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Integration of the critical thinking skills included in social education and the Arabic language books for the sixth grade from the perspective of the teachers of both subjects for the sixth grade in Jerash Governorate

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Abstract

This study aimed to identify the integration of the critical thinking skills included in social education and the Arabic language books for the sixth grade. The researchers applied the descriptive survey method, and they prepared a questionnaire consisting of (30) items that is divided into three skills: the inductive skills, deductive skills, and the evaluative skills, in order to achieve the study goal. The study sample consisted of (50) male and female teachers. After extracting the arithmetic mean and standard deviation of all three skills, it was found that there is an integration with a medium degree of critical thinking skills between the social education and the Arabic language books for the sixth grade from the perspective of the teachers of both subjects in Jerash Governorate. Therefore, the researchers recommended more studies of critical thinking, holding meetings between the writing committees before preparing both books, and involving teachers of the two subjects in writing them.

Keywords: Integration; Critical Thinking; Social Education; Arabic Language; Sixth Grade.

The General Framework of the Study

Introduction

Human societies strive to achieve their goals through the proper preparation of generations in all aspects of their lives, and the educational system is usually seen as the strong basis for achieving the desired goals of society. The educational system in any country has several elements, and one of its important elements is the curriculum, which is the tool that achieves goals of the educational system. In all countries of the world, ministries of education are making great efforts to prepare curricula that are in line with the technology revolution and the huge knowledge revolution to prepare a generation capable of facing the challenges of this era. They are making more effort to develop and improve the curricula, as the focus on the integration of knowledge and the development of thinking skills in general and critical thinking for students through the integration of knowledge between curricula are among the improvements made to the curricula in particular, and they have become a major goal that is sought after.

(Saada and Ibrahim, 2004) believe that the textbook is the teacher's basic tool, through which the desired goals are achieved, as it achieves students' inclinations and develops their thinking. The outlines of the Jordanian curricula have emphasized the importance of interdependence and integration between school subjects, due to their clear impact on forming the learner's personality and developing his thinking skills. (National Team for Arabic Language Research, 1991), (National Team for Social Education Research, 1991).

Social education curricula present an important aspect of life, which is the past, present and future. Therefore, it is very important to develop critical thinking in that life to build a healthy, productive personality for itself and society. (Fahim Mustafa, 2001).

As for the Arabic language, it is the vessel that preserves the nation's heritage, its intellectual and cultural history, so it is necessary to integrate social education and the Arabic language together. Reading and writing are two Arabic language skills that are closely related to social education, since reading alone is not enough, and it is necessary to write to be able to verify the correctness of the information.

There is a wide range of goals between social education and language skills, as they focus on the student as a whole, on his development and growth in all areas, especially critical thinking. It should be noted that critical thinking frees the individual from the state of inability to perceive the views of others, and thus puts his assumptions and ideas under the test so he can examine the opinions opposed to his views and ideas. (Al-Qudat and Tarturi, 2007).

It is worth mentioning here that this is a goal that any educational system seeks to build a generation capable of serving itself and its society. Therefore, integration between curricula is a goal that educational systems seek.

The integration approach is an idea that emerged from John Dewey's theory, as he considered it a distinctive feature of life, and a person needs this feature in order for his life to be healthy. (Al-Saaedi, 2013).

This curriculum is one of the most important methodological ways that looks at the educational experiences provided to students in a holistic way, and one of its most important features is comprehensiveness and integration in creating a curriculum in which human knowledge is integrated, as integration and interdependence are the origin of knowledge.

(Abu Harb, 2011) defines integration as: Providing knowledge and putting it in an organized context in the form of interconnected concepts and experiences. After reviewing the theoretical literature, the researchers found a set of research and studies related to the integrative curve, which showed how useful it is to achieve the desired educational goals, including (Afaneh, 2000), (Al-Nasser, 2011), and (Al-Azamat, 2010) studies. Through the experience of researchers in the Ministry of Education and surveying some opinions from teachers and supervisors of social education and Arabic language, the researchers are convinced that social education and the Arabic language are among the essential materials in developing critical thinking skills. Therefore, it is necessary to integrate them in including critical thinking skills; also, it should be noted here that both books complement each other, as social education enriches the Arabic language through the linguistic wealth it contains. At the same time, the Arabic language complement social education through the student’s understanding and comprehension of the knowledge he reads

and internalizes. As a result, the researchers saw the importance of this study to answer the following main question:

- What is the degree of integration of critical thinking skills included in social education and the Arabic language books from the perspective of teachers in Jerash Governorate?

The Study Problem:

This study was done to reveal the degree of integration of critical thinking skills in social education and the Arabic language books for the sixth grade from the perspective of teachers of both subjects. Through the experience of researchers in the Ministry of Education and a meeting with a number of those interested in the educational system, the researchers found many behaviors that indicate weakness in critical thinking skills such as induction, deduction and evaluation skills; in addition, the subjects are still, according to the researchers' perspective, presented to students separately.

Study Questions:

The problem of the study is determined by the following questions:

1. What are the critical thinking skills included in the sixth grade social education book from the teachers' perspective?
2. What are the critical thinking skills included in the sixth grade Arabic language book from the teachers' perspective?
3. What is the degree of integration of critical thinking skills included in social education and the Arabic language books for the sixth grade from the perspective of teachers of both subjects in Jerash Governorate?

The Study Importance:

This study is of great importance in that it combines two essential books, as the researchers consider them to be the most important textbooks that help develop critical thinking skills, in addition to the lack of studies that dealt with both books. It is important as it draws the teachers' attention to the importance of integration in the development of students' personality and improvement of their academic achievement, in addition to its benefit for the authors of the

curricula, especially the curricula of social education and the Arabic language. This study may contribute to opening new horizons for researchers to conduct further studies in the integration of academic subjects, and the possibility of benefiting from the study tool in the future.

Study Goals:

This study aims to know the critical thinking skills included in social education and the Arabic language books for the sixth grade, and the degree of integration of both books in including critical thinking skills in the academic year 2021/2022 from the perspective of teachers of both subjects in Jerash Governorate.

Study Limits:

This study was conducted in the academic year 2022/2021, and was limited to showing the degree of integration of social education and the Arabic language books for the sixth grade in including critical thinking skills from the teachers' perspective in Jerash Governorate.

