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Content Analysis Of The Islamic Studies Curriculum For The Second Intermediate Grade In The Kingdom Of Saudi Arabia In The Light Of Metacognitive Thinking Skills

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Abstract

The study aimed to identify the degree of inclusion of the Islamic Studies curriculum (Hadith book) for the second grade intermediate students in the Kingdom of Saudi Arabia in the light of metacognitive thinking skills. To achieve this goal, the researcher identified the appropriate metacognitive thinking skills for second grade students, and then he reviewed them. The researcher reached (14) sub-skills divided into three (main) skills: planning skill, which includes (6) sub-skills: problem identification, goal setting, difficulty identification, linking ideas and providing alternatives and choices, monitoring and control skill, which includes (5) sub-skills: focus, analysis, assimilation, choice, and sequence, and evaluation skill, which includes (3) sub-skills: issuing judgments, questioning, and summarizing. The researcher then prepared a content analysis form based on the list of skills he reached, with a criterion for measuring the degree of inclusion of the Islamic Studies curriculum (Hadith book) for the second grade intermediate students in metacognitive thinking skills. The results of the analysis showed weak percentages of the availability of metacognitive thinking skills in the content of the student book; where planning skill ranked first with a availability percentage of 43.89% while evaluation skill came in second place with a availability percentage of 35.25% and monitoring and control skill came in third and last place with a availability percentage of 20.86%, with the absence of some skills, as well as weak moderation in the distribution of the available skills between the three units of the book content. In light of these results, the researcher recommended the importance of paying attention to the inclusion of the Islamic Studies curriculum (Hadith book) for metacognitive thinking skills during the preparation of the curriculum, with training for science teachers specializing in the science of hadith on how to develop them in students.

Keywords: Content analysis, Second grade intermediate, Islamic Studies curriculum, Metacognitive thinking skills.

Introduction

The current century is characterized by rapid and continuous developments, which have had a significant impact on many aspects of life, whether social, economic, political, or educational. These developments have had a major impact on the educational process, and as a result, there has been a widespread interest in the skills necessary for success in life and work, including educational skills. This has required educational and educational institutions to work to keep pace with these developments and changes and deal with them effectively, with quality and efficiency. As Al-Sharhani and Al-Mahfooz (2020) mentioned, it is necessary to reconsider the orientations and plans of educational and educational institutions to reform the educational system in all its elements so that

it is compatible with the changes and requirements of the 21st century and achieves a positive harmony through focusing on 21st century skills in order to build a developed society that is able to face the challenges of this era that is accelerating with science, knowledge, and innovation.

Al-Abedani and Harun (2022, 62) believe that the concept of 21st century skills has grown in many global systems, during which the educational system has sought to establish the foundations and rules on which these skills are based and integrate them into the curriculum due to their extreme importance in various fields of life.

What confirms the above is what Abdel-Aal (2018) mentioned that the 21st century is witnessing many cognitive, economic, and technological developments that have had a profound impact on humans in terms of their capabilities, skills, and competencies.

In light of this reality, the importance of teaching thinking skills and its processes is highlighted, which remain valid and renewed in terms of their usefulness and uses in processing information of any kind. Quimby & Sternberg (1985, p.53) pointed out that knowledge is important of course, but it often becomes outdated, but thinking skills remain new and enable us to acquire knowledge and reason regardless of the place and time or the types of knowledge that use thinking skills. Therefore, teaching thinking skills as explained by Jarwan (2017) is like providing the individual with the tools he needs to be able to deal effectively with any type of information or changes that the future brings, and from here, the importance of education for thinking and teaching its skills is gaining increasing importance for the success of the individual and the development of society.

