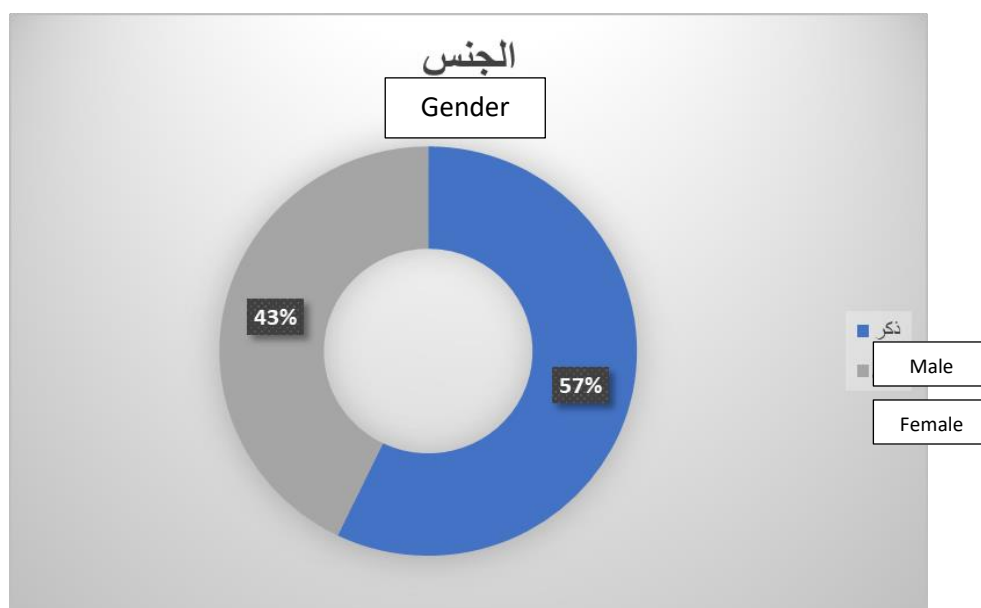


Figure 1 Percentage of gender distribution

From Table (1) and Figure (1), it is clear that the study sample contains 57% males and 43% females, which indicates that the largest category of the study sample is the males.

**2- Age**
Table (2) shows the number and percentages of the age groups of the study sample and Figure (2) shows the age groups of the study sample

Table 2
*Age groups of Respondents*

| SEQ. | Age Group | Quantity | Percentage  % |
|------|-----------|----------|----------------|
| 1 | 40 to 50 years | 9 | 42.9 |

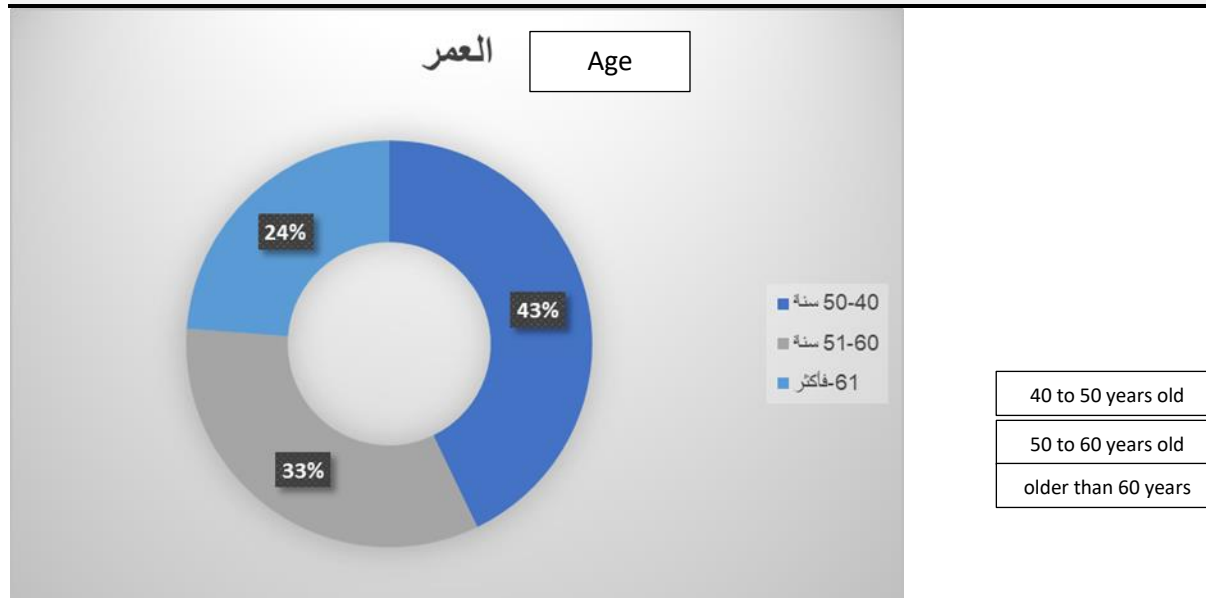| | | | |
|---|---|---|---|
| 2 | 51 to 60 years | 7 | 33.3 |
| 3 | More than 60 years old | 5 | 23.8 |
| **Total** | | **21** | **100** |



