The Study of the Status of Quranic Literacy of First-Grade High School Students of Schools in Saravan City, According to the Document Turnarounds and National Curriculum

Mohammad Ashraf Hossein Bor,
Consultant and lecturer at Islamic Azad University of Saravan
Corresponding Author: ma.hosseinbor@yahoo.com

Abdul Malek Sepahian,
School counselor and lecturer at Islamic Azad University of Saravan

Mehri Moslem Pour,
The secondary school mathematics teacher second period Saravan education

Behzad Gharaei
Teacher of special schools in Saravan, lecturer at Islamic Azad University of Saravan

Abstract

Al- Rahman is science of Quran, creation of human and science of expression (Rahman, 4-1). Quran is a divine clear message that all men invited to truth and salvation. Since the advent of Islam, teaching God’s eternal message is the most important pillars of education among Muslims. In our country, due to the special position of Islam in the culture of the Iranian people and a special place in the Quran, religious beliefs, teach the Qur’an considered by everyone. The aim of this study was to investigate the status of Quranic literacy among secondary school students in first period in city of Saravan. In order to measure the Quranic literacy of students reading and fluency tests to measure verbal and written test developed by the researchers used to assess the level of understanding. The results showed that students’ reading is higher than average fluency and comprehension lower than average and in whole the Quranic literacy is above average. Also in the reading, fluency and comprehension and Quranic literacy there is significant different between girls and boys and girls has a better situation than boys.

Conclusion: The findings recommended education and teachers of religion, life, and Qur’an course focused on understanding the Qur’anic concepts among students.

Key words: Quranic literacy, fluency, reading and understanding, document turnaround, the national curriculum

Introduction

After the Islamic Revolution, the need for comprehensive and profound change in the educational system is more crucial than ever since the Islamic Revolution, is a Cultural Revolution and cultural change and change in attitudes and behaviors should start from childhood and. That is why from the early days of the revolution carried out fundamental changes in the agenda were senior military officials and education and many development plans and programs developed and implemented. Important mission of national curriculum is providing appropriate mechanisms for the design, development, implementation and evaluation of curricula at the national levels to local rather than based on the philosophy of Islamic education, training and educational concepts as systematic and structured given to the children, adolescent and drawn fresh environment, and lovely school (National Curriculum, 2012). In the national education document, so-called "Quranic Literacy", with the goal of students, while reading the Quran, Quranic concepts also work with the Koran and inspired the Koran. Therefore, if the "Quranic Literacy" realized, the school kids should be able to read from the Koran (Ebrahimzadeh Gorgi and Bagheri, 2011.).Areas of learning the Quran and Islamic educations is one of 11 areas of learning in the national curriculum, because we believe that the Koran should be taken as a matter of interest to the students and they can become familiar with the Qur’an, should be able to read the Koran and Quranic teachings and beyond the scope of understanding to acquire skills in reading, the Qur’an as a source of knowledge because they believe the Koran is the main source of Islamic teachings and Islamic sciences of our time, everywhere in the Quran and the Prophet ( p) as the interpreter of the Koran needed. Therefore, this approach given to the field of learning the Qur’an and Islamic Studies (Ebrahimzadeh Gorgi, 2010.).Quran is as a source of divine revelation and the main source of beliefs, morals, laws and ordinances. Ability to read and understand the meaning, contemplation in Qur’an and intimacy with it, so that every Muslim entered into Islamic Teachings Sea. Learn the Arabic language as the language of the Qur’an makes the person can communicate directly with the divine book, understand it and benefit from
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its guidelines (National Curriculum, 2012.). Overall goals of the Koran in the first secondary school students is that in addition to fluent reading the Koran, the Holy Quran found. Naturally, strengthened incentives to read the Quran and some verses of the Holy Quran in various aspects of social life and affect their behavior, to maintain and to become familiar with the concepts of the Quran as much as possible (Ebrahimzadeh Gorgi, 2010.). This study also sought to examine the Quranic Literacy at high school students in the first period Saravan city; according to the document the fundamental transformation of the national curriculum, and to achieve this goal is to answer the following questions:

1. How are reading status, fluency and Quranic comprehension in students?
2. Is there difference between the Quranic literacy status of girls and boys?