In light of the importance of teaching thinking and its skills, whether in practical life or education, and with the successive developments, the term "metacognitive thinking skills" appeared in the early 1970s to add a new dimension in the field of cognitive psychology and open up wide horizons for experimental studies and theoretical discussions. This means that the learner must be able to solve his problems in a way that he is a generator of ideas, a critic, a monitor, a planner, and puts alternative choices in front of him. Flavell & Wellman (1977) mention that metacognitive thinking skills are the highest levels of mental activity that keep the individual aware of himself and others while thinking about solving the problem. Therefore, metacognitive thinking skills are a set of complex mental skills whose function is to control and control all thinking activities that help solve the problem and use the individual's cognitive abilities and resources. This is what the school curricula seek to do, as they encourage the idea of encouraging learners to practice how they learn and how they think during the practice of thinking activities, including metacognitive thinking skills. As a result, the learner becomes able to solve a problem with ease or the ability to make a certain decision or satisfy the desire to understand or find meaning or a satisfactory answer to a question.

Sternberg (1985) explained that they are three main metacognitive thinking skills:

1. Planning, which means:
   - Identifying a goal or feeling the presence of a problem
   - Choosing the implementation strategy and skills
   - Identifying obstacles and facing them
2. Monitoring and control, which means:

- Maintaining the sequence of processes and steps
- Knowing when the goal is achieved and when to move on to the next process and its adequacy

3. Evaluation, which means:

- Evaluating the extent to which the goal is achieved
- Judging the accuracy and adequacy of the results
- Evaluating the effectiveness of the plan and its implementation

Based on this, the processes of planning, implementing, presenting, and developing the school curricula are a real translation to achieve the comprehensive development of students from all aspects of their personalities and acquire skills at a high level of quality and quality to meet the requirements of the future.

Since the school curriculum is considered a means of education by which it directs behavior and develops abilities, skills, and attitudes, the Ministry of Education in the Kingdom of Saudi Arabia has sought to improve the governance of the education system and develop the skills and capabilities of its members and provide learners with the values and skills necessary to become good citizens (Ministry of Education 2021). Many studies and research have sought to develop these skills and point to the importance of including them in the school curriculum. Among these studies are the study of Abu Al-Saud (2009), which used a simulation-based technical program to develop metacognitive skills, and the study of Hajou (2009), which investigated metacognitive skills in technology books in the upper basic stage. The study recommended the need to pay attention to metacognitive thinking skills because of their great importance for academic achievement. The study of Al-Eid (2010) also proved the weakness of the coverage of thinking skills, especially metacognitive and creative thinking, in the Arabic language curriculum. This had an impact on the weakness of students' acquisition of these skills. As for the study of Al-Dabba (2013), it took content analysis as a methodology to determine the extent of the availability of metacognitive thinking skills in Arabic language books for the lower basic stage. The study proved the lack of metacognitive thinking skills in the Arabic language curriculum. This, in turn, led to the weakness of students' awareness and knowledge of these skills. The study also presented a proposed vision for enriching these skills.

In the study of Shoshan (2013), the researcher aimed to develop metacognitive skills through a training program based on cooperative learning. The study proved the effectiveness of the program for junior high school students. In the study of Al-Jarrah (2011), the researcher aimed to measure the level of metacognitive thinking skills among Yarmouk University students. The study found that the students' level of mastery of these skills was low. This is due to the fact that these skills are not included in the learning curricula at the early stages of education. This suggests the importance of these skills and the need to pay attention to them. In the study of Al-Shahrori (2006), the researcher aimed to use metacognitive skills to develop students' motivation towards self-directed learning. The results of the study showed that mastering metacognitive skills develops motivation and self-directed learning. This indicates the great importance of metacognitive skills. Similarly, the study of Al-Shrouf (2002) measured the effect of using metacognitive thinking skills on reading comprehension. The study found that mastering metacognitive skills plays a significant role in Quranic comprehension. This suggests the urgent

need to pay attention to metacognitive thinking skills.

