A Proposed Conception For The Development Of The "Arabic Language Curriculum" Curriculum At The Primary Stage In Light Of The Dimensions Of Sustainable Development

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Abstract

The aim of the research is to Identify the Degree to Which the Dimensions of Sustainable Development are Included in the "Arabic Language Curriculum" Curriculum in the Primary Stage in the First and Second Semesters, and to Provide a Suggested Scenario for Their Inclusion. for the Sixth Grade in the Primary Stage, it Included (30) sub-Indicators Distributed Over Three Main Dimensions: The Economic Dimension, the Social Dimension, and the Environmental Dimension. The Research Indicated that the Percentage of Inclusion of the Dimensions of Sustainable Development in the Curriculum of "Arabic Language Curriculum" for the Sixth Grade in the Primary Stage was (weak) and Did not Reach the Educationally Acceptable Percentage. The Social Dimension Ranked First with a Rate of (36.28%) with a Frequency of (82), and the Environmental Dimension Came in Second Place with a Percentage of (35.84%) With a Frequency of (81), and Came in the Second Place The Third Rank is the Economic Dimension With a Rate of (27.88%) With a Frequency of (63), as for the "Arabic Language Curriculum" Curriculum in the Second Chapter, the Dimensions of Sustainable Development have Reached (202) Recurrences, in Which the Social and Environmental Dimension is Equal at a Rate of (37.63%) With a Recurrence of (76), and it Came in Second Place The Economic Dimension With a Percentage of (24.75%) With a Frequency of (50), and at the Level of the Two Semesters of the "Arabic Language Curriculum" Curriculum for the Sixth Grade in the Primary Stage, the Degree of Inclusion of the Dimensions of Sustainable Development was (weak) According to the Approved Judgment Criterion. Where the Degree of Inclusion of the Social Dimension got the Highest Percentage (36.92%) With a Frequency of (158), Then the Environmental Dimension Came in Second Place With a Rate of (36.68%) With a Frequency of (157), and the Economic Dimension Came in Third Place With a Rate of (26.40%) With a Frequency (113), and in Light of the Results of the Research The Proposed Scenario was Developed to Enrich the Curriculum of "Arabic Language Curriculum" for the Sixth Grade in the Primary Stage in the Light of the Dimensions of Sustainable Development. to Practice Behaviors that Reflect the Development of the Dimensions of Sustainable Development.

Keywords: A proposed Conception, Dimensions of Sustainable Development, "Arabic Language Curriculum" Curriculum, Primary Stage.

Introduction

The concept of development has gone through several levels since World War II until it acquired a sustainable character. In the mid-1960s, development was associated with industry. In the mid-1970s, the concept of development took on a social dimension in addition to the economic dimension, through the development of appropriate plans to address social issues.

In the mid-1980s, the concept of comprehensive development emerged and focused on increasing economic growth rates to improve living conditions for individuals.

However, this development did not achieve the desired success because it addressed social issues in a fragmented and non-integrated manner. This highlights the need for different development approaches to address the world's diverse issues. (Al-Muhannadi, 2008, 6)

In this era, development projects have emerged that humans have undertaken in economic, social, environmental, and other fields, resulting in many achievements. However, these projects have also brought about a series of changes accompanied by numerous risks, problems, and damage to the environment and its various resources. In response to these risks, many international conferences have been held to prevent and mitigate them.

Among these conferences, there was a conference held in Sweden in (1972) on the environment and humanity, and (the Johannesburg) conference in South Africa in (2002) on development, as well as the (Coin Hague) conference in China in (2009) on climate change. (Khamrah, 2007,27)

Abdulqawi (2014, 4) emphasized that the emergence of the concept of sustainable development is one of the most important developments. It has provided a qualitative addition to the literature of development during the recent decades of the 20th century, which has had a significant impact on education and training in all countries of the world. Sustainable development is considered one of the development models adopted by many countries and organizations.

Since education is a fundamental factor in building just, productive, peaceful, and adaptable societies, it has formed the main axis of all sustainable development plans. "Therefore, sustainability is embodied in three main dimensions: the environmental dimension, the economic dimension, and the social dimension. The environmental dimension is concerned with natural resources and their utilization for the benefit of humans without causing disturbance to the environment's components, such as biodiversity conservation. The economic dimension is concerned with improving the standard of living for humans by increasing their share of necessary goods and services. As for the social dimension, it is concerned with individual and collective relationships and their cooperative efforts or needs and problems caused by them."

(Abdul Jalil 2014, 219-220).

As part of the strategic plan to achieve Saudi Arabia's Vision (2030), the vision focuses on becoming a roadmap for development and economic work, as well as improving the level of living, health, and education services through strong foundations that are deeply rooted in Arab and Islamic culture, leading investment capabilities, and being a hub that connects three continents. This is based on three main pillars that integrate and align with each other to achieve the goals and maximize the benefits of the (2030) vision's foundations, namely: a vibrant society, a thriving economy, and an ambitious nation". ("Vision 2030 Document", 2016)

Due to the importance of evaluation, it was necessary to pay attention to and develop its educational and pedagogical system in all its components, in order to achieve the principle of comprehensive quality in the curricula in general and in Arabic language curricula in particular.

Therefore, this research calls for a review of the educational curricula and book contents, and working on their evaluation and development to serve new concepts aimed at building pioneering communities in the present and future, identifying strengths and weaknesses, including Arabic Language Curriculum" This curriculum is considered the most relevant to the rapid changes that have led to changes in all areas of life, as it is capable of achieving the desired goals.

From another perspective, educators point out that there is a fundamental and strong relationship between The Arabic Language

Curriculum and the dimensions of sustainable development. This has made many education specialists speak with great interest about the importance of the role of Arabic Language Curriculum curricula in developing society and economically, socially, environmentally, politically, and intellectually developing it, so that individuals are able to adapt to the course of life. ("Al-Maamari", "Al-Nathari", 2017,45)

The process of evaluating curricula is considered one of the important scientific processes that cannot be dispensed with. Educational institutions aim to verify the feasibility of the curricula they provide to their students by identifying the results that this curriculum has had on the knowledge, behavior, and conscience of the learners, as well as the impact of the evaluation process on all elements of the educational curriculum system. ("Al-Otaibi", 2013, 3)

The "Arabic Language Curriculum" curriculum has received continuous evaluation by researchers, as many studies have analyzed and evaluated it in light of various variables. For example, the study by Al-Owaidi and Al-Otaibi (2017) aimed to uncover the degree of availability of sustainable development domains in the "Arabic Language Curriculum" textbook for the fourth grade of primary school. Also, the study by Al-Ghamdi and Al-Shalwi (2019) aimed to identify the extent of the necessary dimensions of sustainable development available in the content of mathematics textbooks for the sixth grade of primary school. In addition, the study by Al-Khaybari (2019) aimed to evaluate the Arabic Language Curriculum my textbook for the fourth grade of primary school in Saudi Arabia, to uncover the extent of achieving the narrative and poetic content in light of the standards of children's literature and to provide a proposed framework. Furthermore, the study by Al-Shammari (2017) aimed to evaluate the Arabic Language Curriculum textbook for the fifth grade of primary school in light of the foundations and principles of the integrated

curriculum from the perspective of teachers and educational supervisors in Saudi Arabia.

A number of studies have emphasized the importance of incorporating sustainable development dimensions into educational curricula. For example, a study by Al-Anzi (2021) aimed to identify the level of inclusion of sustainable development areas in the linguistic competencies textbooks for the secondary stage "Curriculum System" in Saudi Arabia. The results showed that the social domain ranked first, followed by the institutional domain, then the economic domain, with the environmental domain being last. Based on the study's findings, the researcher recommended the inclusion of the sustainable development indicators mentioned in the study, the focus on the inclusion of the environmental domain, which is the foundation of sustainable development, and the fair distribution of sustainable development indicators (social, economic, environmental, and institutional) among all four linguistic competency textbooks. Similarly, a study by Al-Mindlawi (2015) aimed to evaluate the Arabic language textbooks for the sixth grade in Iraq in light of the dimensions of sustainable educational development. The social dimension ranked first, followed by the economic dimension, with the environmental dimension ranking third. The researcher recommended the adoption of sustainable development dimensions in building educational programs and textbooks for all Levels, as well as the need to define Arabic language teachers and educators about the dimensions of sustainable development and their purpose. Furthermore, a study by Mohamed (2020) aimed to propose a vision for developing the mathematics curriculum for the first grade of secondary school in light of the requirements of Egypt's Vision (2030) for sustainable development. The study also aimed to examine the effectiveness of the developed curriculum in developing mathematical excellence and national identity among first grade secondary school students. The study found a low degree of availability of

the requirements of Egypt's Vision (2030) for sustainable development in the curriculum as a whole, with the social dimension ranking first at (5.14%), followed by the economic dimension at (4.74%), and then the environmental dimension at (2.37%). All of these dimensions were found to be low, which necessitated the need to develop the mathematics curriculum for the first grade of secondary school. In addition, a study by (Chen, 2018) aimed to examine whether the chemistry textbooks for the secondary level in Brazil contain any indicators or concepts related to sustainable development in its various dimensions. The study found that although the textbooks presented great potential for learning about sustainable development and for it, they tended to focus on limited aspects of sustainability when discussing concepts related to sustainable development. In general, the textbooks favored the current approach. As conducted by (Incekara & Tuna , 2011), a study aimed at detecting the level of high school students' knowledge about the environment and sustainable development concepts, and the study results revealed gaps in students' knowledge about some environmental and sustainable development issues.

