

Assessing the compliance of the content of the book of Islamic culture written by Qom province with the religious needs of literate students

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ABSTRACT

The aim of this study was to investigate the degree of compliance of the content of the book Islamic Culture written by Qo. The descriptive research method included: documentary analysis as well as content analysis and its applied approach. The research community is in the documentary analysis section of all texts related to the religious needs of literate students and in the content analysis section of the book Islamic Culture written by Qom province; Due to the nature of the subject, sampling was omitted and the whole population was examined. The tools for measuring filing forms and content analysis lists have been developed by the researcher. Documentary data were analyzed qualitatively and content analysis data were used using descriptive indicators in the Shannon entropy analysis process. The research results showed: 1. The conceptual framework of religious students' religious needs can be classified into three components: cognitive, emotional and functional. Each of these components is also divided into several subcomponents'2. There is no correspondence between the content of the book of Islamic culture of Qom province and the dimensions of religious needs accredited from the perspective of experts. 3. The level of attention to the religious needs of students in the book of Islamic culture written by Qom province is different, so that the most emphasis is on the cognitive component and the least emphasis is on the functional component. province with the religious needs of literate students.

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INTRODUCTION

One of the most important references and learning resources of learners in any educational system, including the organization of the literacy movement, is the textbook, which is used to achieve various educational, social, cultural and religious goals in literacy students. Considering that the main audience of the educational programs of the Literacy Movement Organization is illiterate and low-literate 10-49 years old, it is necessary to adapt the educational content (book) and different programs to their needs and interests through careful educational studies and designs. Provided religious needs. The fact is that the educational activities offered should be tailored to the needs and interests of the audience (illiterate and illiterate) or they will be discouraged and reduce the effectiveness of educational programs. Therefore, it is important to review the educational content (book) used by the illiterate and the less literate (retrieving the literacy

movement website). Therefore, paying attention to the needs and religious interests of the illiterate and literate students, as well as examining and explaining these needs and providing appropriate methods to create enthusiasm for learning and desire to change in them are the main issues of the education system in general and the movement organization. Literacy in particular. One of the books that are used in this course to meet the religious needs of literate students is the book of Islamic culture. This book has been written by the Literacy Organization of Qom Province with the aim of helping to meet the religious needs of literate students. Based on what was mentioned above about the importance of educational content in this course, the researcher intends to study and analyze the content of the book Islamic Culture written by Qom province according to the religious needs of literate students. These reviews and analyzes help programmers, authors, and experts in adult textbooks to make the right decisions when preparing, editing, or selecting book content. Considering that the purpose of conducting research is to investigate the degree of compliance of the content of the book of Islamic culture written by Qom province with the religious needs of literate students. The following questions have been formulated: (1) What are the dimensions and components of the religious needs of literate students?; (2) What is the validity of the dimensions and components of statistical religious needs from the perspective of expert experts?; (3) To what extent does the content of the book of Islamic culture written by Qom province correspond to the dimensions and components of the religious needs of literacy students?

METHODS

The present research is descriptive including; Documentary analysis, survey and content analysis has been done, so that first using the method of documentary analysis using theoretical texts and research records to review texts, books, publications, documents, documents and Internet sites, components of needs Religious statistics and then using the survey method, these components were provided to experts in the field of religious education in the form of a matrix table and they were asked to declare the most important religious needs of literate students according to their knowledge and expertise. Finally, using the content analysis method, the level of attention to these components desired by experts in the book of Islamic culture written by Qom province was analyzed. The unit of record in this research is the subject and the counting method is abundant. Categorization and determination of indicators in this research is by box method. Research community in the documentary analysis section of all texts related to religious education, in the survey section of all professors in the field of religious education of Tehran universities (including Shahed University, Shahid Beheshti, Allameh Tabatabai, Shahid Rajaei University of Tehran) and in the content analysis section Islamic culture book Compiled by Qom province. In this study, in the section of documentary analysis, survey and content analysis, sampling was omitted and the entire existing and relevant statistical population was examined. In the survey section, based on the researcher's studies, the total number of professors who have a doctorate in philosophy of education is thirty, all of whom were studied according to the census method. Measurement tools in the documentary analysis section of the data sheets and in the survey section of the matrix table prepared by the researcher and in the content analysis section, a checklist has been made by the researcher. Related components were extracted. In order to ensure the existence of validity, the method of face validity, content and expert opinion was used. Thus, the initial form of content analysis, which included all the conceptual components related to religious education, was provided to a group of education experts for change and correction, who after applying their comments, checklist of content analysis in the form of a conceptual framework (Table 1.) it was prepared.