Therefore, it has become necessary to include topics in the curriculum that enhance skills and prepare students for the future and make them more capable of effective thinking to face developments and achieve the vision of the Kingdom of Saudi Arabia 2030, especially in the field of education, with the need to integrate and include thinking skills of all kinds in the curriculum. In response to recommendations and studies that also confirmed the weakness in the treatment of the school curricula for thinking skills, such as the study of Al-Khawlada (2012) and the study of Coutinho (2006), and according to the researcher's knowledge that there is no study that has addressed the analysis of the content of the Islamic Studies curriculum in the light of metacognitive skills in the Kingdom of Saudi Arabia, therefore, the current study aims to reveal the extent of the inclusion of the Islamic Studies curriculum for the second grade of intermediate school in the Kingdom of Saudi Arabia for metacognitive skills by answering the following research questions:

1. What are the metacognitive skills that should be included in the book of the Hadith subject for the second grade of intermediate school in the Kingdom of Saudi Arabia?
2. What is the extent of the inclusion of the content of the book of the Hadith subject for the second grade of intermediate school for metacognitive skills in the Kingdom of Saudi Arabia?

Literature Review

Metacognitive thinking skills

This concept appeared in the field of cognitive psychology in the early 1970s and 1980s, adding a new educational and educational dimension and opening up broad horizons in the subjects of intelligence, thinking, and learning skills. The definitions of metacognitive thinking and its skills have multiplied based on the diversity of educational and life backgrounds, first, the developments in the fields of education and psychology, second, and the demands of the changing and renewing future, third.

Bahlul (2004: 172) mentioned that it is a phrase about awareness of what we possess of abilities, strategies, resources, and means that we need more effectively, as flavell (1977) defined it as metacognition is the ability to monitor, evaluate, and plan for individual learning. Ghareeb (2010) defined metacognitive thinking as: the ability to manage thinking in a way that achieves the desired goals, and in this it includes awareness of the knowledge acquired and the way it is learned and the ability to organize it.

Al-Kleeb (2020) also mentioned that metacognitive thinking is: the learner's knowledge of the processes and mental activities that he performs in different learning situations, his ability to think and ponder the knowledge he acquired from these situations, and his attempts to organize activities, monitor them, and control them during implementation, in addition to his self-assessment of the activity plan he performed and the way he implemented it and the results obtained. Qana' (2010) also defined it as "the ability of the learner to set a work plan, review it, monitor his progress, identify errors, work on them, and reflect on thinking before completing the work, during it, and after it, and self-evaluate the plan he made."

The researcher defines it operationally as: the mental abilities that the individual uses to organize his ideas and arrange them in a scientific way to face different problems.

Metacognitive skills

The studies conducted since the early 1970s on the concept of metacognitive processes have led to the identification of a number of higher-order skills that manage thinking activities and direct them when the individual is engaged in a problem-solving or decision-making situation. Sternberg (1985) classified these skills into three main categories: planning skill, monitoring skill, and evaluation skill, each of these categories includes a number of sub-skills that can be summarized as follows:

1- Planning skill: It is represented in setting plans and goals and identifying the main sources before the learning process and includes a number of the following skills:

- Identifying a goal or feeling the presence of a problem and defining its nature
- Choosing the implementation strategy and its skills
- Arranging the sequence of operations or steps
- Identifying potential obstacles and errors
- Identifying methods of dealing with difficulties and errors
- Predicting the desired or expected results

2- Monitoring and control skill: It is represented in the individual's awareness of the strategies he uses for learning or problem-solving and his ability to use alternative strategies to correct understanding and errors in performance, and includes a number of the following sub-skills:

- Keeping the goal in focus.
- Maintaining the sequence of operations or steps
- Knowing when the sub-goal is achieved
- Knowing when to move on to the next operation
- Choosing the appropriate operation to follow in the context
- Detecting obstacles and errors
- Knowing how to overcome obstacles and eliminate errors

3- Evaluation skill: It is represented in the ability to analyze performance and effective strategies after learning or problem-solving, and includes the following sub-skills:

- Evaluating the extent to which the goal is achieved
- Judging the accuracy and adequacy of the results
- Evaluating the appropriateness of the methods used
- Evaluating how to deal with errors and obstacles

Paris and Newman also classified a number of skills that the researcher relied on in his study, as mentioned by Jhou (2004), which are:

1- Planning skill, which is represented in: the learner's ability to identify the problem, set goals, identify difficulties, link ideas, and provide alternatives and options 2- Monitoring and control skill, which is represented in: the learner's ability to focus, analyze, absorb, choose, and sequence. 3- Evaluation skill, which is represented in: the learner's ability to issue judgments, ask questions, and summarize

Metacognitive thinking strategies

Metacognitive thinking strategies, or metacognition, are a set of procedures that learners use to be aware of the mental activities,

learning strategies, and self-regulation that are used before, during, and after learning, in order to achieve recall, understanding, planning, management, problem-solving, and other cognitive processes. Qana' (2011), and Al-Rowaithy (2009) stated that metacognitive thinking strategies are about self-questioning, thinking according to a plan, mind maps, learning files, and using multiple evaluation criteria.