Based on the above, the importance of evaluating the curriculum of Arabic Language Curriculum in the primary level comes in light of the dimensions of sustainable development. The research aims to answer the following research questions:

What are the dimensions of sustainable development that should be included in the Arabic Language Curriculum, curriculum for the sixth level in primary school? To what extent are the dimensions of sustainable development included in the "Arabic Language Curriculum" curriculum for the sixth level in primary school? What is the proposed vision for developing the "Arabic Language Curriculum" curriculum in the primary level in light of the dimensions of sustainable development?

Theoretical Framework:

First Axis: Evaluating the " Arabic Language Curriculum":

1- The Concept of Curriculum Evaluation:

(Ata 1992, 151) defines curriculum evaluation as "a set of procedures through which data is collected about an individual, project, phenomenon, or specific scientific material, and this data is studied in a scientific manner to ensure the achievement of predetermined goals in order to make specific decisions."

2- The General Objectives of Teaching " Arabic Language Curriculum"

A document for the Arabic language curriculum has been prepared for the primary and intermediate levels to serve as a reference for supervisors and teachers in the Ministry of Education. The document includes a set of general objectives for teaching the Arabic language, now called "Arabic Language Curriculum" under its new name. These objectives are as follows ("Arabic Language Curriculum Document", 1427, 20-21):

- For the student to acquire a rich vocabulary, grammatical structures, and eloquent language techniques, it will enable them to understand the Quran Kareem, the Hadith, the Islamic heritage, and the modern developments in life.
- To successfully use language in various intellectual and communicative functions, including those listed among the general objectives of teaching " Arabic Language Curriculum", it is necessary to integrate education for sustainable development into the curricula. This includes assessing the degree to which it is integrated to ensure that the curriculum,

especially in "Arabic Language Curriculum", provides students with the basic skills needed for the dimensions of sustainable development. This is what the current research aims to achieve.

Second Axis: Dimensions of Sustainable Development

1- Definition of sustainable development:

Due to the novelty of the term "sustainable development" and its concept, its meanings have varied in different scientific and practical fields. Some deal with sustainable development as a developmental model and an alternative to the capitalist industrial model. Others view sustainable development as a means of correcting the mistakes of this model in terms of the environment. Some others consider sustainable development as an administrative and technical issue to meet the needs of the human community, such that good environmental management and new planning are developed for resource development ("Naji", 2012, 35).

Several definitions of sustainable development have emerged, where it has been defined as: "not harming the productive energy of future generations and leaving it in the state inherited from the current generation" ("Al-Muhannadi", 2008, 28).

On the other hand, Al-Muhsin (2020,16) defined sustainable development as: "balancing individual economic needs with respect for their culture, without disrupting or depleting the natural resources of the environment they live on."

The World Bank also defined it as: "a process of achieving continuous equality that ensures the availability of the same development opportunities for future generations, while ensuring the stability or continuous increase of comprehensive capital over time" (Khamrah, 2007, 29).

From the above definitions, it is evident that sustainable development focuses on evaluating the environmental, social, economic, political, and security impact of development projects. It aims to achieve a better life and focuses on the effects of globalization on societies. It also aims to preserve renewable and non-renewable resources, provide food and health resources, and link technology to social goals.

2- Dimensions of sustainable development:

The dimensions of sustainable development are environmental, social, and economic. When these dimensions are characterized by resource efficiency and optimization, they ultimately reflect on human well-being when they are integrated. This requires coordination of economic, social, and environmental policies because the purpose of sustainable development is to enable humanity to move towards the future by improving the quality of life. This requires a connection between natural resources, development, and the environment.

Several studies and research have pointed out the dimensions of sustainable development, including those mentioned by Al-Zahrani (2016, 106):

• **Environmental dimension**: It is the environment in which humans live, including natural and human phenomena and organisms that affect and are affected by them.

• **Social dimension**: It is a moral goal of a dynamic process embodied in preparing and directing human energies for society by providing individuals with social and public services such as education, health, housing, transportation, and others, so that they can contribute and participate in social activity.

• **Economic dimension:** It is an intentional process aimed at developing and organizing economic activity by raising productivity efficiency and improving the standard of living for different individuals and social groups, and satisfying their material needs.

Researchers believe that sustainable development, with its dimensions, is a system that forms an integrated, interconnected, and interrelated set of elements that affect each other. Each element has a function and a goal, and all of these elements aim to exploit natural resources to meet the needs of humans in the present and the future.

3- The relationship between education and sustainable development:

Al-Zahrani (2016, 125) believes that "education is a continuous process throughout life. Therefore, the educational system is considered one of the most appropriate and effective mechanisms in developing human resources for the purposes of sustainable development." This is based on two pillars:

A- Lifelong learning.

B- Education is a right for society.

The United Nations has renewed a number of goals for education for sustainable development, including (UNESCO, 2009):

1. Working to establish networks and links to stimulate interaction between actors in the field of education for sustainable development.

2. Focusing on the processes of learning and education as two important means of sustainable development.

3. Working to qualify individuals who recognize the importance of education for sustainable development and strive to demonstrate its ideas and pillars.

Research Methodology and Procedures:

Firstly, Research Methodology:

Matawa and Al-Khalifa (2014, 74) defined research methodology as "the method of thinking and working adopted by the researcher to organize, present, and analyze ideas to achieve the desired results and research objectives."

Therefore, the current research adopted the descriptive approach in analyzing the curriculum of the sixth-grade Arabic language subject as the most suitable curriculum for the research. This is to determine the extent to which the necessary dimensions of sustainable development are included in the curriculum topics and develop a proposed vision for incorporating sustainable development dimensions into the Arabic language curriculum for the sixth grade.

Secondly, Research Community:

The research community consists of all the curricula of the Arabic language subject in the primary stage.

Thirdly, Research Sample:

The research sample was purposively selected, represented in the Arabic language curriculum for the sixth grade in the primary stage, which is taught in the first and second semesters of the academic year 1442/1443 AH. This is because the sixth grade represents the end of the primary level, The characteristics of the research sample can be clarified through the following table (1):

Table (1) Characteristics of a sample of the curricula of Arabic Language Curriculum books for the sixth grade in the primary level

Course curriculum	educational level	Classroom	the chapter	the book	number of units	number of subjects	number of pages	Edition year
		VI	the first	Student book	2	32	195	1442 AH

Arabic Language Curriculum	Primary	Primary	the second	Student book	2	31	203	1442 AH

It is clear from table (1) that the books of "Arabic Language Curriculum" for the sixth grade include (4) study units divided equally into the two chapters, and it also includes (63) subjects, and the total number of pages is (398) pages, and it appears that there is no equality in the distribution of topics and pages.

Fourthly, Research Tools and their Control:

The current research relies on one tool that the researcher has developed to achieve the research objectives, which are as follows:

1- A list of sustainable development dimensions that includes the following steps:

a- Building the list: The initial list consisted of three dimensions, each of which included ten indicators. The list was determined based on the dimensions that should be included in "Arabic Language Curriculum" textbooks for the sixth grade in the primary level, relying on:

- Literature related to sustainable development dimensions and their sub-indicators.
- Previous research and studies related to sustainable development dimensions and their sub-indicators.
- Objectives of teaching the Arabic language curriculum to primary school students.
- Developmental characteristics of primary school students.

b- The initial shape of the list: Through the previous procedures, the initial shape of the list of sustainable development dimensions and their sub-indicators was reached, which should be included in the content of the Arabic language curriculum for the sixth grade in the

primary level. The initial shape of the list consisted of (30) indicators distributed among (3) dimensions that are included in sustainable development: the economic dimension, the social dimension, and the environmental dimension.

c- Validating the list: The apparent validity of the tool was estimated by presenting the initial version of the list to a group of reviewers to obtain their opinions on the list's suitability, the importance of its dimensions and indicators, and their relevance to the Arabic language curriculum for the sixth grade in the primary level. Seventeen reviewers were selected, taking into account the following criteria:

- The reviewer should be a specialist in curricula and teaching methods.
- The reviewer should be a specialist in Arabic language curricula and teaching methods.
- The researchers consulted field experts (Arabic language teachers in primary schools and supervisors of Arabic language in primary schools) to obtain their opinions on modifying the tool and reaching a final version.