Figure 2: Age groups of Respondents

From Table (2) and Figure (2), it is clear that the largest age group among the study sample members is 40 to 50 years old by 43%, followed by the age group 50 to 60 years old by 33% and finally, by 24%, the age group is older than 60 years.

**3- Academic Qualification**
Table (3) shows the number and percentages of the academic qualification of the study sample and Figure (3) shows the educational qualification ratios of the study sample members.

Table 3
*Academic qualification of Respondents*

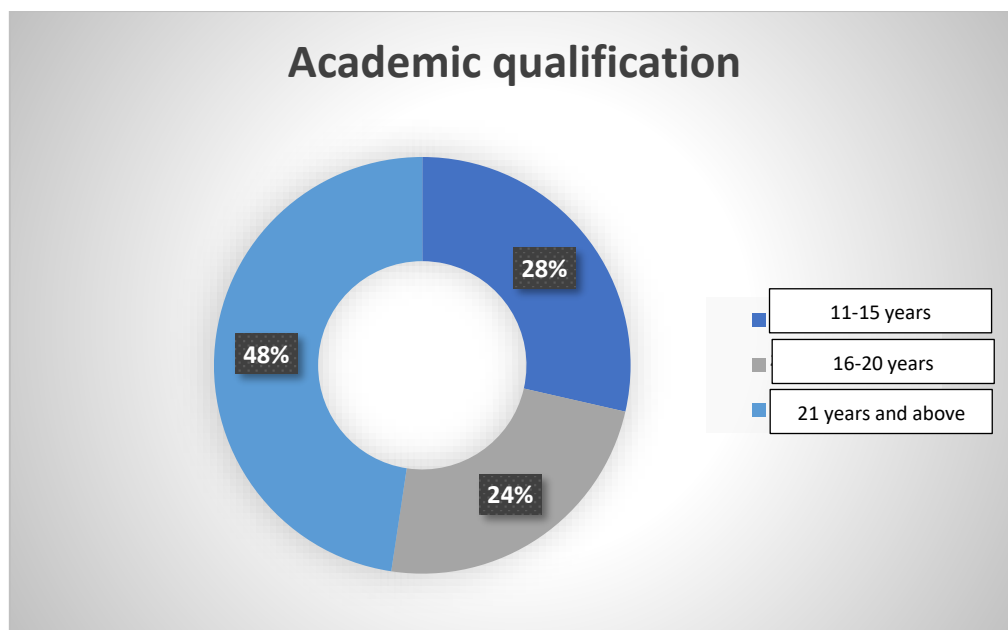| SEQ. | Academic qualification | Quantity | Percentage  % |
|---|---|---|---|
| 1 | Intermediate Diploma | 10 | 47.6 |
| 2 | Higher Diploma | 9 | 42.9 |
| 3 | Bachelor | 1 | 4.8 |
| 4 | Master's | 1 | 4.8 |
| **Total** | | **21** | **100** |

Figure 3: Academic Qualification proportion

From Table (3) and Figure (3), it is clear that the largest educational qualification among the members of the study sample is Intermediate Diploma by 47%, followed by the academic qualification Higher Diploma by 43%, then the scientific qualifications Bachelor and Master with the lowest similar percentage, which is only 4.8%.

**4- Job Title**

Table (4) shows the number and percentages of the job title of the study sample and Figure (4) shows the job title ratios of the study sample members.