Based on these definitions, the researcher notes that the focus of metacognitive strategies is related to how to make learners think about how they think in solving problems or educational situations, and how to organize their ideas, arrange them, and write down everything that is happening in their minds during the performance of the educational task.

The school curriculum

The definition of the school curriculum has been varied and diversified from the technical point of view, and educators have differed in their views on the concept of the school curriculum, which led to the emergence of several concepts, due to the age of the knowledge explosion and the doubling of the number of research studies and publications in the field of curricula and teaching methods and in the field of education and psychology. Some of them view the school curriculum as follows:

- A set of academic subjects and their content
- A pattern of human thinking patterns, especially reflective and organized investigative thinking
- Planned educational experiences.
- A written plan that includes several elements of goals, content, strategies, teaching aids, activities, and evaluation methods. Based on this, the school curriculum is a set of all the educational experiences that learners acquire under the supervision of the school, whether inside or outside it, to achieve comprehensive development for learners.

Elements of the school curriculum:

Shafei, Al-Kathiri, and Ali (1995) mentioned the elements of the school curriculum as follows:

1. Goals: It is what education seeks to achieve in the student and in the society in which he lives, in the light of scientific and civilizational changes. The goals are divided into three types:

- Long-term goals at the level of the educational stage.
- Short-term goals at the level of the school curriculum.
- Operational goals at the level of the educational lesson.

2. Content: It is the information, knowledge, facts, experiences, and activities that the course includes. The curriculum is chosen according to a number of considerations as follows:

- Abundance of educational material.
- The short period of time that the student spends at school.
- Enabling the learner to teach himself throughout his life.
- The transfer of the effect of education.
- The goal is not to collect information and knowledge, but the goal is to teach the student.

3. Teaching methods: These are the strategies that the teacher follows in order to teach the educational content to his students.
4. Teaching aids: These are the educational aids that the teacher uses to achieve the objectives of the lesson.
5. Evaluation: It aims to evaluate the effectiveness of the above.

The importance of the availability of thinking skills in the school curriculum

Thinking plays a vital role in the success and progress of individuals within and outside the educational institution, as their performance in educational tasks, school tests, and life situations during and after their studies are the products of their thinking. Most countries in the world live on wealth that lies under their feet and is depleted over time, but individuals live on wealth above their feet that increases and gives as much as we take from it. The real fruits of learning are the mental processes resulting from the study of any branch of knowledge, and not the accumulated information resulting from the study of that branch. Hence, the slogans "teaching the student how to learn" and "teaching the student how to think" have acquired special importance because they carry very important future implications.

Grawân (2017, 28-29) pointed out that teaching clever thinking skills may be the most important work that a teacher or school can do for many reasons, including:

- Direct and clear teaching of various thinking processes and skills helps to raise the level of the student's thinking efficiency.
- Direct and clear teaching of the thinking processes and skills needed to understand a subject can improve the student's level of achievement in this subject.
- Teaching thinking processes and skills gives the student a sense of conscious control over his thinking, and when this education is accompanied by improving the level of achievement, a sense of self-confidence grows in students in the face of school and life tasks.

There is no doubt that the school curriculum forms the beating heart of the educational process, as mentioned by Al-Khalifa (2014m), because it represents a treasure of knowledge, which contributes to the development of different thinking skills for the student of knowledge. Thinking skills, for example, of all kinds are considered to be one of the essentials of the curriculum, which educational systems are keen to include in the school curriculum, because they have an impact in helping students to solve various problems that they face in various aspects of life.