Procedural Definitions:

Integration: It is defined idiomatically as: Putting knowledge in an organized context in the form of interrelated concepts and experiences that cover topics without dividing or fragmenting knowledge (Abu Harb, 2011).

It is defined procedurally as: The integration of social education and the Arabic language books in including the critical thinking skills of both books.

Critical Thinking Skills: They are defined idiomatically as: A complex mental activity governed by the rules of logic, leads to predictable outcomes, and aims to verify and evaluate something.

It is defined procedurally as: A set of mental skills, including inductive, deductive, and evaluative skills, which must be included in social education and the Arabic language books for the sixth grade from the perspective of the teachers of both subjects in Jerash governorate.

Social Education Book: The book prescribed by the Jordanian Ministry of Education for the academic year 2021/2022.

The Arabic Language Book: The book prescribed by the Jordanian Ministry of Education for the academic year 2021/2022.

Theoretical Literature and Previous Studies:

The first part of this chapter will deal with the theoretical literature in terms of integration and critical thinking skills, while the second part will deal with relevant previous studies and comment on them.

Integration: There are still few studies dealing with the concept of integration in teaching, so the concept of integration has not been precisely defined, and there is some confusion because of its definition in studies far from teaching, such as environmental studies, pluralistic studies, and sequential sciences (Jasim, 2001).

Integration (Al-Takamul) in language (Arabic) is: An infinitive for the verb (Takamul) which has two added letters, and its origin is (Kamula) with a (fatha) diacritic on the first letter of the verb. In Al-Mu'jam Al-Waseet, it was mentioned as (Kamula) for: completing something, (Iktamala) for: something is (complete), (Takamalat) for: things complementing each other, and (Istakmala) for: finishing something. (Al-Muayqil, 2001) defines integration as the interaction, interdependence, and exchange between different branches of knowledge.

(Al-Titi and Abu Shareekh, 2007) believe that the integrative approach is the approach that depends on the removal of traditional barriers that separate knowledge barriers in its planning and implementation.

(Al-Hadabi and Al-Haji, 2009) define it as that approach in which the unity of thought emerges between the different subjects through the presentation of concepts and vocabulary; thus, the topics of the study become clearer, so that the learner is able to perceive the overall picture of the subject and thus reaches the unity of knowledge.

(Al-Wakeel and Al-Mughni, 1998) define it as the link between educational facts, concepts, principles, and experiences in a particular field with those belonging to other fields and presented to students in a coherent manner. It should be noted here what (Murad, 2002) presented, which is that the basis of integration is the interdependence and unity of knowledge until we reach a better education and thus realize the reality in which the learner lives. It is the best way to help the learner to

face the problems of life; as such, integration can be considered the best way to achieve the goals of education which achieve the learner's growth in all areas of life.

From the above, it becomes clear to the researchers that integration is a method through which two or more subjects are linked to develop the learner's personality in different areas of life, especially if the subjects are close to each other such as Arabic language, Islamic education and social education. These are materials that aim to develop the student to be an independent and not dependent personality, capable of facing the problems that he may face and dealing with society, and thus showing his positivity in his society in all areas of life.

The Importance of Integration:

Many researchers have addressed the importance of integration, as its importance is evident in helping students to read, understand, spread awareness among them, and help students in collective and cooperative learning (Al-Titi, 2007). Students gain the ability to link between what is written and what is real in daily life, and helps to develop thinking skills, integrate students' personality, increase their achievement, and provide them with the opportunity to gain deeper concepts. (Al-Sherbiny and Al-Tantawy, 2011).

The researchers believe that there is great importance in developing the students' personality by linking more than one subject because the student receives information from more than one source, thus becoming part of his cognitive balance, and information become firmly established in his mind.

It is also important for the teacher as it helps him to exchange experiences and link them with his colleagues, especially in subjects close to each other, such as social education and Arabic language.

(Qahtan, 2016) believes that the integration between the Arabic language and social education becomes acceptable to students because of viewing life and the universe as an integrated unit with relationships and laws among its components that control it and help to maintain the impact of education in the student's life, interest in activity, and participation. The researchers believe that knowledge contained in both books do not diverge from each other in their view of life and the universe.

Critical Thinking:

In this era, the interest in critical thinking is increasing, and teaching it has become very important. (Hana Hassan, 2014) indicates that the interest in thinking began since the era of Socrates, but in the modern era, modern education has paid great attention to critical thinking because of its importance in the life of the student.

The work on critical thinking began since the era of John Dewey in the period of 1910-1939, and the educational literature was replete with many definitions of critical thinking. The first definition by John Dewey in (1938) was that it was contemplative thinking related to the individual's ability to be active and persevere, in addition to studying and analyzing beliefs and what is expected of knowledge (Abu Jadu and Nofal, 2013). (Costa, 1989) defined it as the mental processing of sensory input to form ideas and, as a result, to perceive and judge things.

It is worth mentioning here that there is a difference between critical thinking and the critical attitude. Critical thinking is a cognitive mental activity that aims to reach scientific solutions to problems; also, its constructive nature takes what is valid and appropriate to establish the foundations for the optimal solution. On the other hand, the critical attitude is an emotional position that stems from pre-existing intentions for demolition and dissection.

(Craig, 1997) defined it by saying that: Critical thinking consists of five main capabilities which are: defining the problem, selecting information closely related to the problem to solve it, distinguishing what works and what does not work with the solution, formulating solution hypotheses, the ability to make recommendations and judge the credibility of the solution. However, (Rotta, 1998) considers that critical thinking can be defined in terms of looking at a set of characteristics that include clarification, interaction, comparison, response, and discussion.

As for the definition of (Moore And Parker, 2002) mentioned in (Saada, 2009), he pointed out that critical thinking is a careful and cautious judgment of what we should accept or reject, or postpone the decision on a certain demand or issue with a degree of confidence in what is accepted and what is rejected.

It was also defined by (Zeitoun, 2008) as a rational or logical complex thinking process in which one or more ideas are subjected to verification, investigation, collection, and addition of clues and evidence objectively, without relying on how valid they are, and then accepting or rejecting them depending on certain criteria.