The researchers asked the reviewers to express their opinions on the following matters:

- The suitability of the sustainable development dimensions indicators
- The importance of these indicators
- The linguistic accuracy of these indicators
- Adding or deleting what they see as appropriate
- Any modifications or notes that may help develop the research tool.

d- Modifying the list based on the reviewers' opinions: The researchers used a criterion to select the indicators of sustainable development

dimensions, which are the indicators that obtained agreement percentages among the reviewers ranging from 80% to 100%. To achieve this, the relative weight of sustainable development dimensions and their sub-indicators in the Arabic language curriculum was calculated using the following equation:

Relative weight = k/(number of evaluators) × 100 (Taema, 1998, p. 133), where:

k = frequency

the number of evaluators = 17 evaluators.

The maximum value of the relative weight means (number of evaluators × 3, i.e. 17 × 3 = 51).

The following table shows the relative weight of sustainable development dimensions and their sub-indicators in the "Arabic Language Curriculum" curriculum.

Table (2) The relative weight of the dimensions of sustainable development and its necessary sub-indicators in the book Arabic Language Curriculum Curriculum for the sixth grade in the primary level

m	The dimensions of sustainable development	The sub-indicators	Responses of the arbitrators	The percentage
1		Expanding productive projects	13	76.47
2		Fighting poverty and unemployment	14	82.35
3		Respecting and promoting professions	13	76.47
4	The economic dimension	Protecting investments	16	94.12
5		Protecting consumers	16	94.12
6		Protecting consumers	15	88.24
7		Rationalizing food consumption	14	82.35
8		Using renewable energy	14	82.35
9		Protecting public funds	16	94.12
10		Effective management of resources	16	94.12
11		Respecting human rights	14	82.35
12		Promoting social solidarity	15	88.24
13		Fighting community violence	14	82.35
14	The social dimension	Fighting prejudice and tribalism	14	82.35
15		Participation in decision-making	14	82.35
16		Assisting those in need	14	82.35
17		Protecting families from disintegration	14	82.35
18		Preserving customs and traditions	12	70.59
19		Commitment to ethical values	14	82.35
20		Achieving good healthcare	14	82.35
21		Preserving water resources	15	88.24
22		Methods of disposing of harmful waste	13	76.47

23	The environmental dimension	Protecting the atmosphere from pollution	13	76.47
24		The importance of conserving animal wealth	13	76.47
25		Preventing food contamination	15	88.24
26		The importance of conserving agricultural wealth	12	70.95
27		Fighting drought and desertification	15	88.24
28		Taking care of public hygiene	15	88.24
29		Rationalizing water consumption	14	82.35
30		Ensuring safety and security conditions	15	88.24

The judges have made several comments regarding the list, which are as follows:

- One of the judges suggested amending the wording of index number (8) from **"using renewable energy" to "investing in renewable energy**" as it is a more accurate expression. The researchers have made the necessary amendment accordingly.
- Some of the judges suggested amending the wording of index number (14) **from "combating prejudice and tribalism" to "combating prejudice and racism**" as it is a more accurate expression. The researchers have taken this suggestion into consideration and made the necessary amendment.
- Some of the judges suggested amending the wording of index number (16) from **"assisting the needy" to "assisting the poor and needy"** as it is a more accurate expression. The researchers have made the necessary amendment based on their suggestions.
- Some of the judges suggested amending the wording of index number (17) from **"protecting the family from disintegration" to "preserving the family from disintegration**" as it is a more accurate expression. The researchers have taken this suggestion into consideration, and the necessary amendment has been made.
- One of the judges suggested amending index number (20), which is **achieving good healthcare**, but the researchers refused to make any changes due to the clarity of the wording of the index and the high percentage of judges' response (82.35) in its relative weight.
- Some of the judges suggested amending the wording of index number (21) from **"preserving water resources"** to "**conserving water resources**" as it is a more accurate expression. This will also unify the wording with other indices. The researchers have taken this suggestion into consideration, and the necessary amendment has been made.

2- **The final version of the list:** The face validity of the list was assessed in its final form, which consisted of three dimensions of sustainable development with a total of (30) indices. The list was then converted into a content analysis

card, which aimed to verify the degree of inclusion of these dimensions and their sub-indices.

3- **Description of the content analysis card in light of the dimensions of sustainable development, which are as follows:**

A− **Defining the purpose of the analysis**: The research aimed to analyze all the topics of the "Arabic Language Curriculum" curriculum for the sixth grade, in light of the dimensions of sustainable development.

B− **Determining the analysis sample:** The analysis sample consisted of the "Arabic Language Curriculum" textbooks for the sixth grade in the primary stage, which were taught in the first and second semesters of the academic year 1442 AH - 1443 AH.

C− **Determining the analysis unit:** The research relied on a list of sustainable development dimensions (economic, social, and environmental) necessary in the content of "Arabic Language Curriculum" textbooks to achieve the research's goal.

D− **Determining the recording unit:** The idea unit was tested as the analysis unit, suitable for the nature and objectives of the research. It represents the topics mentioned in the curriculum.

E− **Controlling the analysis process:** To control the analysis process, specific criteria must be established to identify the targeted categories and phrases. Therefore, the research considered the following controls:

- The analysis is conducted on "Arabic Language Curriculum" textbooks for the sixth grade in the

primary level, using a content analysis card for sustainable development dimensions and their sub-indices.

- The analysis process will not include the teacher's guide or the accompanying booklets.

- The cover, introduction, and index of the book are excluded from the analysis process.

- The analysis includes the content topics, evaluation questions, and activities in each topic and at the end of each study unit.

- A (/) mark is placed when evidence appears according to its appearance in the designated box on the content analysis card.

- Any sub-questions or activities are considered repetitions if they are listed as 1, 2, 3, 4, and so on.

H- **Analysis tool reliability:**
The researchers believe that reliability means that the analysis gives the same results or similar results to the first analysis if we repeat the analysis several times.

The researchers applied the content analysis tool to a small sample of the "Arabic Language Curriculum" curriculum for the sixth grade in the primary level. They randomly selected a study unit from the curriculum, which is the first unit in the first semester titled "Role Models and High Moral Values." The researchers conducted the first analysis and then repeated the analysis four days later. The following tables show the repetitions and percentages of the first and second analysis, as follows:

Table (3): Total frequencies and total percentages of the first analysis of a study unit in the book Arabic Language Curriculum Curriculum for the sixth grade in the primary level - dimensions of sustainable development

The dimensions of sustainable development	The first analysis	The percentage	The degree of inclusion
The economic dimension	48	23.74%	Weak
The social dimension	74	37.37%	Weak
The environmental dimension	77	38.89%	Weak
The total	198	100%	

It is clear from Table (3): that the environmental dimension was the most frequent dimension, with a rate of (38.89%) of the total number of recurrences with a value of (77) recurrences, followed by the social dimension, with a rate of (37.37%) of the total number of recurrences with a value of (74).) repeatedly, as for the economic dimension, it amounted to (23.74%) of the total number of iterations, amounting to (47) iterations, as the total iterations related to the dimensions of sustainable development reached (198) iterations, and through Figure (1) it is clear to us the total number of iterations in the analysis The first is about the dimensions of sustainable development and its sub-indicators in the books of the beautiful language curriculum for the sixth grade in the primary level.

Figure (1) Total frequency and percentage in the first analysis of sustainable development dimensions included in a study unit in the "Arabic Language Curriculum" curriculum for the sixth grade elementary level.

Table (4): Total frequencies and total percentages of the second analysis of a study unit in the book Arabic Language Curriculum Curriculum for the sixth grade in the primary level - dimensions of sustainable development

The dimensions of sustainable development	The second analysis	The percentage	The degree of inclusion
The economic dimension	45	23.81%	Weak
The social dimension	69	36.51%	Weak

The environmental dimension	75	39.68%	Weak
The total	189	100%	

Table (4) shows that the environmental dimension had the highest frequency percentage, reaching (39.68%) of the total frequency of 75, followed by the social dimension with a percentage of (36.51%) of the total frequency of 69. As for the economic dimension, its percentage was (23.81%) of the total frequency of 45. The total frequency of sustainable development dimensions was (189).