Method

The current study used the descriptive analytical method to suit the nature of the study using the content analysis method, to analyze the Islamic Studies curriculum (Hadith book) for the second grade of middle school, which is prescribed in the Kingdom of Saudi Arabia, and to identify the metacognitive thinking skills that the researcher has identified (planning skills, monitoring and control skills, and evaluation skills) and the degree of inclusion of these skills in the Islamic Studies curriculum and analyzing them through a content analysis card prepared by the researcher, and the analysis will be through the lessons of the book and its units.

Study sample

The sample in this study is considered to be a probability sample and has been selected by the purposive method, which means that the researcher's choice of this sample is his

knowledge that this item represents the research community. This type of sample is suitable for the subject of the current study because it selects one of the research community as a sample for the study (Abu Alam, 2007, 112), the characteristics of the study sample can be clarified through Table (1) below:

Table (1) shows the characteristics of the study sample (Islamic Studies book for the second grade of middle school) branch of Hadith, the student's book

Part	Edition	Unit	Number of lessons	Number of pages	Relative weight
First	1445	First	2	5	19.23%
Second	5	13	50%		
	Third	3	8	30.77%	
	Total	10	26	36.11%	
Second	1445	First	2	5	21.74%
Second	3	7	30.43%		
	Third	5	11	47.83%	
	Total	10	23	31.94%	
Third	1444	First	7	19	82.61%
Second	2	4	17.39%		
	Total	9	23	31.94%	
Total	29	72	100%		

It is clear from the table that there is a balance between the three parts of the book in the number of lessons and the number of pages allocated to each of them, and it varied within each part in the number of lessons and the number of pages, as well as the relative weights of the topics within each part of the three parts of the book. This clarifies the regular and moderate distribution of the topics of the Islamic Studies curriculum, the Hadith book for the second grade of middle school.

Study instrument:

- A content analysis card
- A criterion for measuring the degree of availability of metacognitive thinking skills in the Islamic Studies curriculum, the Hadith book for the second grade of middle school.

First: Designing the content analysis card:

The study tool was designed as a content analysis card for the Hadith subject for the second grade of middle school, which consisted of three main skills: planning skills, monitoring and control, and evaluation, as well as fourteen sub-skills as shown in table (2).

Table (2) The main skills and sub-indicators of metacognitive thinking

Axes	Main skills	Number of sub-indicators	Sub-indicators
First	Planning skill	6	Identifying the problem

Setting goals Prediction Linking ideas Arrangement Providing alternatives and options Second | Monitoring and control skills | 5 | Focusing Analysis Comprehension Selection Sequence Third | Evaluation skills | 3 | Judgment Questioning Summary Total | (3) skills | (14) indicators

Steps for preparing the content analysis card:

a- Sources for preparing the study tool: They were represented in the literature and previous studies that dealt with the topic of metacognitive thinking skills.

b- The initial image of the study tool: It was extracted in the preliminary image of the tool; where it included in its preliminary form three main axes, each axis branches out a number of sub-indicators, through reviewing a number of studies that dealt with this topic.

c- Defining the goal of the content analysis card of the book of the subject of Hadith for the second grade of middle school in light of metacognitive thinking skills: It aimed to analyze the Islamic Studies curriculum, the Hadith book for the second grade of middle school, in light of metacognitive thinking skills.

d- The final image of the tool: In light of the previous procedures, the tool was brought out in its final form, where it included the following skills: (planning skill and it includes (6) sub-indicators, monitoring and control skill and it includes (5) sub-indicators, evaluation skill and it includes (3) sub-indicators).

h- Identifying the analysis indicators: The analysis indicator is represented by describing the behavior of each of the metacognitive thinking skills.

1- Planning skill: It is represented in the student's ability to identify the problem, set goals, identify difficulties, link ideas, and provide alternatives and options.

2- Monitoring and control skill: It is represented in the learner's ability to focus, analyze, comprehend, choose, and follow.