From the aforementioned examples of definitions of critical thinking, researchers can define it as a mental effort made by the individual to deal with different data that include information, ideas, and concepts. This effort results in reaching the truth, making judgments, and making decisions through which the student can deal with all situations in a positive way. They believe that this is what the Ministry of Education seeks by developing critical thinking skills.

Methods for Developing Critical Thinking Skills:

Thinking skills can be developed through a set of features that must be available in subject teachers, which are: not being intolerant of a particular opinion whatever it is, respecting different perspectives and scientific criticism, not jumping to conclusions, developing logic skills, staying away from extremist views, linking individual experiences with each other, and Motivating others in positive situations. (Abdulaziz, 2009).

From the above, it can be considered that critical thinking skills are developed through the curriculum and in any subject if the teacher pays attention to the points mentioned in the methods of developing critical thinking skills.

Critical Thinking Criteria:

Criteria mean general specifications agreed upon by researchers in the field of thinking, and therefore we judge thinking through them. One of which is clarity, as clarifying the phrase leads to understanding it. Another one is validity, as the validity of the phrase, its documentation, and its reliance on official statistics, in addition to its accuracy, all lead to the subject being examined and expressed, without adding or missing any detail. Next is linking, as in the question, the sentence is linked to the topic and the depth that makes us delve into the depths of the text more than the apparent and expand the topic in all its aspects. The final one is the logic in organizing and sequencing ideas. (Hasan, 2014).

Critical Thinking Skills:

There are many classifications of critical thinking skills, and many educators have agreed on different classifications. (Jarwan, 1999) believes that thinking skills are ten skills that begin with determining the credibility of information and end with determining the strength of evidence. (Qatami, 2001) cited eleven skills that begin

to distinguish between verifiable facts and allegations or valuable claims. (Peter Rogers, 1990) identified the twelve critical thinking skills that start with realizing the understanding of the meaning of the sentence and end with judging whether the final conclusion is correct or not; moreover, four main skills were classified in the study of (Affana, 2000), which are: assumptions, interpretation, mathematical fallacies, and evaluation.

From the above, it is clear that the critical thinking skills are numerous and similar in many cases, and this is an indication of the great interest that this type of thinking has.

After reviewing and studying the theoretical literature, the researchers adopted the classification of Daniels and Udall which is contained in (Jarwan, 2009) for this study, as he classified it in three main skills:

First: Inductive Thinking Skills:

It is a process of mental reasoning aimed at conclusions or generalizations that go beyond the limits of evidence or information provided by the book, and this is what this study seeks by including this skill in both books, and thus elevating the learner to an advanced stage of awareness and thinking about what he receives.

Second: Deductive Thinking Skills:

It is a logical reasoning process which aims to reach new information based on hypotheses, proofs, or available information. Deduction may take an oral structure, an idea, or a direction.

Third: Evaluative Thinking Skills:

It is the actual effort aimed at making a judgment about the value and safety of ideas and information.

The researchers adopted this classification because it is the most appropriate for their study; in addition, the three skills include most of the critical thinking skills that were mentioned in the classifications, some of them include ten skills and some are more. Concluding, for example, refers to the individual's ability to determine some of the consequences of the premises, and this is not far from what is stated in the skills of deductive thinking. Induction and deduction might have some

similarities, but deduction is from a general rule, while induction is from simple partial speech.

Previous Studies:

Several studies have dealt with the integration between academic subjects and critical thinking, which we review as follows: -

1- The study of Jaber (2004), which is a descriptive study aimed to know the modern trends in the integration between the Arabic language and other subjects in the primary stage in Egypt. Some of the study results were the necessity of adopting the integrative approach when generalizing the curricula of the primary stage by providing knowledge to students in an integrated and not fragmented manner, and to spare students the boredom and dispersion through the integration between school subjects.

2- The study of Ahmad bin Saad Al-Hussein (2009), which is a survey study aimed at knowing the extent to which teachers of social subjects were able to access the integrated approach in the city of Riyadh during the year 1427/1428 AH. In boys' schools affiliated with the Ministry of Education, the study results included that: There were no strengths for social studies teachers at the primary stage, and there was a weakness in the skills of the integrative approach.

3- The study of Hadeel Baneel and Odeh Abu Sneina (2019), which is a descriptive and analytical survey aimed to reveal the study of horizontal integration in life skills in the curricula of the second grade in Jordan. The study sample included the Arabic language and Islamic education books and the social education guide. The results of the study showed that life skills that must be provided in the books of the study sample, which are (511) skills, included creative thinking, problem solving, and dealing with others; furthermore, they indicated that there is an integration between the Arabic and Islamic language books and the teacher’s guide for social education.

4- The study of Al-Safasifa (2005) aimed to know the vertical integration between social education books as well as between Arabic language books, and the extent of horizontal integration between Arabic language and social education books to be taught to the second-part classes of the primary education stage in Jordan in the field of concepts and values. The results showed an integration between Arabic language

and social education books in the field of concepts for the fifth and sixth grades, and the absence of integration in the seventh grade. The researcher recommended the need to reconsider the curricula and has used the analytical method; also, the study sample was Arabic language and social education books.

5- As for the study of Ajando (2017), it aimed to identify the most important life skills needed for students of the primary education stage in the light of the changes of the times, and it concluded that the life skills necessary for students of this stage in Malaysia are reading, writing, arithmetic, problem-solving skill, creativity and innovation skill, technology skill, and self-management. The documentary descriptive method was used based on analysis.

6- The study of Mathias (1990), which aimed to teach critical thinking skills in social studies to eighth-grade students in some American schools, its sample included (737) male and female students who were selected from twenty-five classes distributed over two schools, and they were divided into an experimental and a control group. The experimental group was exposed to educational materials that included critical thinking skills, and the results of the study were that the pre-planned education in critical thinking skills showed a statistically significant difference compared to the unplanned learning in advance, as well as a relationship between students' reading ability and their ability to learn critical thinking skills.