To ensure the reliability of the tool in the content analysis section, the re-implementation technique was used. Thus, in the content analysis section, the final form prepared (which included the components and sub-components of the religious education curriculum) was simultaneously and separately provided to

another analyst, who separately, several sections of some Analyze the content of the book Islamic Culture written by Qom Province.

Table 1. Components of religious needs

Components	Religious needs of literacy students
Cognitive	
Emotional	
operational	

The correlation coefficient of the data obtained from the simultaneous analyzes was calculated by the main researcher and the second analyst. Given that the Pearson correlation coefficient was obtained (/92), so it can be said that the developed tool has acceptable reliability. Cronbach's alpha coefficient was also used to measure the reliability of the instruments used in the survey section. To evaluate the reliability of the questionnaire, a pre-test stage was performed. First, 30 questionnaires were distributed and collected in the target population and after entering the data, Cronbach's alpha method was used using SPSS software. According to the calculated Cronbach's alpha coefficient (/93), it can be said that the questionnaire used in this study has sufficient reliability. In this study, documentary data were analyzed qualitatively and survey data were analyzed using Friedman test and content analysis data were used using descriptive indicators in the Shannon entropy analysis process.

RESULTS AND DISCUSSION

Review the first research question:

Question 1: What are the dimensions and components of the religious needs of literacy students?

To examine the above question, the form of taking notes and literature related to religious needs were examined and the dimensions of religious needs of literate students were counted.

Table 2. Identifying the dimensions of religious needs of literate students

Source	Components	Religious needs of literacy students
Anderson (2020), Turan (2020), Elliott et al. (2020), Danilova (2017), Gavrilova (2016), Cairo et al. (2012), Saklakova (2014), History and Sviridova (2017)	Cognitive	
	Emotional	
	operational	

Each of the components is described separately:

1. Cognitive dimension: Cognitive goals include those goals that deal with the recall or recognition of knowledge and the development of mental abilities and skills. The word "cognitive" here refers to a mental perception that can be transmitted verbally to another.
2. Emotional dimension: The emotional dimension includes the development of values, attitudes and beliefs. Emotional learning goals are goals that emphasize feelings, excitement, or a degree of acceptance or rejection. They are expressed as interests, attitudes, appreciations or values and include different levels from simple attention to complex attention to the inner qualities of personality and conscience.

3. Functional dimension: Psychomotor domain includes the development of skills and competencies in the application of technology. This area includes activities that are movement-based, and require a degree of physical coordination; In other words, goals that emphasize a number of muscular or motor skills.

Dimension	Component	Source
Cognitive	Familiarity with other religions, methods of religious research, principles of debate and debate, ability to compare piety of presence with piety of abstinence, analysis of religious issues, critique of religious issues, familiarity with the lives of divine prophets, knowledge of nearness to God, knowledge of necessary Islamic rules For life, understanding the concept of piety, abstinence, paternalistic model of the life of divine prophets, life expectancy, work conscience, understanding and understanding of sin	Sharafi (2013), Bagheri (2011), Karimi (2011), keshavarz (2010), Norouzi (1390), Salhshour (1392), Samadi and Mehr Mohammadi (1390), Mir Arefin (2011), Tavakoli (2008), Faramarzi and Abedini (2014), Maleki (2011), Manteghi (2009), Yazdkhasti et al. (2015), Bagheri (2002), Davari (2009), Salehi and Yarahmadi (2009), Giomarsi (2013), Mahmoudi (2017), Faramarzi and Abedini (2014), Ajam and Rezvani (2013), Khaleqkhan (2010), Manteghi (2009), Yazdkhasti et al. (2015), Sadeghzadeh Ghamsari (2001)
Emotional	Feeling of commitment and commitment to responsibility, interest in approaching God, interest in doing good deeds, interest in respecting the rights of others, bad feelings about sin, belief in the resurrection and just punishment of human beings,	
operational	Participating in religious marches, working in the field of enjoining what is good and forbidding what is evil, memorizing the recitation of narrations and verses, participating in Friday prayers, performing acts of repentance, observing privacy in male-female relationships, observing the rights of others, performing the duty of first time prayer Self-control, the ability to prove Imamate	Ajam and Rezvani (2013) Faramarzi and Abedini (2014), Sharafi (2013), Mahmoudi (2017), Davari (2009), Hemmat Banari (2001)