3- Evaluation: It is represented in the learner's ability to issue judgments, question, and summarize.

i- Units of analysis: They are represented in all the activities, exercises, and lessons that are mentioned in the Hadith book for the second grade of middle school.

j- Analysis categories: They are represented in the content analysis card, which includes (3) sub-skills of metacognitive thinking, and under each skill, a number of sub-indicators reach a number of (14) indicators.

k- Controls of the analysis process: The analysis is done in the light of the analysis card by monitoring the repetitions and percentages of each of the metacognitive thinking skills in the Hadith book for the second grade of middle school.

l- Reliability of the analysis card: The reliability of the analysis card was estimated by the reliability of the judges: The card was presented to judges in the field of curriculum and methods of teaching Islamic sciences, and there were no observations due to the researcher's reliance on the basic skills of metacognitive thinking as mentioned in the literature and previous studies.

m- reliability of the content analysis card: To judge the reliability of the analysis card, the researcher analyzed one of the units of the Hadith

book for the second grade of middle school; it was randomly selected by lottery, which is the first unit in the Islamic Studies curriculum, the Hadith book, part three, entitled (Morals and Behavior that Islam Forbade), because it is the largest unit in the Hadith book in its three parts (first semester, second semester, and third semester) in terms of the number of lessons and number of pages; it included (7) lessons and (19) pages with a relative weight of (82.61%) of the content of the third book as shown in table (1), and the researcher calculated the stability coefficient of the analysis card in two ways, namely:

- The first way: by calculating the inter-rater reliability.

The researcher used an external rater to analyze the content of the selected unit. Using Holsti's formula, the calculated reliability coefficient was equal to (0.89) for the researcher and the external rater. This indicates that the reliability coefficient is good.

- The second way: by calculating the stability over time.

The researcher re-analyzed the content of the unit after 30 days from the first analysis. The correlation coefficient between the two analyses was calculated, which represents the stability coefficient. It was equal to (0.97), which is a high stability coefficient.

After applying the formula, the overall agreement rate was 97%. The agreement rate between the three domains of metacognitive thinking ranged from 92% as a minimum to 98% as a maximum. This indicates acceptable stability. Holsti (1969) pointed out that an agreement rate of 85% or higher indicates an acceptable level.

The following is a detailed overview of the results of Holsti's formula for the domains of the study tool, as shown in tables (4-a, b).

Table (4-a)

Metacognitive thinking skill	First analysis	Second analysis	agreements	disagreements
Planning skill	Identifying the problem	6	6	0
Setting goals	Setting goals	5	5	0
Prediction	Predicting the results and predicting them	8	7	1
Linking ideas	Explaining the intellectual relationship between topics	18	16	2
Arrangement	Arranging the operations and steps necessary to solve the problem	10	11	1
Providing alternatives and options	Putting forward many alternatives and options to solve the problem	7	7	0

Table (4-b)

Metacognitive thinking skill	First analysis	Second analysis	Number of agreements	Number of disagreements	Holsti's agreement coefficient
Planning skill	54	52	52	4	98%

Monitoring and control skill	21	19	19	2	95%
Evaluation skill	25	23	23	2	92%
All skills	100	94	94	8	97%

It is notable that the stability coefficient of the content analysis card as a whole over time reached 97%. This is a good and acceptable stability coefficient that can be used to trust the content analysis card.

Second: Building a classification standard to measure the degree of availability of metacognitive thinking skills in the book of Hadith for the second grade of middle school.

The researcher developed a classification standard for the percentages of availability of metacognitive thinking skills in the book of Hadith for the second grade of middle school, which ranged from (not available - available to a very weak degree - available to a low degree - available to a medium degree - available to a high degree - available to a very high degree), as shown in table (5).

Table (5) Classification standard for the percentages of availability of metacognitive thinking skills in the book of Hadith for the second grade of middle school

Percentage of skill	Degree of availability
0%	Not available
1.00% - 20%	Available to a very weak degree
21% - 40%	Available to a low degree
41% - 60%	Available to a medium degree
61% - 80%	Available to a high degree
81% - 100%	Available to a very high degree

After applying the classification standard to the results of the content analysis, it was found that the percentage of availability of metacognitive thinking skills in the book of Hadith for the second grade of middle school is very low in general, and it reaches the complete absence of some skills in some units of the course for some other skills.