**Literature research**

The "fundamental change in education", providing "deep and radical change, comprehensive, systematic and systemic, prospective, based on the teachings of the divine and Islamic teachings and in accordance with Islamic culture - Iran" (Navid Adham, 2012.). Document means law, development means changes that will continue, things will be fundamental changes, and the superstructure is a fundamental means and methods, classes and look for changes (Haji Babaei, 2012)". "National Curriculum" as one of original subsystems of document turnaround and a comprehensive map of learning, education and general framework document that huge map of the educational system in order to achieve the goals of Education of the Islamic Republic of Iran explained and determined (National Curriculum, 2012.). The Quranic Literacy means belief and interest in learning the Quran and students have basic knowledge and skills in order to take continuous and permanent advantage of Holy Quran and lifelong familiarity with it (group of authors, 2012.). Several studies in various fields, especially in the interior works and the benefits of the Qur'an that have been made, represents the Quranic Literacy prone areas, and a heart transplant and deep and good familiarity with the Qur'an in the community. The results Mahmoudian et al. (2008), which aims to "investigate the impact of life skills training with the Qur'anic approach on students depression" has been done, the effect of life skills training with the approach proposed in Quranic education system to improve tangible and meaningful indicators depression (Ghahremani Fard, Seyed Abbas-Zadeh and Mihmandost, 2012). In a study to "determine the effect of education on improving the social acceptance of the teachings of the Koran students" was done, it was demonstrated that the teaching of Quranic teachings on social acceptance and increase self-efficacy had a positive impact (Sedghpour, Mahmoudian and Salmanian, 2009.). Taghi Loo (2009) in a study on the impact of teaching the Quran on reducing stress in young people and adolescents, show that the teaching of Qur'an significantly reduce the amount of stress. Of course, such an outcome is unexpected because of their belief in the Quran and act its achievement is an important factor in reducing the pressures of life and this is a point—often referred to it in the Qur'an. The findings of another study "evaluate the impact on anxiety and depression recitation of the Holy Quran", the relationship between positive affect and also listen to Quran recitation of the Quran in reducing anxiety and depression patients showed (Majidi, 2004). Features and components of Quranic literacy:

Quranic literacy, belief and interest in learning the Quran and the basic knowledge and skills in order to continuous and constant benefit from the Quran and lifelong familiarity with it. According to this definition, the Quranic literacy has the following features:

1. Quranic education is a universal need.
2. Quranic literacy is a basic level.
3. Quranic literacy is growing over time.
4. At least Quranic literacy leads to favorite's continuous reading of the Holy Quran, a gradual understanding of the meaning of words and verses, and the groundwork for a lifetime of enjoying the divine teachings. The most important goal of teaching the Quran in education is achievement of students into the Quran literacy (group of authors, 2012). According to what said about the Quranic literacy can considered for the following components:

A) training reading the Qur'an (elementary school include reading and fluency); b) training understand the meaning of phrases and verses simple and hardworking Quran (first-grade high school); c) training practices reflect on the Quran verses (second-grade high school); d) familiarity with the Quran (necessary for the success of the three above and three aspects of the fruit is high). The familiarity with and interest in learning the Holy Quran, Quranic Literacy and a pillar of survival and development of the other three pillars. If you read the Qur'an to achieve this component does not result not only guarantee for durability three pillars no longer exists, but a necessity and philosophy fails to teach the Qur'an (Nabati, 2009).
Research Methodology
The aim of this study with respect to its subject in term of aim is applied and in term of the nature and method is descriptive - survey. The population consisted of all first-grade high school students in the city of Saravan in the academic year 2014-2015 equal to 4224 samples (2450 males and 1774 females) that uses a quorum of 100 students (50 boys and 50 girls) simple random sampling examples were selected. To collect data, verified test for the assessment of oral reading and fluency and with a score of zero to 20 and determine the criteria for reading such as reading section, slow reading, considered rules and criteria for fluency of speech, tone and dedication and a written test to assess understanding with 20 questions and a score of 0 to 20 was used. To assess the validity of the master teachers of religion and life and Quran and heads of educational in city of Saravan and professors of Islamic Azad university of Saravan use and after the reform, its validity was confirmed. To assess the reliability coefficient alpha 0.82 for reading and fluency tests and 0.89 for comprehension of Quran calculated for the test.