7- The study of Ibrahim and Al-Nadaf (2008) which aimed to investigate the effectiveness of using the integrative curve between natural sciences and reading texts in developing the ability to solve problems and understand scientific concepts among students of the University College of Educational Sciences in Jordan. The researcher used the experimental and descriptive method, with a study sample of (60) male and female students of the second year, majoring as a classroom teacher from the Faculty of Educational Sciences of the UNRWA. The study members were divided into an experimental group that studied using the integrative curve and a control group that studied in the traditional way, while testing the comprehension of scientific concepts and the ability to solve problems. The results showed statistical significant differences between the experimental and control groups attributed to teaching using the integrative curve in favor of the experimental group.

8- (Chido & Sai, 1997) conducted a study to identify the opinions of social studies teachers on critical thinking skills and the extent to which they use teaching methods that develop those skills. The study sample included (12) secondary school social studies teachers, who were interviewed to find out their opinions about their knowledge of critical thinking skills; they were also observed in the classroom through a note card to identify the use of methods that include critical thinking skills. The results indicated that their knowledge of critical thinking skills was low, and their use of methods that develop critical thinking skills was limited.

9- Al-Azmat (2010) conducted a study aimed at the effect of a program based on the integrative curve in developing listening and paragraph writing processes for seventh grade students. Two tests were built to achieve the study goal, one to measure the listening process and the other to measure paragraph writing. The study sample consisted of (69) seventh-grade male and female students in government schools affiliated to the Directorate of Education for the North Eastern desert region for the academic year 2009/2010. Two classes were studied according to the regular program described in the teacher's guide, and two experimental classes were studied according to the program based on the integrative curve. The study indicated the significance $\alpha = 0.05$ in listening processes attributed to the program based on the integrative curve in favor of the experimental group.

Commenting on Previous Studies:

Through what was presented from previous studies, the researchers concluded the following:

1- Some previous studies focused on recent trends in the integration of school subjects in the primary stage, such as (Jaber, 2004), (Saad Al-Din, 2009) and (Al-Azmat, 2010) studies. This is evidence of the importance of integration between school subjects and the attention of those working in the field of education to the importance of integration, while the current study focused on the integration between social education and the Arabic language in the upper primary stage, and thus this study agrees with the study of (Hadeel and Odeh, 2019).

2- Some studies focused on knowing the vertical and horizontal integration between Arabic language books, Islamic education books, and the social education guide in terms of values and concepts, as in the study of (Al-Safasifa, 2005). While the

current study focused on including the critical thinking skills included in the subjects of social education, Arabic language, which is not far from the values and concepts of critical thinking.

3- Some studies focused on identifying the most important life skills needed for students of primary education in the light of the changes of the times, such as (Agando, 2017) and (Nabil and Abu Sunaina, 2019) studies. The current study, which dealt with critical thinking skills, is consistent with (Agando, 2017) and (Nabil and Abu Sunaina, 2019) studies, as critical thinking includes many life skills.

4- Many studies focused on developing critical thinking skills in social education and Arabic language books, such as (Mathius, 1990), (Chiodo & Sai), and (Al-Azmat, 2010) studies. As for the current study, it focused on including critical thinking skills in social education and the Arabic language books in the stage of primary education, and this proves the importance of critical thinking and the value of this study as it deals with two main books on critical thinking skills at a stage when the student has acquired a good amount of knowledge and information.

The current study benefited from previous studies in building the theoretical framework and the tools it used, such as (Al-Safasifa, 2005) and (Jaber, 2004) studies, but it differs from the studies in its subject matter, as it dealt with the social education and the Arabic language books in the lower primary stage to include critical thinking skills. As for the method implemented in this study, it is the descriptive survey method. The researchers have great hope that other researchers will benefit from this study and that the authors of the curricula will view it as an important reference for writing books. In addition, the sixth grade is the last grade in the lower primary stage, and students begin to show signs of personality formation and independent opinion in this class.

Study Methodology and Procedures

Study Methodology:

This study dealt with the integration of the social education and the Arabic language books for the sixth grade in Jordan in the inclusion of critical thinking skills in both books for the academic year 20121/ 2022. It implemented the descriptive survey method to identify the degree of integration of the social education and the Arabic language books for the sixth grade in critical thinking skills included in both books from the perspective of teachers in Jerash Governorate, due to the suitability of this curriculum to this type of social studies.

Study Population:

The study population consisted of 25 social education male and female teachers who teach the sixth grade and 40 Arabic language male and female teachers who teach the sixth grade in Jerash Governorate. A representative sample of the study was selected from 25 social education male and female teachers and 25 Arabic language male and female teachers by adopting the simple random method for Arabic language teachers and the entire study population of social education teachers by distributing the study tool to all of them on paper.

Study Tool:

A questionnaire was developed to collect data related to critical thinking skills in the social education and Arabic language books for the sixth grade, by referring to a group of studies and theoretical literature that dealt with critical thinking. The tool consisted of 30 items distributed on three skills:

First: Inductive Critical Thinking Skills (10 items).

Second: Deductive Critical Thinking Skills (10 items).

Third: Evaluative Critical Thinking Skills (10 items).

Statistical Standard:

The five-point Likert scale was adopted to correct the study tools, by giving each of its items one degree out of its five degrees (strongly agree, agree, neutral, disagree,

strongly disagree), which are represented digitally as (5, 4, 3, 2, 1) respectively. The following scale has been adopted for the purposes of analyzing the results:

Between 1.00 - 2.33 (Low)

Between 2.34 - 3.67 (Average)

Between 3.68 - 5.00 (High)

The scale was calculated using the following equation:

(The upper limit of the scale (5) - the lower limit of the scale (1)) / The number of required categories (3)

= (5-1)/3 = 1.33

And then add the answer (1.33) to the end of each category.

Construction Credibility: Critical thinking skills in a social language book

In order to extract the significance of the construction credibility of the scale, the correlation coefficients of each item and the total score, between each item and its association with the domain to which it belongs, and between the domains with each other and the total score, were extracted in an exploratory sample from outside the study sample that consisted of (10) items. The correlation coefficients of the items with the tool as a whole ranged between (0.72-0.88), and with the range of (0.64-0.97). The following table shows these results.