Results and Discussion

First: answering the first question, which states: What are the metacognitive thinking skills that should be included in the book of Hadith for the second grade of middle school?

To answer this question, the researcher built a list of metacognitive thinking skills that should be available in the Islamic Studies curriculum, the book of Hadith for the second grade of middle school in the Kingdom of Saudi Arabia, through reviewing the educational literature and previous studies related to it, such as: the study of Asmari and Al-Shahri (2021), Al-Sharif (2021), Al-Mashkur (2022), Al-Awaifi (2023) and Al-Madaus and Asiri (2023), and other sources closely related to metacognitive thinking skills. The researcher also benefited from the opinions and observations of the judges who were presented with the list in its initial form. The list of metacognitive thinking skills that the book of

Hadith should include in its final form consists of (14) sub-skills that fall under (3) main skills:

- Planning skill, which is represented in: the student's ability to identify the problem, set goals, identify difficulties, link ideas, and provide alternatives and options.
- Monitoring and control skill, which is represented in: the learner's ability to focus, analyze, comprehend, choose, and follow.
- Evaluation skill:, which is represented in: the learner's ability to issue judgments, question, and summarize, as shown in table (2) of the main skills and sub-indicators of metacognitive thinking.

To answer the second question, which states: What is the extent to which the content of the book of Hadith for the second grade of middle school includes metacognitive thinking skills?

the researcher analyzed the content of the book of Hadith for the second grade of middle school, calculated the repetitions, and calculated the percentage of each repetition. The results are shown in Table (6).

Table (6): Calculation of repetitions and percentages of the inclusion of the content of Hadith for metacognitive thinking skills in the student's book

Skill	Unit 1	Unit 2	Unit 3	Unit 4	Total
Planning skill	Identifies the nature of the problem	0	4	2	6
Defines the goals	0	2	1	3	2.16%
Predicts the results and predicts them	0	3	7	10	7.19%
Explains the intellectual relationship between topics	6	12	9	27	19.42%
Arranges the operations and steps of solving the problem	2	5	2	9	6.47%
Provides many options to solve the problem	1	2	3	6	4.32%
Total	9	28	24	61	43.89%

The table shows that the overall percentage of metacognitive thinking skills in the book is 43.89%. This percentage is relatively low, and it reaches the complete absence of some skills in some units of the course for some other skills.

The percentages of availability of metacognitive thinking skills in the book of Hadith for the second grade of middle school are as follows:

- Planning skill: 61%
- Monitoring and control skill: 41%
- Evaluation skill: 41%

Based on the results of the content analysis, the researcher recommended the need to revise the content of the book to include more skills of metacognitive thinking in order to develop the thinking skills of students.

Skill	Unit 1	Unit 2	Unit 3	Unit 4	Total
Monitoring and control					
Focuses on the meaning and importance of new information	0 (0.00%)	6 (8.82%)	2 (4.55%)	8 (5.76%)	20.86%
Breaks down the work into small tasks	0 (0.00%)	3 (4.41%)	2 (4.55%)	5 (3.60%)	12.96%
Recognizes strengths and weaknesses	0 (0.00%)	2 (2.94%)	1 (2.27%)	3 (2.16%)	7.37%
Chooses a problem-solving strategy	2 (7.41%)	3 (4.41%)	2 (4.55%)	7 (5.04%)	21.41%
Explains how the tasks and operations are navigated	2 (7.41%)	3 (4.41%)	1 (2.27%)	6 (4.32%)	19.01%
Total	4 (20.86%)	17 (23.53%)	8 (5.76%)	44 (35.25%)	100%

The table shows that the overall percentage of monitoring and control skills in the book is 20.86%. This percentage is relatively low, and it reaches the complete absence of some skills in some units of the course for some other skills.

