*

.(10)

:

(%64) (%28)

:

.1

.(1991)

.(2003)

(1971)

*

2007/1/25 .

.2007/11/13

.

(Rest, 1974) (Kohlberg and Blatt)   .(1980   )

(Huebner)

:

.(Huebner, 1975)   .

)

(2000   (Paul, 1988)

.

.

(Paul, 1988)

.(1991   )

.

.

.(Nucci, 1982)

"

(Todd, 2001) "

(Barone et al

1998)

.

" :   (Brameld)

.

(2000)   .(Brameld, 1964: 170) "

.(1987   )

.

(1999)

.

(2002)

(1997-1998)

(4.35%)

.

(1995)

.

(Chow-Hoy, 2001)

(21)   (79)

.

.2

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-1

-2

(2004)

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.2

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.3

.2

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.3   .

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:   -

.   :

:   :

.   .

:   :   :   -

:   (1)   .

(1)

2004	2002/2001		1
2004	1993/1992		2
2004	1994/1993		3
2004	1995/1994		4
2004	1992/1991		5
2005	1993/1992		6
2004	1994/1993		7
2004	1995/1994		8
2003	1993/1992		9
2004	1994/1993		10

:

: -

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•

:

-1

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:

• "

"   (1980   ) "

(19- 1936 1933 1932   )   "

.(1936   ) "   "

-2

:

: –

-3

:

:

:

:

(14)

:

: -

: -

: -

.

.(%99.2)

:

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.4

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-1

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-2

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-3

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-4

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:				:

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-5

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:

(2)		.

(2)

%40	169	422	
%34	359	1055	

%16	204	1256	
%18	288	1574	
%27	431	1616	
%37	566	1519	
%40	700	1752	
%33	625	1905	
%22	451	2079	
%26	639	2432	
%28	4432	15610	

(2)

(%40)

(%16)

.(%28)

.

.

.

.(1995   1999   )

.

.   (3)

(3)

(%69.11)

(%2.92)   (%27.04)

2000   )   .   (%0.93)

(1999

(%55.17)   (%82.62)

(%0.21)   (%8.55)

(4)   (%10.98) (%42.09)

.   (%3.48)

(4)   (%30)

(731)   (%13.36)   (28)   .

(137)   .(%2.6)

(2126)   (%38.85)

(13)   .   .

"Stratification"

.

.

:

…

(%5.19)   (%16.88)

(%3.5)

.(%18.18)   )

.(2002

.

(6)   .

(5)   .   (6)

(5)

(415)   (%19.4)

(81)   (%35.06)   (50)   .(%2.34)

(2)

.(%0.86)

(79)

(%3.7)   (40)

(26)   (%11.01)   .(6)

- 55 -

- 65 -

.   :

.

                                        (%3.13)   (%2.34)
.   (%8.1)
                                              (%11.3)   (%4.16)
                                                    .(2002   )

                                                            .   (7)
(7)   (%9.46)   (7)

      (%9.46)
                                    .   (7)
            .(Chow-Hoy, 2001   2000   )   (33)   (%44.59)

                                                          (7)   (%9.46)
      .   (8)
                        (8)
                                                      (7)
            (87)   (23)   (%9.46)
                              (%68.5)   .

                        (16)
                              (%41.02)

1995   )   (179)

.(1999   .   (%58.88)

5.

(%80)

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2-

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3-

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4-

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:   2004

.   1   1999

2003

.   1   .

1991   1995

.   1

1932   .

.   1   .

1933   1   1971

.   1   .

1936   1987

.   1   .   4

1   19-   :

.   3

2000   1980

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4   .   1963

.   .

2002

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Moral Values System Included In Islamic Education Text Books for Basic Grades (1ST- 10TH) In Jordan

Huda K. Mansour and Hamed A. Tlafha*

ABSTRACT

This study aimed at revealing moral values that should be included in Islamic education text books for the basic Grades in Jordan. Also the study aimed to reveal moral values already included in these textbooks. To achieve this study attempted to answer the following questions:

The study population consists of Islamic education textbooks for the basic grades in Jordan. The researchers used the philosophic analysis approach in order to be guided to moral values that should be included in these textbook. Content analysis was used to reveal the moral values that are included in these textbooks. This was done depending on the full sentence as an analysis unit.

The study instruments was designed as a pre-prepared classification of the moral values. Its validity was approved by presenting it to a group of referees. The analysis reliability was insured by repeating it twice.

Results showed that moral values, which should be included in Islamic education text books for the basic grades, are arranged hierarically into four domains: Individual Moral Values, Family Moral Values, Civil Moral Values, and Intra-national Moral Values.

When percentages were compared these were concluded: The percentage of sentences that contain moral values is 28%, percentage of the number of moral values contained in the textbooks is 64% of the total moral values that should be included. The highest percentage is the percentage of the presence of individual moral values, the second was the domain of civil moral values, then the family moral values, and the least was the domain of intra-national moral values.

Researchers recommended to review the moral content of the Islamic Education curriculum and textbooks, and to adopt an ethical-value system that is rationally constructed, and to put standards for the ethical content of the curriculum.

Keywords: Islamic Education Textbooks, Ethical Values, Basic Education.