The coefficient of stability was calculated using the Holisti equation:

$$R = \frac{2(C12)}{C1+C2}$$

Where R is the coefficient of stability.

C1-C2 = the number of categories agreed upon by the researchers (or the same researcher in the two analyses).

C represents the category.

C1 + C2 = the total number of categories analyzed in both times.

In order to clarify the above equation, it can be formulated as follows:

$$\frac{\text{Stability factor} = 2 \times \text{Number of agreements.}}{\text{The total number of categories analyzed in the first time} + \text{the total number of categories analyzed in the second time.}} \times 100$$

The coefficient of stability was found to be high between the two analyses of the researchers for all sustainable development dimensions. The value of the coefficient of stability between the first and second analysis was 95.33%. The following table shows the coefficient of stability for sustainable development dimensions.

Table (5) the coefficient of stability of the tool for the dimensions of sustainable development in the book Arabic Language Curriculum Curriculum for the sixth grade in the primary stage

The dimensions of sustainable development	The first analysis	The second analysis	The number of agreements	The number of disagreements	The percentage of agreement
The economic dimension	47	45	90	2	96%
The social dimension	74	69	138	5	93%
The environmental dimension	77	75	150	2	97%
The total	198	189	378	9	95%

Table (5) shows that the total frequency in the two analyses was 387. When applying the Holisti equation, it indicated a significant agreement in the analysis process, where the agreement rate was 95.33%, which is an acceptable rate indicating the stability of the analysis process. This makes the research tool of an acceptable degree of confidence sufficient to achieve the research purposes. Figure (2) shows the total frequency in the first and second analysis of sustainable development dimensions in a study unit of the "Arabic Language Curriculum" curriculum for the sixth grade elementary level.
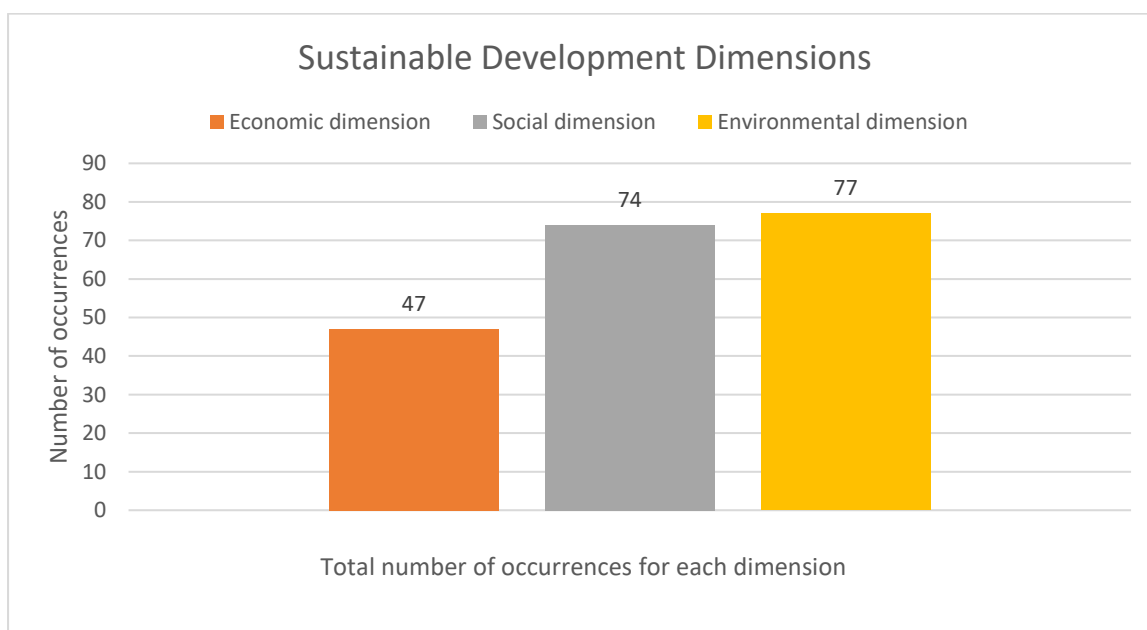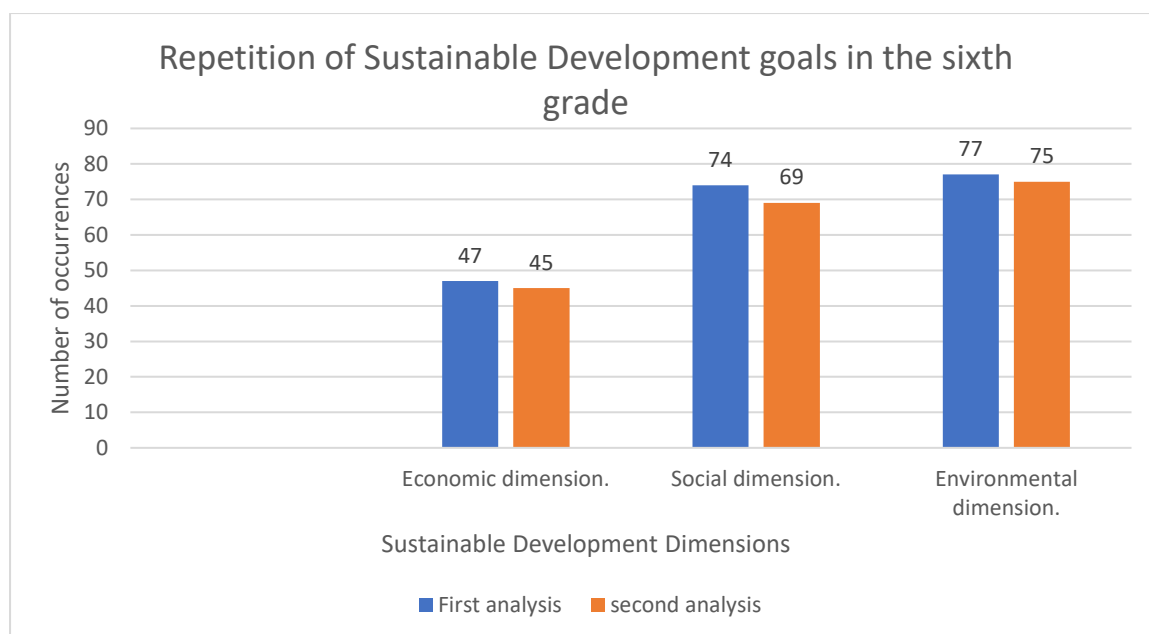
Figure (2) Total frequency in the first and second analysis of sustainable development dimensions included in a study unit in the "Arabic Language Curriculum" curriculum for the sixth grade elementary level.

Fifthly: Procedural Research Steps:

The following steps were followed in the research process:

1. Reviewing previous studies and the theoretical framework related to the dimensions of sustainable development.

2. Preparing a list of the dimensions of sustainable development, through which content analysis was conducted in the Arabic language textbook for the sixth grade in primary school. The list was presented to curriculum and teaching methods specialists, as well as supervisors and teachers.

3. Converting the list into a content analysis card in light of the dimensions of sustainable development specific to the content.

4. Ensuring the validity and reliability of the tool by presenting it to reviewers in its initial form.

5. Studying the indicators that reflect the dimensions of sustainable development in the content with careful consideration and awareness, and studying them several times.

6. Reading and examining the Arabic language textbook for the sixth grade for both semesters, and considering the activities and questions in them to identify the degree of inclusion or exclusion of indicators of sustainable development dimensions, and counting the number of occurrences in the content.

7. To measure consistency over time, the research relied on a time difference of 14 days.

8. Analyzing the Arabic language curriculum for the sixth grade in primary school, implemented in the academic year 1442 AH, using the analysis card.

9. Monitoring the results and conducting statistical analysis using percentages and repetitions.

10. Presenting the research results, interpreting them, and discussing them.

11. Presenting the proposed vision in light of the research results.

12. Summarizing the research, recommendations, and proposals in light of the results obtained.

Sixth: Statistical Methods in Research:

The researchers used several statistical methods to process and analyze the data, and to obtain the desired results in order to answer the research questions. These methods were as follows:

1. Frequency, ranking, and percentage to determine the degree of inclusion of each indicator of sustainable development dimensions.