Skill	Unit 1	Unit 2	Unit 3	Unit 4	Total
Evaluation					
Issues a judgment and evaluates things	1 (3.70%)	4 (5.88%)	2 (4.55%)	7 (5.04%)	17.17%
Asks different questions about a subject	11 (40.74%)	16 (23.53%)	9 (20.45%)	36 (25.90%)	86.62%
Summarizes what came after the task is performed	2 (7.41%)	3 (4.41%)	1 (2.27%)	6 (4.32%)	18.40%
Total	14 (35.25%)	23 (27.44%)	12 (8.28%)	49 (38.03%)	100%

The table shows that the overall percentage of evaluation skills in the book is 35.25%. This percentage is relatively high, and it reaches 86.62% for the skill of "Asks different questions about a subject.

The results shown in Table (6) indicate that the skills of planning are available in the three units of the content of the Hadith book for the second grade of intermediate school with a very weak degree or almost absent, except for one skill that was available with a low degree. The repetition of the skill (explains the intellectual link between the topics) showed an increase in the percentage of planning skills in general, but this increase is not objective because it is concentrated in one skill almost. The researcher attributes this to the fact that the student's clarification of the intellectual link between the topics is essential to understand the context of the content. This result is consistent with the results of the study by Hajj (2009) and the study by Al-Dabba (2013). These studies confirmed the weakness of the coverage of the curriculum for metacognitive thinking skills, and recommended the need to develop these curricula.

The results in Table (6) also show that the degree of availability of monitoring and control skills in the Hadith subject book for the second grade of intermediate school is very weak in both the second and third academic units, or non-existent in the first academic unit. The first three sub-skills came at a rate of (zero%). This may be due to the traditional methods of dealing with the content of the course, which lack these basic skills in metacognitive thinking. This result is consistent with the study by Shushan (2013), the study by Al-Jarrah (2011), and Al-Dabba (2013). These studies recommended the use of effective teaching methods based on student activity to contribute to the development of metacognitive thinking skills among students, in addition to providing educational opportunities that develop these skills through the curriculum.

It is also clear in Table (6) that the degree of availability of the evaluation skill was low in total, but there is one sub-skill, which is the skill (asks different questions about a subject) that recorded the highest repetition at a moderate rate (40.74%) in the first academic unit. This helped to increase the percentage of evaluation skills in general, but this increase is not objective because it is concentrated in one skill almost. This result indicates the severe weakness in the degree of directing students to monitor their performance during study. As a result, the learner loses the opportunities that qualify him to monitor his learning and observe the extent of his understanding and assimilation of the knowledge and experiences that are presented to him. This is a great loss that can be avoided by intensifying monitoring skills within the activities of the content of the Hadith book for the second grade of intermediate school. This result is consistent with the study by Al-Sharouf (2002), the study by Al-Shaheruri (2006), the study by Abu Al-Soud (2009), the study by Al-Sheikh (2010), the study by Al-Jarrah (2011), and the study by Abu Sharih (2014). These studies pointed to the great importance of metacognitive thinking skills and recommended that students be trained in them at different stages of education. The order and degree of availability of metacognitive thinking skills in the course as a whole can be clarified through Table (7).

Table (7)

Skill	Repetition	Percentage	Rank
Planning	61	43.89%	1st
Monitoring and control	29	20.86%	3rd
Evaluation	49	35.25%	2nd
Total	139	100%	

It is notable from Table (7) that there is a difference in the degree of availability of metacognitive thinking skills as a whole in the Hadith book for the second grade of intermediate school. Planning skill came with the highest percentage (43.89%), followed by evaluation skill (35.25%), while monitoring and control skill came last with a percentage of (20.86%).

Conclusion

Attention should be paid to metacognitive thinking skills, and they should be included in the books of hadith for the intermediate stage in a balanced and integrated manner. Teachers of Islamic sciences, who teach hadith in the intermediate stage and all educational stages, should be trained on how to use metacognitive thinking skills during the teaching process. Conferences, scientific seminars, and teaching courses should be held for curriculum developers and planners to highlight the importance

of metacognitive thinking and its inclusion in different educational stages according to their needs. A guide also should be prepared for teachers of Islamic sciences, who teach hadith in the intermediate stage, including all metacognitive thinking skills.

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