Table (1)

Correlation coefficients between the item, the total score, and the domain to which it belongs

Item No.	Correlation Coefficient With the Domain	Correlation Coefficient With the Tool	Item No.	Correlation Coefficient With the Domain	Correlation Coefficient With the Tool	Item No.	Correlation Coefficient With the Domain	Correlation Coefficient With the Tool
1	.80**	.78**	11	.67*	.78**	21	.78**	.73*
2	.71*	.72*	12	.83**	.72*	22	.82**	.75*
3	.64*	.73*	13	.68*	.75*	23	.88**	.87**
4	.64*	.73*	14	.67*	.78**	24	.68*	.72*
5	.80**	.78**	15	.67*	.78**	25	.80**	.88**
6	.97**	.88**	16	.83**	.88**	26	.85**	.77**
7	.80**	.78**	17	.67*	.77**	27	.81**	.78**
8	.80**	.78**	18	.74*	.75*	28	.81**	.78**
9	.71*	.77**	19	.83**	.72*	29	.81**	.78**
10	.64*	.75*	20	.81**	.73*	30	.81**	.78**

* Statistically significant at the significance level of (0.05).

** Statistically significant at the significance level of (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted. The domain correlation coefficient with the total score, as well as the correlation coefficients between the domains with each other, were obtained. The following table shows the results.

Table (2)

Correlation coefficients between the domains with each other and with the total score

	Inductive Critical Thinking Skills	Deductive Skills	Evaluative Critical Thinking Skills	Critical Thinking Skills in the Social Language Book
Inductive Critical Thinking Skills	1			
Deductive Skills	.926**	1		
Evaluative Critical Thinking Skills	.918**	.940**	1	
Critical Thinking Skills in the Social Language Book	.967**	.980**	.980**	1

* Statistically significant at the significance level of (0.05).

** Statistically significant at the significance level of (0.01).

Table (2) shows that all correlation coefficients were of acceptable and statistically significant degrees, which indicates an appropriate degree of construction credibility.

The Stability of Critical Thinking Skills in the Social Language Book

To ensure the stability of the study tool, the (test-retest) method was used by applying the scale then reapplying it after two weeks on a group outside the study sample consisting of (10) items; next, the Pearson correlation coefficient was calculated between their estimates in both tests.

The stability coefficient was also calculated by the internal consistency method according to Cronbach's alpha equation, and Table (3) shows the internal consistency coefficient according to Cronbach's alpha equation and the repeatability of the

domains and the total score; as such, these values were considered appropriate for the purposes of this study.

Table (3)

Cronbach's alpha internal consistency coefficient and the repeatability of the domains and the total score

The Domain	Repeatability	Internal Consistency
Inductive Critical Thinking Skills	0.83	0.82
Deductive Skills	0.84	0.81
Evaluative Critical Thinking Skills	0.81	0.80
Critical Thinking Skills in the Social Language Book	0.86	0.83

Construction Credibility: Critical thinking skills in an Arabic language book

In order to extract the significance of the construction credibility of the scale, the correlation coefficients of each item and the total score, between each item and its association with the domain to which it belongs, and between the domains with each other and the total score, were extracted in an exploratory sample from outside the study sample that consisted of (10) items. The correlation coefficients of the items with the tool as a whole ranged between (0.72-0.90), and with the range of (0.67-0.90). The following table shows these results.

Table (4)

Correlation coefficients between the item, the total score, and the domain to which it belongs

Item No.	Correlation Coefficient With the Domain	Correlation Coefficient With the Tool	Item No.	Correlation Coefficient With the Domain	Correlation Coefficient With the Tool	Item No.	Correlation Coefficient With the Domain	Correlation Coefficient With the Tool
1	.80**	.80**	11	.67*	.90**	21	.67*	.85**
2	.72*	.80**	12	.89**	.90**	22	.67*	.85**
3	.90**	.90**	13	.67*	.90**	23	.74*	.80**
4	.80**	.72*	14	.67*	.80**	24	.80**	.80**
5	.80**	.85**	15	.74*	.80**	25	.86**	.80**
6	.74*	.80**	16	.81**	.85**	26	.67*	.85**
7	.80**	.72*	17	.89**	.90**	27	.83**	.90**
8	.90**	.90**	18	.88**	.85**	28	.83**	.90**
9	.87**	.85**	19	.74*	.85**	29	.72*	.85**
10	.80**	.80**	20	.88**	.85**	30	.86**	.80**

* Statistically significant at the significance level of (0.05).

** Statistically significant at the significance level of (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted.

The domain correlation coefficient with the total score, as well as the correlation coefficients between the domains with each other, were obtained. The following table shows the results.

Table (5)

Correlation coefficients between the domains with each other and with the total score

	Inductive Critical Thinking Skills	Deductive Skills	Evaluative Critical Thinking Skills	Critical Thinking Skills in the Arabic Language Book
Inductive Critical Thinking Skills	1			
Deductive Skills	.966**	1		
Evaluative Critical Thinking Skills	.915**	.886**	1	
Critical Thinking Skills in the Arabic Language Book	.986**	.977**	.958**	1

* Statistically significant at the significance level of (0.05).

** Statistically significant at the significance level of (0.01).

Table (5) shows that all correlation coefficients were of acceptable and statistically significant degrees, which indicates an appropriate degree of construction credibility.

The Stability of Critical Thinking Skills in the Arabic Language Book

To ensure the stability of the study tool, the (test-retest) method was used by applying the scale then reapplying it after two weeks on a group outside the study sample consisting of (10) items; next, the Pearson correlation coefficient was calculated between their estimates in both tests.

The stability coefficient was also calculated by the internal consistency method according to Cronbach's alpha equation, and Table (6) shows the internal consistency coefficient according to Cronbach's alpha equation and the repeatability of the domains and the total score; as such, these values were considered appropriate for the purposes of this study.

Table (6)

Cronbach's alpha internal consistency coefficient and the repeatability of the domains and the total score

The Domain	Repeatability	Internal Consistency
Inductive Critical Thinking Skills	0.81	0.72
Deductive Skills	0.80	0.79
Evaluative Critical Thinking Skills	0.83	0.80
Critical Thinking Skills in the Arabic Language Book	0.85	0.83

The first question: What are the critical thinking skills included in the sixth grade social education book from the perspective of teachers in Jerash Governorate?