2. Holisti equation to calculate the stability of the tool.

3. Judgment on the degree of inclusion of sustainable development dimensions indicators for the research sample. It was according to the following table:

Table (6) Criteria for judging the degree of inclusion of sustainable development dimensions indicators.

degree of inclusion	percentage	
	From	To
Very weakly embedded	0%	20%
Weakly embedded	more than 20%	40%
Medium included	more than 40%	60%
Highly embedded	more than 60%	80%
Very high level embedded	more than 80%	100%

Results and Discussion:

In response to the first question:

which asks "**What are the dimensions of sustainable development that should be included in the curriculum of Arabic language for the sixth grade in elementary school?**"

the researchers referred to previous studies, books, and research that addressed the dimensions of sustainable development. The research resulted in a final list of dimensions of sustainable development, where the reviewers considered three dimensions of sustainable development, as they are related to the primary level of education. The total number of sub-indicators was (10) indicators for each dimension. The researchers transformed the list into a content analysis card with a total of (30) indicators that indicate the dimensions of sustainable development in the content of Arabic language books for the sixth grade in elementary school. The researchers adjusted the tool accordingly.

Table (7) dimensions of sustainable development that should be included in the book Arabic Language Curriculum curriculum for the sixth grade in the primary level, with its sub-indicators

m	Dimensions of Sustainable Development	Sub-indicators
1		Expansion of productive projects
2		Fighting poverty and unemployment
3		Respecting and encouraging skilled workers and professionals

4	The Economic Dimension	Protecting investments
5		Protecting consumers
6		Rationalizing food consumption
7		Rationalizing energy consumption
8		Investing in renewable energy
9		Protecting public funds
10		Effective management of resources
11	The Social Dimension	Respecting human rights
12		Promoting social solidarity
13		Fighting community violence
14		Fighting bigotry and racism
15		Participation in decision-making
16		Assisting the poor and needy
17		Preserving the family from disintegration
18		Preserving good customs and traditions
19		Adherence to ethical values
20		Achieving good healthcare
21	The Environmental Dimension	Preserving water resources
22		Promoting proper ways of disposing of harmful waste
23		Preserving the atmosphere from pollution
24		Preserving animal wealth
25		Preventing food pollution
26		Preserving agricultural wealth
27		Fighting drought and desertification
28		Taking care of public hygiene
29		Rationalizing water consumption
30		Ensuring safety and security conditions

Table (7) shows that the sustainable development dimensions are three dimensions, each of which includes sub-indicators with a total of (30) indicators.

In this study, the researchers were able to develop a list of sustainable development dimensions consisting of three dimensions and (30) sub-indicators representing these dimensions. The researchers benefited from previous studies in developing the research tool. It can be said that the "Arabic Language Curriculum" curriculum books for the sixth grade elementary level, which was the target of this research, were used in developing the tool.

In response to the second question:

which asks **"To what extent are the dimensions of sustainable development included in the Arabic language curriculum for the sixth grade in elementary school?"**

the researchers analyzed the Arabic language curriculum textbooks for the sixth grade in elementary school. The sample consisted of two books for the first and second semesters, which contained units and topics. Based on this, the analysis process was carried out, and the frequencies and percentages of the dimensions of sustainable development and their sub-indicators were calculated.

Table (8): Frequencies and Percentages for Analyzing the "Arabic Language Curriculum" Curriculum Book for the Sixth Grade Elementary Stage, First Semester - Economic Dimension

m	Indicators of the first dimension (the economic dimension)	Total frequencies	Type of inclusion		Percentage of explicit	Percentage of implicit	Total percentage	Degree of inclusion
			Explicit	Implicit				
1	Expansion of productive projects	1	1	0	2.33%	0%	1.59%	Very weak
2	Fighting poverty and unemployment	3	2	1	4.65%	5%	1.59%	Very weak
3	Respecting and encouraging skilled workers and professionals	7	7	0	16.28%	0%	11.11%	Very weak
4	Protecting investments	9	8	1	18.60%	5%	14.29%	Very weak
5	Protecting consumers	9	8	1	18.60%	5%	14.29%	Very weak
6	Rationalizing food consumption	4	1	3	2.33%	15%	6.35%	Very weak
7	Rationalizing energy consumption	2	1	1	2.33%	5%	3.17%	Very weak
8	Investing in renewable energy	15	9	6	20.93%	30%	23.81%	weak
9	Protecting public funds	8	5	3	11.63%	15%	12.70%	Very weak
10	Effective management of resources	5	1	4	2.33%	20%	7.94%	Very weak
	Total indicators of the first dimension (the economic dimension)	63	43	20	68.25%	31.75%	100%	

From Table (8), it is evident that the Arabic language curriculum textbook for the sixth grade in elementary school for the first semester - the economic dimension - had a percentage of (27.88%) out of a total of (63) repetitions. The indicator **"Investing in renewable energy"** had the highest repetition with (15) repetitions, accounting for (23.81%) of the other indicators in the same dimension, with a weak degree of inclusion according to the judgment criteria adopted in the research. The indicators **"protecting investment"** and **"consumer protection"** had the second-highest repetition with nine repetitions, accounting for (14.29%) of the other indicators in the same dimension, with a very weak degree of inclusion according to the judgment criteria adopted in the research. The indicators **"expanding production projects,"** **"rationalizing energy consumption,"** and **"fighting poverty and unemployment"** had the lowest repetitions. This result may be attributed to a lack of

attention to these indicators by curriculum designers, despite the possibility of including them through some exercises and activities

Table (9): Frequencies and Percentages for Analyzing the "Arabic Language Curriculum" Curriculum Book for the Sixth Grade Elementary level, First Semester - Social Dimension

m	Indicators of the second dimension (the social dimension)	Total frequencies	Type of inclusion		Percentage of explicit	Percentage of implicit	Total percentage	Degree of inclusion
			Explicit	Implicit				
1	Respecting human rights	4	2	2	3.23%	10.00%	4.88%	Very weak
2	Promoting social solidarity	3	2	1	3.23%	5.00%	3.66%	Very weak
3	Fighting community violence	7	7	0	11.29%	0.00%	8.54%	Very weak
4	Fighting bigotry and racism	5	4	1	6.45%	5.00%	6.10%	Very weak
5	Participation in decision-making	5	4	1	6.45%	5.00%	6.10%	Very weak
6	Assisting the poor and needy	13	12	1	19.35%	5.00%	15.85%	Very weak
7	Preserving the family from disintegration	13	12	1	19.35%	5.00%	15.85%	Very weak
8	Preserving good customs and traditions	16	7	9	11.29%	45.00%	19.51%	Very weak
9	Adherence to ethical values	3	0	3	0.00%	15.00%	3.66%	Very weak
10	Achieving good healthcare	13	12	1	19.35%	5.00%	15.85%	Very weak
	Total indicators of the second dimension	82	62	20	75.61%	24.39%	100%	

From Table (9), it is evident that the Arabic language curriculum textbook for the sixth grade in elementary school for the first semester - the social dimension - had a percentage of (36.28%) out of a total of (82) repetitions. The indicator **"preserving good customs and**

traditions" had the highest repetition with (16) repetitions, accounting for (19.51%) of the other indicators in the same dimension, with a very weak degree of inclusion according to the judgment criteria adopted in the research. The indicators **"helping the poor and needy**," **"preserving the family from disintegration,"** and **"achieving good healthcare**" had the second-highest repetition with (13) repetitions, accounting for (15.85%) of the other indicators in the same dimension, with a very weak degree

of inclusion according to the judgment criteria adopted in the research. The indicators **"promoting social solidarity," "commitment to moral values,"** and **"respecting human rights**" had the lowest repetitions. This result may be attributed to a lack of attention to these indicators by curriculum designers, despite the possibility of including them through presenting situations and examples from the student's daily life.

