

**Kingdom of Saudi Arabia  
Ministry of Higher Education  
Al-Imam Muhammad ibn Saud Islamic University  
Faculty of Social Sciences  
Department of Education**



# **The Islamic Educational Principles for the Biology Syllabus for Male Secondary Schools in KSA**

**A Thesis submitted to the Department of Education, Faculty of Social  
Sciences, Al-Imam Muhammad ibn Saud Islamic University in fulfillment  
of the requirements for the Masters Degree**

**By  
Abdullah bin Ahmad Al-Ameer**

**Supervised By  
Dr. Sa'ad bin Abdul Kareem Al-Shudukhi  
Assistant Professor  
Department of Education**

**1425 AH/ 2004**

## Abstract

### **The Islamic Educational Principles for the Biology Syllabus for Male Secondary Schools in KSA**

The syllabuses are based, like any of other educational applications, on educational disciplines. there fore occurrence of defects is Possible. the reasons behind that is due to the shortage of a clear educational dispelling that based on it, According to the various specialized scientific researches and centers. The researcher has observed parts of the defects in the Biology syllabus. So the aims of this research are to:

1. Recognize the main Islamic educational disciplines in the Biology syllabus.
2. Recognize the real atmosphere of the biology syllabus made on Islamic educational disciplines.
3. present proposal to treat parts of defects reconstructing biology syllabus.

The researcher's efforts try to achieve the goals of the research through putting the procedure steps in to practice:

#### ***First:***

Define the derivations (derivatives) resources of the Islamic educational' s disciplines of the biology syllabus through these steps:

1. Revising the theoretical frame and the previous studies related to the theme of the research.
2. Studying the resources of knowledge, Islamic view, and knowledge's function and its characteristics.
3. to study the legitimate issues that related to the creation of man, animals and plants and the purpose of there existence.
4. to Infer the educational content of some of the judge of the juries prudence (Figh) that related to the educational Islamic disciplines.
5. Studying the main effective factors in the natural situation of the society that related to the study
6. Studying the aspects and requirements of the students' growth at the secondary stage.

7. Studying the international educational tendencies at the field of pedagogical and psychology.
8. Studying the united gulf educational documents and courses of the science subjects and its goals at the educational stages.
9. Studying the formal documents that related to the system and policy education in the K.S.A.
10. Studying the documents of the way and goals of secondary stage and the goals of subjects as well.
11. Studying the biology syllabus and most important procedures for its reconstruction and developing it on the Islamic standard, specially the recommendation of the educational Islamic conferences and the debates of the Islamic experts.

And the researches of Islamic heading to the sciences and alaagazalalmi in the holy Qoran and sunna. And also the opinion of the specialists in this field and the educational supervisors and subject teachers.

**Second:**

Define the derivations processes of the Islamic educational disciplines of the biology's syllabus through the following:

1. to put a list of ideas of the Islamic educational disciplines of the biology's syllabus according to what it is mentioned.
2. to put disciplines of tri-scale as an introduction to judge it.
3. to present the list of Islamic educational disciplines of the biology's syllabus to a group of judge's specialists to see it suitable to the students of Secondary School and clearness of its ideas.
4. to analyze judges' opinions and make use of them to define and form the subjects of disciplines.
5. to abstract a list of disciplines fields and its phrases through the previous procedures.
6. to analyze the content of the biology syllabus in the light of disciplines list (after judging).

Due to the nature of research, the researcher used two kinds of methodology of research: inferential method and descriptive method: syllabus analysis. Besides, the researcher used the marginal coefficient to define the items of disciplines which remain from the cancelled items. the

researcher depended on accepting the items that keep a marginal coefficient (2.4) minimum from the base (3.00) equivalent to (80%). This is a high marginal coefficient to accept the items, a matter that gives a trust for the quality of accepted disciplines items, which will be in the core study of syllabus analysis.

After that, the researcher Analyze the content of the educational syllabus twice with a time interval of four weeks according to specific rules for syllabus analysis. The coefficient of steadiness for syllabus analysis is (0.94). This is a high steady coefficient that had been gotten by using the researcher for the schedules of syllabus content analysis that, in turn, reduced the chances of guessing.

After handling the statistical data of syllabus analysis, the researcher concluded to some results, the first important is that the degree of inclusion for Islamic educational disciplines in biology syllabus is an average and with a percentage of (51.85%) whereas there are (42) disciplines out of total (81) Islamic disciplines. These (42) disciplines have been repeated (225) times in the pages of syllabus totaling (828) pages.