To answer this question, the arithmetic means and standard deviations of critical thinking skills that should be included in the sixth grade social education book from the teachers' perspective were extracted, and the table below shows this.

Table (7)

Arithmetic means and standard deviations of critical thinking skills to be included in the sixth grade social education book from the teachers' perspective arranged in descending order according to the arithmetic means

Ranking	No.	The Domain	Arithmetic Mean	Standard Deviation	Level
1	2	Deductive Skills	2.24	.374	Average
2	1	Inductive Critical Thinking Skills	2.17	.463	Average
3	3	Evaluative Critical Thinking Skills	1.96	.380	Average
		Critical Thinking Skills in the Social Language Book	2.12	[fuzzy] Between 2.34 - 3.67 (Average)	Average

Table (7) shows that the arithmetic means ranged between (1.96-2.24), where the deductive skills came in the first rank with the highest arithmetic mean of (2.24), while the evaluative critical thinking skills came in the last rank with an arithmetic

mean of (1.96); moreover, the arithmetic mean of critical thinking skills to be included in the social education book for the sixth grade from the perspective of teachers as a whole was (2.12), which is at the (average) level.

The arithmetic means and standard deviations of the estimates of the study sample were calculated on the items of each domain separately, as they were as follows:

First: Inductive Critical Thinking Skills.

Table (8)

Arithmetic means and standard deviations related to inductive critical thinking skills, arranged in descending order according to the arithmetic means

Ranking	No.	Items	Arithmetic Mean	Standard Deviation	Level
1	3	reaching conclusions and generalizations	2.72	.458	High
1	4	Cause-effect linking by the students	2.72	.542	High
3	10	The ideas of the book connect the students to their previous experiences	2.60	.500	High
4	2	Clues are stated according to their sources	2.24	.723	Average
5	1	Differentiating between fact and opinion	2.00	.408	Average
6	7	Opens horizons beyond the existing evidence for the student	1.96	.539	Average

Ranking	No.	Items	Arithmetic Mean	Standard Deviation	Level
6	9	Questions and exercises unlock new ideas for problem solving	1.96	.611	Average
8	8	Questions and exercises give students an opportunity to prioritize the problems they face	1.92	.493	Average
9	5	Problem analysis and comprehension by students	1.88	.526	Average
10	6	Putting students in front of similar life situations and problems	1.68	.557	Average
		Inductive Critical Thinking Skills	2.17	.463	Average

Table (8) shows that the arithmetic means ranged between (1.68-2.72), where items No. (3 and 4), which stipulate "reaching conclusions and generalizations", and "cause-effect linking by students" came in the first rank with an arithmetic mean of (2.72), while item No. (6) which was “putting students in front of similar life situations and problems” came in the last rank, with an arithmetic mean of (1.68). The arithmetic mean of inductive critical thinking skills as a whole was (2.17). Second: Deductive Skills

Table (9)

Arithmetic means and standard deviations related to deductive skills are arranged in descending order according to the arithmetic means

Ranking	No.	Items	Arithmetic Mean	Standard Deviation	Level
1	13	Distinguish the relationships between different variables	2.76	.436	High
2	17	Deducing new evidence from clues	2.48	.510	High
3	12	Uncover the contradictions within the problem	2.40	.500	High
4	19	Questions and exercises help clarify clues and evidence	2.36	.569	High
5	20	Book ideas allow students to choose the best clue	2.32	.557	Average
6	15	Coming up with atypical solutions	2.12	.332	Average
7	18	Clarifying the relationship between the clue and its applications	2.08	.572	Average
8	11	Setting priorities and arranging them in a logical manner	2.04	.351	Average
9	14	Differentiation of evidence strength	2.04	.351	Average
10	16	Analyzing correlations between the evidence	1.80	.500	Average
		Deductive Skills	2.24	.374	Average

Table (9) shows that the arithmetic means ranged between (1.80-2.76), where item No. (13) which states "distinguishing relationships between different variables" came in the first rank with an arithmetic mean of (2.76), while item No. (16) which was "Analyzing correlations between the evidence" ranked last, with an arithmetic mean of (1.80). Also, the arithmetic mean of the deductive skills as a whole was (2.24).

Third: Evaluative Critical Thinking Skills

Table (10)

Arithmetic means and standard deviations related to evaluative critical thinking skills, arranged in descending order according to the arithmetic means

Ranking	No.	Items	Arithmetic Mean	Standard Deviation	Level
1	21	Expressing an opinion	2.32	.476	Average
2	26	Evaluation	2.16	.374	Low
3	30	Description	2.12	.332	Low
4	29	Generalization	2.08	.277	Low
5	22	Objective Criticism	2.04	.611	Low
5	28	Forming a Personal Opinion	2.04	.200	Low
7	27	Decision-Making	1.96	.455	Low
8	25	Comparison	1.84	.624	Low
9	23	Differentiation between right and wrong	1.60	.764	Low
10	24	Validating information	1.40	.500	Low
		Evaluative Critical Thinking Skills	1.96	.380	Average

Table (10) shows that the arithmetic means ranged between (1.40-2.32), where item No. (21) which states “expressing an opinion” came in the first rank with an arithmetic mean of (2.32), while item No. (24) which was “Validating information”

ranked last, with an arithmetic mean of (1.40). Furthermore, the arithmetic mean of the evaluation critical thinking skills as a whole was (1.96).

Discussing the results related to the first question:

The first question: What are the critical thinking skills included in the sixth grade social education book from the perspective of teachers in Jerash Governorate?

The researchers attribute this result to the direct teaching practiced by teachers, their focus on information more than discussing, evaluating, and linking them to reality, their view of information as general knowledge for students, the focus of courses on the same idea, and the nature of school culture in considering (social education) a memorization material. Therefore, the deductive skills ranked first and evaluation ranked last. In addition, the social education subject is viewed as a memorization subject rather than a subject that links the student to time and place and builds reality through it.

Among the mistakes that teachers make is the fact that they do not present information to the student as a life problem that he is asked to solve, and the nature of the questions that are asked at the end of each unit.