Question 2: What is the validity of the dimensions and components of statistical religious needs from the perspective of expert experts?

After analyzing the dimensions and components of religious needs through documentary analysis and by studying the research literature in domestic and foreign journals and reputable scientific sites inside and outside, a matrix table was provided to 30 religious education specialists. They were asked to prioritize the most important aspects of religious foundations in terms of importance according to their knowledge and expertise, in order to number 1 to 14. Finally, the data obtained were calculated through Friedman test. These results are given in Table 3.

Table 3. Validation of the dimensions of religious needs from the perspective of experts

confidence level	Test statistics	frequency	Average	Dimensions	Rank
/006	6/54	27	6/12	Cognitive	1
			8/23	Emotional	2
			9/42	operational	3

As can be seen in Table 3 from the perspective of Iranian religious education experts, the functional dimension has the highest rank and the cognitive dimension has the lowest rank.

Question 3: To what extent does the content of the book of Islamic culture written by Qom province correspond to the dimensions and components of statistical religious needs that have been validated from the perspective of experts?

Table 4. The degree of adaptation of the content of the book of Islamic culture written by Qom province with the cognitive dimension

Percentage	frequency	Component	Dimension
7/84	12	Familiarity with other religions	Cognitive
5/22	8	Methods of religious research,	
3/26	5	Principles of Debate and Debate	
1/96	3	Ability to compare the piety of presence with the piety of abstinence	
5/88	9	Analysis of religious issues	
9/15	14	Critique of religious issues	
13/72	21	Familiarity with the life of divine prophets	
6/53	10	Knowing the degrees of nearness to God,	
11/11	17	Knowledge of Islamic rules necessary for life	
3/26	5	Understand the concept of piety abstinence	
7/18	11	A paternalistic model of the life of the divine prophets	
2/61	4	Life expectancy	
1/96	3	Work conscience	
5/22	8	Understanding sin	
	130	Abundance	

Table 5. The degree of adaptation of the content of the book of Islamic culture written by Qom province with the emotional dimension

Percentage	frequency	Component	Dimension
33/69	31	An interest in approaching God,	Emotional
20/65	19	Interest in doing good deeds,	
16/30	15	Interest in respecting the rights of others,	
9/78	9	Bad feelings about guilt,	
11/95	11	Belief in the resurrection	
7/60	7	The just punishment of man,	
	92	Abundance	

Table 6. The degree of compliance of the content of the book of Islamic culture written by Qom province with the functional dimension

Percentage	frequency	Component	Dimension
3/17	4	Participation in religious marches,	operational
3/96	5	From memorizing the reading of narrations and verses	
2/38	3	Participate in prayer	
5/55	7	Perform acts of repentance	
8/73	11	Respect for privacy in male-female relationships	
11/11	14	Respecting the rights of others	
3/17	4	Perform the duty of first time prayer	
7/14	9	Continence	
2/38	3	Ability to prove Imamate	
7/14	9	Knowledge of Islamic rules necessary for life	

Table 7. Results of the components of religious needs of literate students in the book of Islamic culture written by Qom province

Percentage	frequency	Dimensions of the religious needs of literacy students
41/23	153	Cognitive
24/79	92	Emotional
33/96	126	operational
	371	مجموع