Research Findings
How are reading status, fluency and Quranic comprehension in students?
In order to answer this question one-sample t test used when the results of Table 1 provided

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Average calculated</th>
<th>Standard deviation</th>
<th>Average hypothetical</th>
<th>Degrees of freedom</th>
<th>Value of t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
<td>14.80</td>
<td>2.96</td>
<td>10</td>
<td>99</td>
<td>16.17</td>
<td>0.0001</td>
</tr>
<tr>
<td>Fluency</td>
<td>100</td>
<td>10.37</td>
<td>1.48</td>
<td>10</td>
<td>99</td>
<td>2.48</td>
<td>0.0001</td>
</tr>
<tr>
<td>Quranic concepts</td>
<td>100</td>
<td>9.05</td>
<td>1.29</td>
<td>10</td>
<td>99</td>
<td>-7.36</td>
<td>0.0001</td>
</tr>
<tr>
<td>Quranic Literacy</td>
<td>100</td>
<td>34.22</td>
<td>3.90</td>
<td>10</td>
<td>99</td>
<td>62.07</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

As can see in Table 1 t-value reading component is equal to 16.17. This value is significant with degree of freedom 99 at significance level 0.0001 as an acceptable level of significance is less than or equal 0.05 thus, it is concluded that there is a significant difference between the average calculated (14.80) and expected average (10) and as you can see there is an average calculated over the expected average. This means that the students reading are above average. T value fluency component is 2.48. This value with degree of freedom 99 at significance level 0.0001 as an acceptable level of significance is less than or equal 0.05 thus, it is concluded that there is a significant difference between the average calculated (10.37) and expected average (10) and as you can see there is an average calculated over the expected average. This means that the student's fluency is above average. T value comprehension component is -7.36. This value with degree of freedom 99 at significance level 0.0001 as an acceptable level of significance is less than or equal 0.05 thus, it is concluded that there is a significant difference between the average calculated (9.05) and expected average (10) and as you can see there is an average calculated over the expected average. This means that the student's comprehension is above average. T value Quranic literacy component is 62.07. This value with degree of freedom 99 at significance level 0.0001 as an acceptable level of significance is less than or equal 0.05 thus, it is concluded that there is a significant difference between the average calculated (34.22) and expected average (10) and as you can see there is an average calculated over the expected average. This means that the student's Quranic literacy is above average.

2 Is there difference between the Quranic literacy status of girls and boys?


Table 2: Difference between male and female students in term of Quranic literacy

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Levine test</th>
<th>t</th>
<th>Degrees of freedom</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl</td>
<td>50</td>
<td>13.12</td>
<td>1.20</td>
<td>3.92</td>
<td>0.05</td>
<td>-6.71</td>
<td>92.48</td>
</tr>
<tr>
<td>Boy</td>
<td>50</td>
<td>10.68</td>
<td>0.94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 2, the test result Levin (Levene ‘sp=0.05=0.5). Significant level report suggests that the Quranic literacy scores variances male and female students are unequal. Assuming unequal variances t value -6.71 was the amount with degrees of freedom 92.48 at level 0.0001 is significant and as an acceptable level of significance is less than 0.05 thus, it concluded that there is a significant difference between male and female students in term of Quranic literacy. According to the means, Quranic literacy is more in female students than male.

Conclusions

The results showed that reading skills and fluency knowledge of students is above than expected and average, but understanding the Qur’an is lower than average. The findings also indicate a significant difference in the Quran literacy of girls and boys students and Quranic literacy of female is higher than male students. Considering the importance of the Holy Quran in everyday life and eternal happiness of humanity and emphasize national curriculum in reading and fluency and understanding and love of the Holy Quran, it is recommended that the education system and understand the Quran, Quranic literacy education in students, especially male students provided. It also expected that for this lesson is particularly important given teachers and students to use in the field of growth and prosperity in life and achieve happiness, spiritual, worldly, and religious education of God, for human health provided.

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