

ANALYSIS OF THE CONTENT OF THE FIQH COURSE FOR THE THIRD INTERMEDIATE GRADE IN THE LIGHT OF THE OVERALL QUALITY STANDARDS FOR EDUCATIONAL CURRICULA

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***ABSTRACT_** This study sought to identify the availability of total quality standards in the Fiqh course for the third intermediate grade in the Kingdom of Saudi Arabia. To achieve the aims of the study, the content analysis method was used and a special form was designed by the researcher for analyzing the content consisting of (68) items for the aspects of the study. The study sample is limited to the Fiqh course for the third intermediate grade in the Kingdom of Saudi Arabia in the academic year 1435-1436H which consists of (185) pages distributed among (8) units and (50) lessons. The results showed that the number of indicators in the content of the Fiqh course in light of the total quality standards were (1960) distributed among (60) sub standards with an average of 33 indicators for each. The largest number of indicators was in the area of the quality of the activities with (612) indicators and a percentage of (31.2%). This was followed by the indicators in the field of the quality of content with (538) indicators and a percentage of (27.4%). The results also showed the absence of a number of total quality indicators in the Fiqh course, namely: the objectives that develop the level of innovation, the objectives that develop the level of evaluation, the objectives that develop the level of analysis, the time allotted to each activity, and the objective evaluation methods (multiple-choice questions). In light of the findings the study recommended paying more attention to the application of total quality standards in the Fiqh course for the third intermediate grade.*

KEYWORDS: Content Analysis, Jurisprudence, Total Quality, Curriculum.