As for analyzing correlations between the evidence, the focus on it is limited by the book and the teacher, so the researchers attribute this result to the nature of direct teaching practiced by teachers. For example, expressing an opinion may be asked throughout discussions on a particular topic and in a certain way, because the focus on information is more than on analyzing them and expressing an opinion. Nowadays, expressing an opinion has appeared in all curricula because of the explosion of knowledge and the huge amount of information that the student receives. As for validating information in social education, the book is seen as a strong source of information, and it is still the primary source because the number of lessons is few and the teacher cannot expand the discussion of the information.

With these results, this study agrees with (Mathias, 1990), (Chid & Sai, 1997), and (Ahmad bin Saad Al-Hasan, 2009) studies.

The second question: What are the critical thinking skills included in the Arabic language book for the sixth grade from the perspective of teachers in Jerash Governorate?

To answer this question, the arithmetic means and standard deviations of critical thinking skills that should be included in the sixth grade Arabic language book from the teachers' perspective were extracted, and the table below shows this.

Table (11)

Arithmetic means and standard deviations of critical thinking skills to be included in the sixth grade Arabic language book from the teachers' perspective arranged in descending order according to the arithmetic means

Ranking	No.	The Domain	Arithmetic Mean	Standard Deviation	Level
1	3	Evaluative Critical Thinking Skills	2.48	.400	Average
2	2	Deductive Skills	2.29	.347	Average
3	1	Inductive Critical Thinking Skills	2.24	.357	Average
		Critical Thinking Skills in the Arabic Language Book	2.34	.361	Average

Table (11) shows that the arithmetic means ranged between (2.24-2.48), where the evaluative critical thinking skills came in the first rank with the highest arithmetic mean of (2.48), while the inductive critical thinking skills came in the last rank with an arithmetic mean of (2.24); moreover, the arithmetic mean of critical thinking skills to be included in the Arabic language book for the sixth grade from the perspective of teachers as a whole was (2.34).

The arithmetic means and standard deviations of the estimates of the study sample were calculated on the items of each domain separately, as they were as follows:

First: Inductive Critical Thinking Skills.

Table (12)

Arithmetic means and standard deviations related to inductive critical thinking skills, arranged in descending order according to the arithmetic means

Ranking	No.	Items	Arithmetic Mean	Standard Deviation	Level
1	2	Clues are stated according to their sources	2.60	.500	High
2	10	The ideas of the book connect the students to their previous experiences	2.40	.500	High
3	1	Differentiating between fact and opinion	2.36	.569	High
4	3	reaching conclusions and generalizations	2.32	.476	Average
5	8	Questions and exercises give students an opportunity to prioritize the problems they face	2.28	.458	Average
6	9	Questions and exercises unlock new ideas for problem solving	2.24	.436	Average
7	4	Cause-effect linking by the students	2.16	.374	Average
8	5	Problem analysis and comprehension by students	2.12	.332	Average

Ranking	No.	Items	Arithmetic Mean	Standard Deviation	Level
9	7	Opens horizons beyond the existing evidence for the student	2.00	.577	Average
10	6	Putting students in front of similar life situations and problems	1.96	.200	Average
		Inductive Critical Thinking Skills	2.24	.357	Average

Table (12) shows that the arithmetic means ranged between (1.96-2.60), where item No. (2), which states "clues are stated according to their sources" came in the first rank with an arithmetic mean of (2.60), while item No. (6) which was "putting students in front of similar life situations and problems" in the last rank, with an arithmetic mean of (1.96). In addition, the arithmetic mean of the inductive critical thinking skills as a whole was (2.24).

Second: Deductive Skills

Table (13)

Arithmetic means and standard deviations related to deductive skills are arranged in descending order according to the arithmetic means

Ranking	No.	Items	Arithmetic Mean	Standard Deviation	Level
1	19	Questions and exercises help clarify clues and evidence	2.72	.458	High

Ranking	No.	Items	Arithmetic Mean	Standard Deviation	Level
2	15	Coming up with atypical solutions	2.60	.500	High
3	16	Analyzing correlations between the evidence	2.36	.490	High
4	12	Uncover the contradictions within the problem	2.32	.476	Average
4	17	Deducing new evidence from clues	2.32	.476	Average
6	18	Clarifying the relationship between the clue and its applications	2.20	.408	Average
6	20	Book ideas allow students to choose the best clue	2.20	.408	Average
8	13	Distinguish the relationships between different variables	2.12	.332	Average
9	11	Setting priorities and arranging them in a logical manner	2.08	.400	Average
10	14	Differentiation of evidence strength	1.96	.455	Average
		Deductive Skills	2.29	.347	Average

Table (13) shows that the arithmetic means ranged between (1.96-2.72), where item No. (19) which states “questions and exercises help clarify clues and evidence” came in the first rank with an arithmetic mean of (2.72), while item No. (14) which was

"differentiation of evidence strength" ranked last, with an arithmetic mean of (1.96). Additionally, the arithmetic mean of the deductive skills as a whole was (2.29).

Third: Evaluative Critical Thinking Skills

Table (14)

Arithmetic means and standard deviations related to evaluative critical thinking skills, arranged in descending order according to the arithmetic means

Ranking	No.	Items	Arithmetic Mean	Standard Deviation	Level
1	24	Validating information	2.92	.277	High
2	21	Expressing an opinion	2.64	.490	High
3	26	Evaluation	2.60	.500	High
4	22	Objective Criticism	2.48	.714	High
4	23	Differentiation between right and wrong	2.48	.510	High
6	25	Comparison	2.40	.500	High
6	30	Description	2.40	.500	High
8	27	Decision-Making	2.32	.476	Average
8	28	Forming a Personal Opinion	2.32	.476	Average
10	29	Generalization	2.20	.408	Average
		Evaluative Critical Thinking Skills	2.48	.400	Average

Table (14) shows that the arithmetic means ranged between (2.20-2.92), where item No. (24) which states "validating information" came in the first rank with an arithmetic mean of (2.92), while item No. (29) which was "generalization" ranked last, with an arithmetic mean of (2.20). Moreover, the arithmetic mean of the evaluation critical thinking skills as a whole was (2.48).

Discussing the results related to the second question:

The second question: What are the critical thinking skills included in the Arabic language book for the sixth grade from the perspective of teachers in Jerash Governorate?