Table 4

*Job category of Respondents*

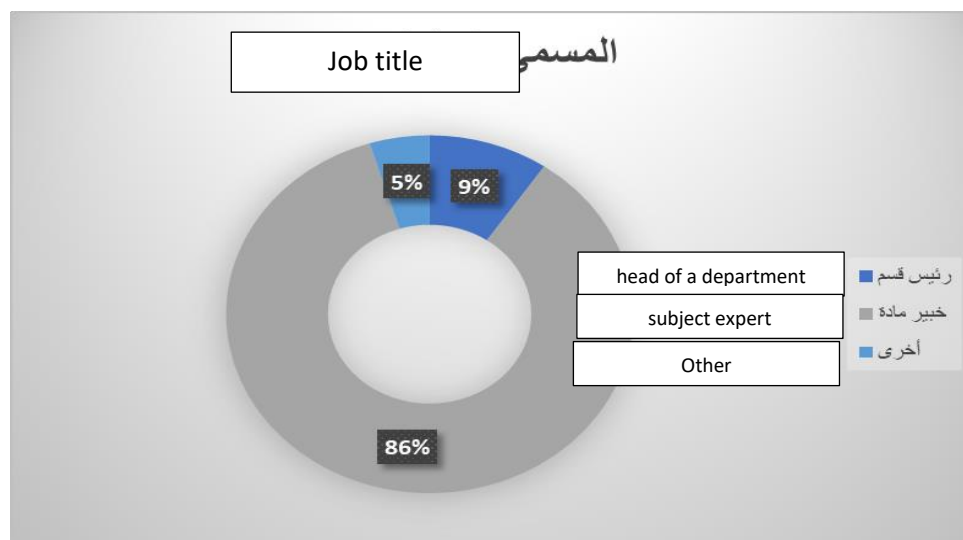| SEQ. | Job Title | Quantity | Percentage  % |
|------|-----------|----------|---------------|
| 1 | Head of department | 2 | 9.5 |
| 2 | Subject expert | 18 | 85.7 |
| 3 | Other | 1 | 4.8 |
| **Total** | | **21** | **100** |

Figure 4: Job Title of Respondents

From Table (4) and Figure (4), it is clear that the largest job title clearly among the members of the study sample is the job title subject expert by 86%, followed by the job title head of a department by 9%, and finally the rest of the other job titles by only 5%.

**5- Job rank**

Table (5) shows the number and percentages of the job rank of the study sample and Figure (5) shows the job rank ratios of the study sample.

Table (5)
*Number and percentages of the job rank*

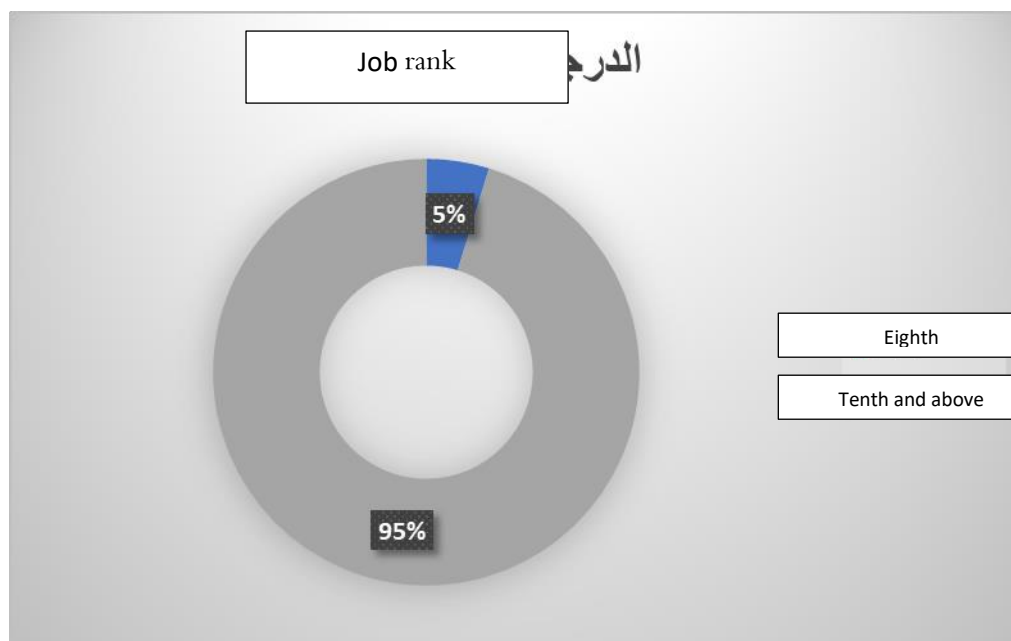| SEQ. | Job rank | Quantity | Percentage  % |
|------|----------|----------|---------------|
| 1 | Sixth | 0 | 0 |
| 2 | Seventh | 0 | 0 |
| 3 | Eighth | 1 | 4.8 |
| 4 | Ninth | 0 | 0 |
| 5 | Tenth and above. | 20 | 95.2% |
| **Total** | | **21** | **100** |

Figure 5: Job Rank of respondents

From Table (5) and Figure (5), it is clear that the largest job rank clearly among the study sample members is the job rank tenth and above by 95%, followed by the job rank eighth by only 5%, and the rest of the other job ranks do not exist among the study sample members.