According to Table 6, the total frequency of components of religious needs of literate students in the book of Islamic culture written by Qom province is 371. Among the dimensions of religious needs of students, the most attention is paid to the cognitive dimension with 153 frequencies and 41.23% and the least attention. They had emotional with 92 frequencies and 24.79%

Table 8. The amount of normalized data, the amount of information load and the importance factor The importance factor of the dimensions of religious needs of literacy students in the book of Islamic culture of Qom province

operational	emotional	Cognitive	Islamic culture book written by Qom province
/098	/167	/216	Normalized data
/532	/381	/612	Information load (EJ)
/350	0/232	/401	Significance factor (WJ)

As it is clear, each dimension that has a higher information load is more important. As it is clear from the data in Table 7, among the dimensions of religious needs of literate students, the highest coefficient of importance is related to the cognitive dimension (0.401) and the lowest coefficient The importance was related to the emotional dimension (0.232).

In the first question, the researcher seeks to identify the dimensions and components of the religious needs of literate students. In this section, the researcher identified the 3 dimensions and 58 components for religious needs by using the method of document analysis and data capture tools by searching the research literature - in journals, scientific databases and websites. These three dimensions are: cognitive, emotional and functional. Each of these dimensions is composed of different components. For example, the cognitive dimension of the components of familiarity with other religions, religious research methods, the

characteristics of a good jihadist, Principles of debate and debate, the ability to compare the piety of presence with the piety of abstinence, analysis of religious issues, familiarity with the concept of Mahdism, critique of religious issues, familiarity with the life of divine prophets, knowledge of nearness to God, knowledge of Islamic rules necessary for life, understanding the concept Piety of abstinence is a paternalistic model of the life of the divine prophets, life expectancy, work conscience, and understanding of sin. In this section, if we want to make a comparison about this finding with previous studies, we can say that some of these components have been selected and studied as components of religious needs in previous research. For example, Qaltash et al. (2015) conducted a study entitled Identifying and prioritizing the educational needs of literacy students under the auspices of the Fars Province Literacy Movement with a combined approach. In this study, the religious needs of literacy students in three main categories of knowledge, attitude and Skills, rather than subcategories. They are in the category of knowledge, four dimensions of socio-cultural, scientific, spiritual (religion and ethics) and health-treatment in the category of attitude, two dimensions of individual and social attitude, and in the category of skills, three dimensions; Basic life skills, practical skills and learning skills were examined as educational needs of literate students Turani (2016) in a study entitled Educational needs and interests of literate and illiterate students aged 10 to 49 years, educational interests and needs It categorizes knowledge, attitude and skill in three dimensions.

CONCLUSION

After identifying the dimensions and components of the religious needs of literate students, the researcher in the second question finally answered the question: to what extent does the content of the book of Islamic culture written by Qom province match the religious needs of literate students with the dimensions and components of religious needs of literate students? The results of research in this regard showed that among the three dimensions of religious needs (knowledge, emotional and functional) in the content of the book of Islamic culture, the most emphasis and importance has been the priority over the dimensions of knowledge, attitude and skill, respectively. In the knowledge dimension, respectively, the greatest emphasis on the component of familiarity with the concept of Mahdism has been the knowledge of Islamic rules necessary for life. In the emotional dimension, the greatest emphasis is on the components of interest in approaching God, interest in doing good deeds and interest in respecting the rights of others, respectively, and in the functional dimension, the greatest emphasis is on activities in the field of enjoining the good and forbidding from denial, he has been a model father of the lives of divine prophets and the observance of the rights of others.

In this regard, according to the results of the research, it is suggested: (1) The needs identified in the present study using a documentary study should be taken into consideration in compiling the content of literacy students in the future; (2) Periodically and periodically in connection with the courses of the literacy movement, a needs assessment should be done so that the relevant authorities are informed in a timely manner of the wishes, interests and needs of the literate and adult students; (3) In accordance with the findings of the present study, the dimensions and components less considered in the book of Islamic culture of Qom province in the next editions should be reviewed and corrected; and (4) Based on the research findings of the first question, it is suggested that the dimensions and components of the religious needs of literacy students be communicated to the centers in the form of brochures or workshops for educators to get acquainted with these dimensions and components.

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