Table (10): Frequencies and Percentages for Analyzing the "Arabic Language Curriculum" Curriculum Book for the Sixth Grade Elementary level, First Semester - Environmental Dimension

m	Indicators of the Third Dimension (Environmental Dimension	Total of repetitions	Type of inclusion		Percentage of explicit	Percentage of implicit	Total percentage	Degree of inclusion
			Explicit	Implicit				
1	Preserving water resources	14	12	2	20.34%	9%	17.28%	Very weak
2	Promoting proper ways of disposing of harmful waste	4	2	2	3.39%	9%	4.94%	Very weak
3	Preserving the atmosphere from pollution	7	7	0	11.86%	0%	8.64%	Very weak
4	Preserving animal wealth	6	4	2	6.78%	9%	7.41%	Very weak
5	Preventing food pollution	5	4	1	6.78%	5%	6.17%	Very weak
6	Preserving agricultural wealth	6	5	1	8.47%	5%	7.41%	Very weak
7	Fighting drought and desertification	13	12	1	20.34%	5%	16.05%	Very weak
8	Taking care of public hygiene	10	1	9	1.69%	41%	12.35%	Very weak
9	Rationalizing water consumption	3	0	3	0.00%	14%	3.70%	Very weak

| 10 | Ensuring safety and security conditions | 13 | 12 | 1 | 20.34% | 5% | 16.05% | Very weak |
| Total of indicators of the third dimension (Environmental Dimension) | | 81 | 59 | 22 | 72.84% | 27.16% | 100% | |

From Table (10), it is evident that the "**Arabic Language Curriculum**" textbook for the sixth grade in the elementary stage, first semester - Environmental Dimension, accounted for a percentage of (35.84%- of the total number of repetitions, which was (81) repetitions. The indicator "**Preserving Water Resources**" had the highest repetition with 14 repetitions, and a percentage of (17.28%) of the total other indicators in the same dimension. According to the judgment criteria adopted in the research, it had a very weak inclusion level. The indicators "**Fighting Drought and Desertification**" and "**Achieving Safety and Security Conditions"** had the second-highest repetition with (13)

repetitions, and a percentage of (16.05%) of the total other indicators in the same dimension. According to the judgment criteria adopted in the research, they also had a very weak inclusion level. The indicators "**Rationalizing Water Consumption**," "**Promoting Proper Ways of Disposing of Harmful Waste**," and "**Preventing Food Pollution"** had the least repetitions. This result can be attributed to the lack of attention given to these indicators by the curriculum designers, although they can be included by presenting positions and examples linking "**Arabic Language Curriculum**" and science curricula with activities that include them.

Table (11): Repetitions and Percentages for the Analysis of "Arabic Language Curriculum" Textbook for the Sixth Grade in the Elementary level for the Second Semester - Economic Dimension.

m	Indicators of the first dimension (the economic dimension)	Total of repetitions	Type of inclusion		Percentage of explicit	Percentage of implicit	Total percentage	Degree of inclusion
			Explicit	Implicit				
1	Expansion of productive projects	1	1	0	2.56%	0%	2.00%	Very weak
2	Fighting poverty and unemployment	3	2	1	5.13%	9%	6.00%	Very weak
3	Respecting and encouraging skilled workers and professionals	5	3	2	7.69%	18%	10.00%	Very weak
4	Protecting investments	2	1	1	2.56%	9%	4.00%	Very weak
5	Protecting consumers	5	4	1	10.26%	9%	10.00%	Very weak

6	Rationalizing food consumption	8	6	2	15.38%	18%	16.00%	Very weak
7	Rationalizing energy consumption	3	2	1	5.13%	9%	6.00%	Very weak
8	Investing in renewable energy	4	3	1	7.69%	9%	8.00%	Very weak
9	Protecting public funds	6	5	1	12.82%	9%	12.00%	Very weak
10	Effective management of resources	13	12	1	30.00%	9%	26.00%	weak
Total indicators of the first dimension (the economic dimension)		50	39	11	78.00%	22.00%	100%	

From Table (11), it is evident that the "Arabic Language Curriculum" textbook for the sixth grade in the elementary stage, second semester - Economic Dimension, accounted for a percentage of (24.75%) of the total number of repetitions, which was (50) repetitions. The indicator "**Effective Resource Management**" had the highest repetition with (13) repetitions, and a percentage of (26.00%) of the total other indicators in the same dimension. According to the judgment criteria adopted in the research, it had a weak inclusion level. The indicator "**Rationalizing Food Consumption**" had the second-highest repetition with (8) repetitions, and a percentage of (16.00%) of the total other indicators in the same dimension. According to the judgment criteria adopted in the research, it also had a very weak inclusion level. The indicators "**Expanding Productive Projects,**" "**Protecting Investment**," "**Fighting Poverty and Unemployment**," and "**Rationalizing Energy Consumption**" had the least repetitions. This result can be attributed to the lack of attention given to these indicators by the curriculum designers, although they can be included through some exercises and activities.

Table (12): Repetitions and Percentages for the Analysis of "Arabic Language Curriculum" Textbook for the Sixth Grade in the Elementary level for the Second Semester - Social Dimension.

m	Indicators of the second dimension (the social dimension)	Total of repetitions	Type of inclusion.		Percentage of explicit	Percentage of implicit	Total percentage	Degree of inclusion
			Explicit	Implicit				
1	Respecting human rights	5	5	0	7.94%	0%	6.58%	Very weak
2	Promoting social solidarity	3	2	1	3.17%	8%	3.95%	Very weak
3	Fighting community violence	7	7	0	11.11%	0%	9.21%	Very weak

4	Fighting bigotry and racism	5	4	1	6.35%	8%	6.58%	Very weak
5	Participation in decision-making	5	4	1	6.35%	8%	6.58%	Very weak
6	Assisting the poor and needy	5	4	1	6.35%	8%	6.58%	Very weak
7	Preserving the family from disintegration	6	5	1	7.94%	8%	7.89%	Very weak
8	Preserving good customs and traditions	10	6	4	9.52%	31%	13.16%	Very weak
9	Adherence to ethical values	7	4	3	6.35%	23%	9.21%	Very weak
10	Achieving good healthcare	23	22	1	34.92%	8%	30.26%	weak
Total of indicators of the second dimension (Social Dimension)		76	63	13	82.89%	17.11%	100.00%	

From Table (12), it is evident that the "Arabic Language Curriculum" textbook for the sixth grade in the elementary level, second semester - Social Dimension, accounted for a percentage of (37.62%) of the total number of repetitions, which was (76) repetitions. The indicator "**Achieving Good Health Care**" had the highest repetition with (23) repetitions, and a percentage of (30.26%) of the total other indicators in the same dimension. According to the judgment criteria adopted in the research, it had a weak inclusion level. The indicator "**Preserving Good Customs and Traditions**" had the second-highest repetition with 10

repetitions, and a percentage of (13.16%) of the total other indicators in the same dimension. According to the judgment criteria adopted in the research, it also had a very weak inclusion level. The indicators "**Promoting Social Solidarity,**" "**Respecting Human Rights**," "**Fighting Bigotry and Racism**," "**Participating in Decision Making**," and "**Helping the Poor and Needy**" had the least repetitions. This result can be attributed to the lack of attention given to these indicators by the curriculum designers, although they can be included by presenting positions and examples from learners' real-life situations.

Table (13): Repetitions and Percentages for the Analysis of "Arabic Language Curriculum" Textbook for the Sixth Grade in the Elementary level for the Second Semester - Environmental Dimension.

m	Indicators of the third dimension (Environmental Dimension)	Total repetitions	Type of inclusion.		Percentage of explicit	Percentage of implicit	Total percentage	Degree of inclusion
			Explicit	Implicit				

1	Preserving water resources	7	7	0	15.22%	0%	9.21%	Very weak
2	Promoting proper ways of disposing of harmful waste	3	2	1	4.35%	3%	3.95%	Very weak
3	Preserving the atmosphere from pollution	8	7	1	15.22%	3%	10.53%	Very weak
4	Preserving animal wealth	5	4	1	8.70%	3%	6.58%	Very weak
5	Preventing food pollution	5	4	1	8.70%	3%	6.58%	Very weak
6	Preserving agricultural wealth	6	5	1	10.87%	3%	7.89%	Very weak
7	Fighting drought and desertification	13	12	1	26.09%	3%	17.11%	Very weak
8	Taking care of public hygiene	10	1	9	2.17%	30%	13.16%	Very weak
9	Rationalizing water consumption	3	0	3	0.00%	10%	3.95%	Very weak
10	Ensuring safety and security conditions	16	4	12	8.70%	40%	21.05%	weak
Total of indicators of the third dimension (Environmental Dimension)		76	46	30	60.53%	39.47%	100.00%	