Tables 11, 12, 13, and 14 show that the skills ranked in the middle rank, and the researchers attribute this result to the nature of direct teaching practiced by teachers and the nature of the curriculum, as the focus on evidence receives great attention from the curriculum as well because it reinforces the information which the students received; in addition, teachers focus on the evidence as proofs for the student when discussing, as well as training courses taught by supervisors.

As for the fact that item (6) came in the last rank, this is attributed to the lack of linking between education and real life by teachers, and there are those who see that this is unrelated to the lesson and distracts students. However, the researchers believe that this is incorrect, as linking between education and real life of the student is one of the most important goals that the Ministry of Education seeks.

The researchers attribute this result to the focus of Arabic language teachers at all levels on questions and exercises more than others, basing performance-based evaluations on them, the focus of any visitor, whether he is a supervisor or a school principal, on the exercises, and the nature of the curriculum, since the Arabic language curriculum focuses on exercises as the best way to support the student's learning; moreover, this result shows that the teachers focus on the evaluative skills more than others because they consider them better to teach critical thinking than others; in addition, teachers see that they help students to be more involved in dialogue and discussion, it is easier to formulate questions by teachers using them,

training courses by supervisors focus more on them, and it is difficult to demonstrate inductive skills.

Many of those in charge of the educational process believe that the evaluative skills allow the student to build his personality and form his opinion more than others, and the view of inductive skills may be more as general knowledge than critical thinking, with the focus of tests for teachers on the level of understanding, comprehension, and memorization. As for the differentiation of evidence strength, the teachers see that any evidence in the book is strong evidence and does not require differentiation of its strength.

In addition, this result shows the availability and ease of access to information, especially in this era, as teachers see that validating information happens in the form of a homework and discussing it in the next class.

As for generalization, it came in the last rank, and the reason for this was the teachers' lack of interest in spreading the information by the students and focusing only on the information for the tests. Nonetheless, this is a mistake that many teachers make, as generalization has its benefits to the student, school, and society. These results agree with many previous studies such as (Al-Azmat, 2010), and (Ibrahim and Al-Naddaf, 2008) studies.

The third question: Is there a statistically significant correlation at the level of ($\alpha \geq 0.05$) between the degree of integration of critical thinking skills included in the social education and the Arabic language books for the sixth grade from the teachers' perspective?

To answer this question, the Pearson correlation coefficient was extracted between the degree of integration of critical thinking skills included in the social education and the Arabic language books for the sixth grade from the teachers' perspective, and table (15) shows this.

Table (15)

Pearson's correlation coefficient of the relationship between the degree of integration of critical thinking skills included in the Arabic language and social education books for the sixth grade from the teachers' perspective

		Inductive Critical Thinking Skills	Deductive Skills	Evaluative Critical Thinking Skills	Critical Thinking Skills in the Social Language Book
Inductive Critical Thinking Skills	Correlation Coefficient (r)	.829**	.947**	.961**	.937**
	Statistical Significance	.000	.000	.000	.000
	No.	25	25	25	25
Deductive Skills	Correlation Coefficient (r)	.855**	.948**	.977**	.952**
	Statistical Significance	.000	.000	.000	.000
	No.	25	25	25	25
Evaluative Critical Thinking Skills	Correlation Coefficient (r)	.858**	.930**	.875**	.915**
	Statistical Significance	.000	.000	.000	.000
	No.	25	25	25	25
Critical Thinking Skills in the Arabic Language Book	Correlation Coefficient (r)	.863**	.958**	.952**	.951**
	Statistical Significance	.000	.000	.000	.000

	No.	25	25	25	25

* Statistically significant at the significance level of (0.05).

** Statistically significant at the significance level of (0.01).

Table (15) shows that there is a positive, statistically significant relationship between the degree of integration of critical thinking skills included in the Arabic language and social education books for the sixth grade from the teachers' perspective.

Discussing the results related to the third question:

The third question: Is there a statistically significant correlation at the level of ($\alpha \geq 0.05$) between the degree of integration of critical thinking skills included in the social education and the Arabic language books for the sixth grade from the teachers' perspective?

The reason for the existence of a positive relationship between the integration of critical thinking skills contained in the social education and the Arabic language books is the nature of both books, the focus on discussing information using them, the view of social education teachers on the importance of the Arabic language in their subject, and the students' ability to understand it through their understanding of the Arabic language; furthermore. the focus of modern curricula and the Ministry of Education on teaching critical thinking and holding training courses for teachers and educational supervisors for both subjects on teaching critical thinking skills, and the general trend of staying away from plans and indoctrination and involving students in information and discussion.

The integration is clear in the social education and the Arabic language books. In addition to the above, the authoring committees of both books focus on leaving some information for students' conclusions, especially in the Arabic language, as well as social education courses which focus on stimulating students' thinking about information, and to make social education less focused on memorization and remembering, especially that critical thinking skills scores for social education in this study were slightly lower than the Arabic language, and the degree of integration was average.

Thus, this study agreed with (Qasem, 2004), (Al-Safasifa, 2005), (Hadeel and Abu Suneina, 2019), and many of the previous studies found in this study.

Recommendations:

1. Conducting further studies of both books on including critical thinking skills.
2. Focusing on questions and exercises by the authoring committees to stimulate thinking among students, especially in social education.
3. Holding meetings between the authoring committees of both books before authoring and agreeing on goals.
4. Emphasizing training courses by supervisors to focus on critical thinking skills.

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Abstract in English

This study aims at exploring the integration of the two books of social sciences and the Arabic language for the sixth grade in the critical thinking included in the two books. A descriptive survey method was applied, and in order to achieve the study goal; the researchers prepared a questionnaire consisting of 30 items that is divided into three skills: the inductive skills, deductive skills, and the evaluative skills. The study sample consisted of 50 male and female teachers. After computing the arithmetic mean and the standard deviation of the three skills; it is found that there is a moderate integration between the two books of social sciences and the Arabic language from the teachers' point of view in Jerash Governorate. Accordingly, the researchers recommended promoting studies that tackles critical thinking, and holding meetings between the authoring committees before preparing the two books, as well as engaging the teachers in the process of writing books.

Key words: Integration, critical thinking, social studies, the Arabic language, the sixth grade.