**6- Work experience**
Table (6) shows the number and percentages of work experience of the study sample and Figure (6) shows the percentages of work experience for the study sample.

Table 6
*Years of Work Experience*

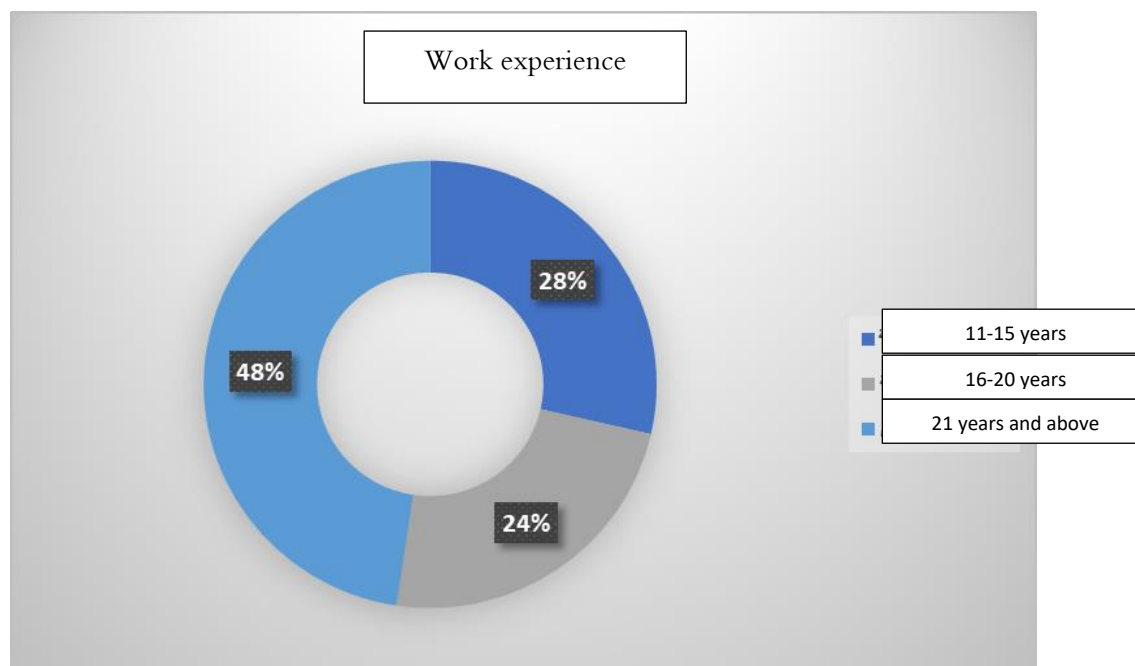| SEQ. | Work experience | Quantity | Percentage  % |
|------|-----------------|----------|---------------|
| 1 | 11-15 years | 6 | 28.6 |
| 2 | 16-20 years | 5 | 23.8 |
| 3 | 21 years or above | 10 | 47.6 |
| **Total** | | **21** | **100** |

Figure 6: Years of Experience

From Table (6) and Figure (6), it is clear that the largest work experience among the study sample members is the work experience 21 years and above by 48%, followed by work experience 11-15 years by 28%, and finally work experience 16-20 years by 24%.

**Normal Sample Distribution Test**
One of the criteria that must be met in the study sample is that the responses of the study sample follow the normal distribution of data in order to conduct the appropriate parametric tests to discuss the hypotheses of the study and answer its questions. To ensure this , the natural distribution test was conducted for each of the demographic variables and the study variables represented in the axes (the content of the Islamic education textbook and its fields represented in the introduction, objectives and the content of the textbook, the content display axis, the activities and training axis, the teaching aids axis, the evaluation axis, and the technical output axis of the textbook). The scales of kurtosis and skewness were used to test the normal distribution of the study sample, in addition to relying on the graphic representation of the responses of the study sample to ensure the similarity of the shape of the bell indicating that the data follows the normal distribution.