From Table (13), it is evident that the "Arabic Language Curriculum" textbook for the sixth grade in the elementary level, second semester - Environmental Dimension, accounted for a percentage of (37.63%) of the total number of repetitions, which was (76) repetitions. The indicator "**Achieving Safety and Security Conditions**" had the highest repetition with (16) repetitions, and a percentage of (21.05%) of the total other indicators in the same dimension. According to the judgment criteria adopted in the research, it had a weak inclusion level. The indicator "**Fighting Drought and Desertification**" had the second-highest repetition with (13) repetitions, and a percentage of (17.11%) of the total other indicators in the same dimension. According to the judgment criteria adopted in the research, it also had a very weak inclusion level. The indicators "**Promoting Proper Ways of Disposing of Harmful Waste**," "**Rationalizing Water Consumption**," "**Preserving Animal Wealth**," and "**Preventing Food Pollution**" had the least repetitions. This result can be attributed to the lack of attention given to these indicators by the

curriculum designers, although they can be included by presenting positions and examples linking "Arabic Language Curriculum"
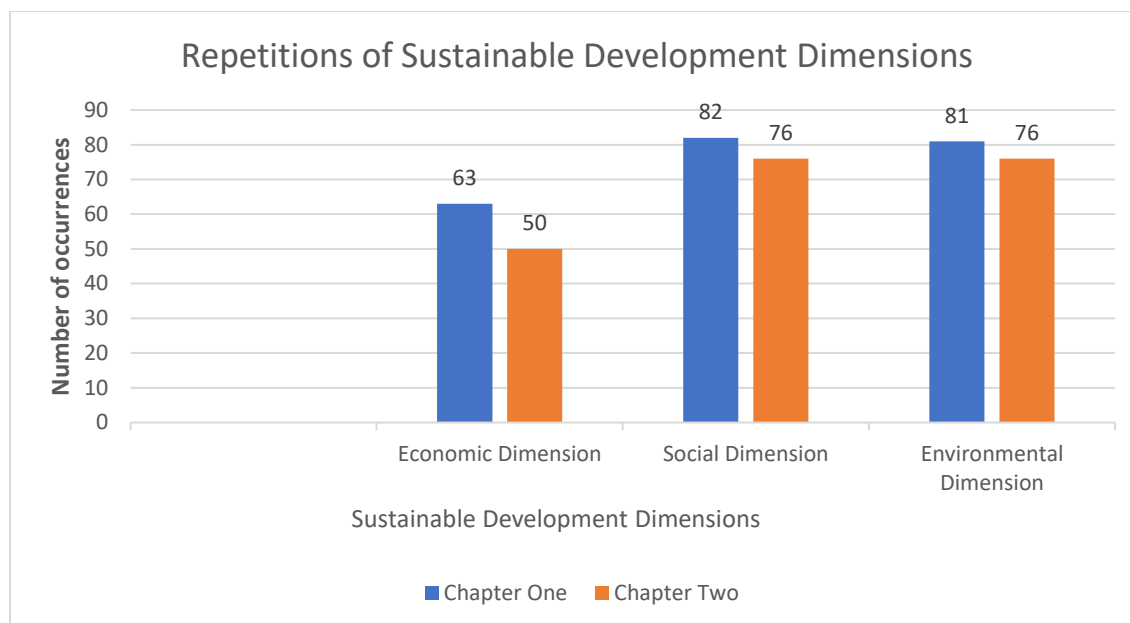
curriculum with science by presenting activities that include these topics.

Table (14): Results of the Inclusion Degree of Sustainable Development Dimensions in "Arabic Language Curriculum" Textbook for the First and Second Semesters of Sixth Grade in the Elementary level.

Sustainable development dimensions	Sixth grade in the elementary stage				Total repetitions	Overall percentage	Inclusion degree
	First semester		Second semester				
	Repetitions	Percentage	Repetitions	Percentage			
Economic dimension	63	27.88%	50	24.75%	113	26.40%	Weak
Social dimension	82	36.28%	76	37.62%	158	36.92%	Weak
Environmental dimension	81	35.84%	76	37.63%	157	36.68%	Weak
Total	226	100.00%	202	100.00%	428	100.00%	

From Table (14), it is evident that the inclusion degree of sustainable development dimensions in "Arabic Language Curriculum" textbooks for the first and second semesters of sixth grade in the elementary level came with a weak inclusion degree according to the adopted judgment criteria. However, there was variation in the percentage of inclusion degree for these dimensions compared to each other. The social dimension had the highest inclusion degree percentage (36.92%) with a repetition of (158).

The environmental dimension came in second place with a percentage of (36.68%) with a repetition of (157). The economic dimension came in third place with a percentage of (26.40%) with a repetition of (113). Figure (3) shows a linear relationship in the repetition of sustainable development dimensions in "Arabic Language Curriculum" textbooks for the first and second semesters of sixth grade in the elementary level.

Repetitions of Sustainable Development Dimensions

Form (3): Distribution of Sustainable Development Goals included in the curriculum of "Arabic Language Curriculum" for the first and second semesters of the sixth grade in primary school.

Through the presentation of the results, it is evident that the inclusion degree of sustainable development dimensions in "Arabic Language Curriculum" textbooks for the first and second semesters of sixth grade in the elementary stage was (weak), with variation in the inclusion degree percentage. We can discuss the research results in the light of previous studies that addressed sustainable development dimensions as follows:

A- For the social dimension, which had the highest inclusion degree percentage (36.92%) with a total of (158) repetitions, and a (weak) inclusion degree according to the adopted judgment criteria.

B- For the environmental dimension, which came in second place with a percentage of (36.68%) and a total of (157) repetitions, and a (weak) inclusion degree according to the adopted judgment criteria.

C- For the economic dimension, which came in third place with a percentage of (26.40%) and a total of (113)

repetitions, and a (weak) inclusion degree according to the adopted judgment criteria.

Based on these results, the research findings are consistent with previous studies on the weak inclusion of sustainable development dimensions in school curricula, despite differences in the sample and research community. The researchers attribute this to the lack of attention and consideration given by the curriculum designers and developers in Saudi Arabia to the sustainable development dimensions when designing the "Arabic Language Curriculum" curriculum for the elementary level. The focus was on general and unimportant dimensions that aimed to develop simple mental processes, while neglecting modern methods and approaches that employ sustainable development dimensions, which work on developing the cognitive and practical abilities of students and increase their learning opportunities. Therefore, incorporating sustainable development dimensions in school curricula can provide students with better learning opportunities and contribute to achieving educational goals.

Based on the previous questions and discussions, it is evident that sustainable development dimensions were not addressed and included in a comprehensive system with

consideration of continuity and consistency when designing the " Arabic Language Curriculum" curriculum. One of the research objectives was to provide a list of sustainable development dimensions to develop the "Arabic Language Curriculum" curriculum for the sixth grade in the elementary level.

Answer to the third question:

Which asks, "**What is the proposed vision for developing the 'Arabic Language Curriculum' curriculum in the elementary level in light of sustainable development dimensions?**"

The researchers provide a theoretical proposed vision for developing the "Arabic Language Curriculum" curriculum in the elementary level in light of sustainable development dimensions by preparing a curriculum that aligns with the Kingdom's 2030 vision. The proposed vision will include the following:

First: Objectives of the proposed vision:

This proposed vision aims to include sustainable development dimensions in the "Arabic Language Curriculum" curriculum for the sixth grade in the elementary level to align with the Saudi Arabia 2030 vision. The

objectives are formulated with consideration of the dimensions that should be instilled in sixth-grade students and their alignment with the educational objectives included in the Saudi Arabia 2030 vision, as follows:

1. Utilizing the concept of sustainable development and its dimensions in the learners' lives.

2. Acquiring facts and concepts related to sustainable development dimensions.

3. Recognizing the functional relationship between the "Arabic Language Curriculum" curriculum and sustainable development dimensions.

4. Preserving the environmental balance and natural resources to achieve a better life for individuals.

5. Focusing on a technological system that promotes sustainable economic patterns and working on redirecting and managing risks.

Second: Content of the proposed visualization:

The visualization content is illustrated in the following table:

Table (15) Matrix of the range and sequence of the curriculum of Arabic Language Curriculum for the sixth grade in the primary level

m	The first semester			The second semester	
	Sustainable development dimensions	Topics	Teaching period	Topics	Teaching period
1	Economic dimension.	Industrial history Combating unemployment Rationalizing consumption	Class period Class period Class period	Productive projects Fighting poverty Alternative energy	Class period Class period Class period
2	Social dimension.	Community participation Religious and ethical sense Equality	Class period Class period Class period	Social responsibility Healthcare The importance of development.	Class period Class period Class period

3	Environmental dimension.	The importance of polluted water resources	Class period	Drought	Class period
				Environmental	Class period
		Pollutants	Class period	pollution	Class period
		Hazardous waste	Class period	Waste management.	

Thirdly: Learning strategies for the proposed vision:

To integrate sustainable development dimensions into the content of the "Arabic Language Curriculum" curriculum for the sixth grade in the elementary level, it is necessary to use diverse learning strategies that make students the focus of the educational process. The researchers propose a set of learning strategies that can contribute to the development of sustainable development dimensions in students, including the following:

1. Metacognitive learning strategies:

The researchers define metacognitive learning strategies as a learning strategy used by sixth-grade students in the elementary level before, during, and after studying the "Arabic Language Curriculum" curriculum to develop sustainable development dimensions and their sub-indicators. These strategies include planning, monitoring learning, and self-evaluation after completing the study.