**Testing the normal distribution of the study axes**
Table (8) shows the values of skewness and kurtosis of the study axes.

Table 8
*Distribution of Data*

| SEQ. | Axis | Scope | | Skewness scale | Kurtosis scale |
|---|---|---|---|---|---|
| 1 | Content of the Islamic Education Textbook | - | Introduction | -1.139 | 1.971 |
| | | - | Objectives | -1.297 | 2.639 |
| | | - | Textbook Content | -1.261 | 0.755 |
| 2 | Show content | | | -0.277 | 1.154 |
| 3 | Activities and trainings | | | -0.694 | -0.595 |
| 4 | Teaching aids | | | -0.600 | -1.127 |
| 5 | Evaluation | | | -0.361 | -0.946 |
| 6 | Artistic production of the textbook | | | -0.414 | -1.304 |

It is clear from the above table that the values of the skewness scale for all the axes of the study are between -2 to +2 as well as the values of the kurtosis scale were all between -3 to +3, this indicates that all values follow the normal distribution to a sufficient extent to conduct the parametric tests to achieve the objectives of the study.

**Discussion**
This study relied on the questionnaire as a main measurement tool to achieve the objectives of the study and answer its questions and analyze the study community, and the questionnaire was distributed to 21 employees of the Educational Inspection Authority, to identify the study sample, which represents the study population represented by the Islamic Education textbook for the sixth grade of basic education in Libya, and this data was entered into the statistical analysis using 21 SPSS to conduct reliability and validity analysis, relying on Cronbach's alpha coefficient of the tool as a whole, where the Cronbach Alpha coefficient of reliability was 0.964 and is considered in the statistics excellent, reliable, and the table shows the Cronbach Alpha coefficient. By examining the descriptive variables of the study sample, the results showed that their percentage of males was 57% slightly more than the number of females by 43%. As for the age group, the largest percentage was for the age group 40-50 years, with a total of 42.9%, followed by the age group 51-60 years, with a total of 33.3%. The last group, which is 60 years and above, was 23.8%. With regard to academic qualification, the largest percentage (47.6%) was for holders of an intermediate diploma, then holders of a higher diploma by 42.9%, then holders of a bachelor's degree by 4.8%. The number of master's degree holders was small by 4.8%. As for the job title, it was by a large percentage, the job title (head of a department) was 9.5%, then s subject expert by 85.7%, and as for those with other job titles by 4.8%. As for the job rank, the most common job rank among the respondents was the tenth job rank and above, where it reached 95.2%, followed by holders of the eighth job rank at 4.8%, then the ninth job rank at 0%, and then the seventh job rank

at 0%. Finally, with regard to work experience, the categories representing the work experience of the study sample converged somewhat, the number of those with work experience 11 – 15 years at a rate of 28.6%, then work experience 16 – 20 years at a rate of 23.8%, and finally work experience 21 years and above at a rate of 47.6%.

The results of the study showed the descriptive analysis (description of the study sample), and the normal distribution test for the axes of the study that the data are appropriate for the proposed study well in relation to the study sample. The values of the skewness scale for all the axes of the study are located in the natural range, as well as the values of the kurtosis scale. This indicates that all values follow the normal distribution to a sufficient degree to achieve the objectives of the study. These tests increase the researcher's knowledge of the study sample population and increase the achievement of reliable results.

The limits of the study shall be the student's book for the academic year 2020/2021, the title of the study is to determine (the level of Islamic educational values in the content of the Islamic Education textbook for basic education in Libya from the point of view of educational inspection.

## Conclusions and Implications

The results of the study showed a normal distribution test for the axes of the study; therefore, the data was appropriate for the study well in relation to the study sample. The values of the skewness scale and the values of the kurtosis scale for all the axes of the study are at the normal level, and this indicates that all values follow the normal distribution to a sufficient degree.

## Contributions of this Study

The academic importance of this research is in terms of providing the researchers with the opportunity to identify the reasons for the weakness of the student's textbook, and Islamic educational values in the educational curricula, according to previous studies, contribute to building a society that preserves values. The practical contribution is that some Islamic educational values are missing from the Islamic education textbook. Based on this theoretical framework, the study community can study the education sector, the inspection department, and educational guidance in Libya.

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