Among these strategies are the following:

A. Planning strategy:

The researchers define the planning strategy as a strategy related to setting and organizing goals for developing sustainable development dimensions when studying the "Arabic Language Curriculum" curriculum for sixth-grade students in the elementary level, and they must commit to implementing it.

Procedures for the planning strategy:

The researchers present a set of procedures for the planning strategy to develop sustainable development dimensions and their sub-indicators in the "Arabic Language Curriculum" curriculum:

- Identifying the goals for developing sustainable development dimensions and their sub-indicators in the "Arabic Language Curriculum" curriculum for sixth-grade students in the elementary level.

- Choosing appropriate procedures when studying the "Arabic Language Curriculum" curriculum.

- Arranging the procedures.

- Identifying obstacles that may face students when developing sustainable development dimensions and their sub-indicators in the "Arabic Language Curriculum" curriculum.

- Developing solutions to those obstacles that may face students.

- Predicting the expected outcomes after developing sustainable development dimensions and their sub-indicators in the "Arabic Language Curriculum" curriculum.

B. Self-monitoring strategy:

• Concept of self-monitoring strategy:

The researchers define the self-monitoring strategy as a strategy that helps sixth-grade students in the elementary level to know what has been achieved in terms of developing sustainable development dimensions in the "Arabic Language Curriculum" curriculum and to maintain the sequence of procedures and identify obstacles during studying the curriculum, and to seek ways to address them.

• Procedures for the self-monitoring strategy:

The researchers present a set of procedures for the self-monitoring strategy to develop sustainable development dimensions and their

sub-indicators in the "Arabic Language Curriculum" curriculum:

- Focusing on the goals of developing sustainable development dimensions and their sub-indicators in the "Arabic Language Curriculum" curriculum.

- Maintaining the sequence of procedures when studying the "Arabic Language Curriculum" curriculum.

- Knowing the extent to which sub-goals have been achieved.

- Knowing when to move to the next step when studying the "Arabic Language Curriculum" curriculum.

- Choosing the appropriate procedural step for the next step.

- Identifying mistakes made during studying the "Arabic Language Curriculum" curriculum.

- Identifying appropriate ways to address those mistakes.

T. Self-evaluation strategy:

• Concept of self-evaluation strategy:

The researchers define self-evaluation strategies as the judgment of sixth-grade students in the elementary level on their ability to develop sustainable development dimensions in the "Arabic Language Curriculum" curriculum and their ability to use planning and self-monitoring strategies.

• Procedures for the self-evaluation strategy:

The researchers present a set of procedures for the self-evaluation strategy to develop sustainable development dimensions in the "Arabic Language Curriculum" curriculum, as follows:

- Evaluating the extent to which the goals of developing sustainable development dimensions and their sub-indicators in the

"Arabic Language Curriculum" curriculum have been achieved.

- Judging the extent of sixth-grade students' achievement of the goals to be achieved.

- Evaluating the suitability of the methods used to achieve the goals.

- Evaluating how to address problems encountered by students during their study of the "Arabic Language Curriculum" curriculum.

- Evaluating the effectiveness of the plan to develop sustainable development dimensions and their sub-indicators when studying the " "Arabic Language Curriculum"" curriculum.

2. Interactive teaching strategy:

A. Concept of interactive teaching strategy:

The researchers define the interactive teaching strategy as an educational activity based on a dialogue between the teacher and sixth-grade students in the elementary level or between the students themselves on a topic from the "Arabic Language Curriculum" curriculum. They exchange roles according to the included strategy (prediction, questioning, clarification, and summarization) with the aim of developing sustainable development dimensions in the "Arabic Language Curriculum" curriculum.

B. Procedures for the interactive teaching strategy:

The researchers present a set of procedures for the interactive teaching strategy to develop sustainable development dimensions and their sub-indicators in the "Arabic Language Curriculum" curriculum, as follows:

1. Prediction: The following steps are taken:

• Activating prior knowledge about the topic specified in the "Arabic Language Curriculum" curriculum.

• Guessing related and unrelated topics to the specified topic in the "Arabic Language Curriculum" curriculum.

• The student makes predictions about the new topic in the "Arabic Language Curriculum" curriculum.

2. Questioning: The following steps are taken:

• Asking questions about the paragraphs of the specified topic in the "Arabic Language Curriculum" curriculum.

• Asking questions about the title of the specified topic in the "Arabic Language Curriculum" curriculum.

• The student connects their existing knowledge with what is available in the specified topic in the "Arabic Language Curriculum" curriculum.

• Modifying the phrasing of some questions.

• Judging the phrasing of some questions.

3. Clarification: The following steps are taken:

• Clarifying the concepts related to sustainable development dimensions and their sub-indicators that are unclear in the specified topic in the "Arabic Language Curriculum" curriculum.

• Clarifying the relationships between the concepts related to sustainable development dimensions and their sub-indicators mentioned in the specified topic in the "Arabic Language Curriculum" curriculum.

4. Summarization strategy: The following steps are taken:

• Deleting irrelevant details.

• Identifying the main ideas in the specified topic in the "Arabic Language Curriculum" curriculum.

• Identifying important information and deleting irrelevant information in the specified

topic in the "Arabic Language Curriculum" curriculum.

• Focusing on the main and subheadings in the specified topic in the "Arabic Language Curriculum" curriculum.

Fourthly, the proposed instructional activities for the proposed approach:

The proposed approach includes a set of instructional activities aimed at developing sustainable development dimensions in sixth-grade students at the elementary stage. These activities are also attractive to them to foster a love of learning. They are as follows:

- Developing group application activities with peers to build shapes or models that illustrate sustainable development dimensions.

- Displaying pictures that express sustainable development dimensions.

- Conducting visits and trips to government institutions or private companies that apply the concept of sustainable development.

- Visiting the library and displaying movies, posters, and magazines that express sustainable development dimensions.

- Encouraging students to read topics about sustainable development dimensions.

Fifthly, the instructional materials for the proposed approach:

Instructional materials play an important role in delivering information to students easily, stimulating their motivation to learn, increasing their experience, and developing their creative abilities. The proposed approach includes a set of instructional materials, which are as follows:

- Worksheets on the topics specified in the "Arabic Language Curriculum" curriculum included in the approach.

- PowerPoint presentations on the topics proposed in the approach.

- Blackboard.

- Pictures and videos about the topics included in the proposed approach.

Sixthly, the assessment methods for the proposed approach:

The proposed approach includes a set of diverse assessment methods that focus on performance-based assessment, evaluating the practices of activities, and students' behavior during learning, as well as the performance of both curriculum-based and non-curricular activities. This is done by providing feedback to each student and giving them the opportunity to improve and develop their understanding of sustainable development dimensions. These methods include:

1. Achievement files.

2. Observation cards for the activities carried out by students.

3. Written and oral questions.

4. Performance and practical tasks.

5. Peer assessment (pair and group).

Recommendations and Suggestions:

The results obtained from the content analysis of the "Arabic Language Curriculum" curriculum showed that the inclusion of sustainable development dimensions for the sixth grade elementary level is weak according to the research criterion. However, there was variation in the degree of inclusion of these dimensions compared to each other, as follows:

- The social dimension received the highest percentage of inclusion (36.92%).

- The environmental dimension came in second place with a percentage of (36.68%).

- The economic dimension came in third place with a percentage of (26.40%).

Based on the results of the current research, the following recommendations can be made to contribute to enriching the educational field:

- It is necessary to include sustainable development dimensions and their sub-indicators in the "Arabic Language Curriculum" curriculum for the sixth grade elementary stage.

- The "Arabic Language Curriculum" curriculum for the sixth grade elementary stage should be based on understanding and interpretation, rather than memorization and rote learning.

- Sustainable development dimensions should be included in all "Arabic Language Curriculum" curricula.

- Arabic language teachers should be made aware of the importance of sustainable development dimensions and be provided with strategies to develop these dimensions.

- The proposed theoretical approach in this research should be incorporated into the "Arabic Language Curriculum" curriculum for the sixth grade elementary stage.

In light of the research results and recommendations, the following future research is proposed:

- Evaluating the Arabic language curriculum for other educational stages in light of sustainable development dimensions.

- Conducting a study to measure the extent to which elementary school students have mastered sustainable development dimensions.

- Conducting a study to measure the knowledge level and practice of sustainable development dimensions among elementary school teachers.

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