



## Content analysis of spiritual intelligence in the 4th elementary literature textbook

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ARTICLE INFORMATION	ABSTRACT
<b>Article type</b> Original research Pages: 140-144 <b>Corresponding Author's Info</b> Email: sohrabi@atu.ac.ir	<b>Background and Aim:</b> One of the most important curricula in our country is the Persian curriculum, which is directly part of the subjects of all students from the first grade to the end of high school. The purpose of the current research was to analyze the content of the fourth-grade Persian book with the revelation of spiritual intelligence and to provide information and offer suggestions to the planners to improve and correct this book. <b>Methods:</b> The current research is descriptive in terms of practical purpose, in terms of data collection, and is specifically based on qualitative content analysis. The statistical population of this research consists of the fourth-grade Persian books. Descriptive statistics and entropy coefficient calculations based on Shannon's formula were used to check the data and information. <b>Results:</b> The results of data analysis showed that the highest weight was related to the feeling of giving meaning to life, respect and kindness, creating value, positivity and excellence. <b>Conclusion:</b> The effective components in strengthening spiritual intelligence including giving meaning to life, perception of creative excellence, creative value and strengthening of positive thinking have been obtained. Therefore, spiritual intelligence should be one of the functions that education curriculum planning experts should develop in textbooks.
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## Introduction

One of the most important curricula in our country is the Persian curriculum, which is directly part of the subjects of all students from the first grade to the end of high school. Undoubtedly, the teaching of Persian concepts has been one of the main goals of the curriculum based on the fundamental transformation of education (2012). On the other hand, the Persian curriculum is based on the general approach of the "National Curriculum of the Islamic Republic of Iran", which means the flourishing of divine nature. It is composed and organized according to the five elements (science, thought, faith, ethics and action) and its manifestations in four areas (self, creation, creation and creator) (Behrvan et al., 2017).

Intelligence approaches are one of the most important and controversial theoretical foundations of teaching and learning. Intelligence training has been used to increase performance in intelligence tests and reproductive progress. It continues to be the focus of psychologists and educational researchers for years, because it has long been thought that intelligence plays an important role in academic success (Sternberg, 2020).

Spiritual intelligence is one of the valuable achievements of researchers in recent years and has been able to uncover many complex mysteries of the human mind and find the root of many human behaviors. In the last few years, following attention to spirituality, as an intelligent field, noteworthy works have emerged in spiritual intelligence. However, most of them are written and researched based on the spiritual attitudes of adults and adults, and there are very few sources and references about children's spiritual development (Hedayati, 2012). Spiritual intelligence relates intelligence to spirituality as a new construct and as a coefficient of spiritual leadership level. While spirituality is a sense of higher consciousness and divine presence, spiritual intelligence relates to using divine aspects to achieve goals and solve problems (King, 2008). Spiritual intelligence is an inner ability related to the mind and spirit and their connection with the world. However, this internal ability affects the external ability. Thanks to spiritual intelligence, we can discover a deeper sense and use it to solve the complex problems of the present. Spiritual intelligence can create a constructive character and enable a

person to use the ability to deal with danger and anger. People with high spiritual intelligence are more tolerant, honest and full of love toward others. Spiritual intelligence has a composite approach that includes various components, human performance and experience, including cognition, intuition and emotion in a complete connection. In this regard, one of the dimensions of intelligence, spiritual intelligence, is one of the areas discussed in the review and rethinking of the link between religion, spirituality and education. Spiritual intelligence also requires using such spiritual subjects to adapt and act effectively with the environment and others with valuable consequences (Ajele, 2022).

Spiritual character education in books is the formulation of an ethical curriculum as an attempt to understand spiritual beliefs. Also, the importance of developing students' attitude or empathy towards marginalized communities, determining efforts to optimize spiritual activities in schools to strengthen students' morals, such as environmental friendliness, decency, mental health, which leads to personality creation. Schools' policy in strengthening character education efforts is to determine the use of quantum learning, quantum teaching, and brain-based learning. In emotional intelligence and spiritual intelligence, it is necessary to organize and implement the spiritual guidance of students, various programs of religious activities to increase the learning activities in the class; And in creating an appropriate process, create moral refinement for teachers and students. The strategic implementation phase is the main process in strategic management (Machtarum et al., 2020). Therefore, the present research aimed to investigate and analyze the content of the fourth-grade Persian book with the revelation of spiritual intelligence and to provide information and suggestions to the planners to improve and modify this book.

## Method

The current research is descriptive in terms of practical purpose, in terms of data collection, and is specifically based on qualitative content analysis. The statistical population of this research consists of the fourth-grade Persian books. Descriptive statistics and entropy coefficient calculations based on Shannon's formula were used to check the data and information.

## Results

The results show that in the literature book of the fourth grade of elementary school, the frequency of the components of spiritual intelligence has been determined and measured in different subjects. The components of spiritual intelligence that have been examined include: A sense of giving meaning to life, participation, transcendental understanding, commitment and commitment, respect and kindness, perfectionism and generalism, value creation and positive thinking, self-motivation, self-awareness of strengths and weaknesses.

In the first lesson, the most frequency is related to perfectionism and generalism, and the second priority is value creation, the third rank is transcendental understanding, and the fourth rank is self-motivation. In the second lesson, the highest frequency is related to respect and kindness, and the second priority is transcendental understanding, the third is perfectionism, and the fourth is self-motivation. In the third lesson, the highest frequency is related to perfectionism, the second priority is value creation, the third is self-motivation, and the fourth is participation. In the fourth lesson, the most frequency is related to the sense of giving meaning to life, and the second priority is transcendental understanding, the third is positive thinking, and the fourth is awareness of strengths and weaknesses. In the fifth lesson, the most frequency is about participation, and the second priority is positive thinking, the third is self-awareness of strengths and weaknesses, and the fourth is self-motivation. In the 6th lesson, the most frequency is related to responsibility and keeping promises, the second priority is self-awareness of strengths and weaknesses, the third is positive thinking, and the fourth is participation. In the seventh lesson, the highest frequency is related to transcendental understanding, the second priority is perfectionism, the third is creating value, and the fourth is the sense of giving meaning to life. In the eighth lesson, the most frequency is related to the sense of giving meaning to life, and the second priority is creating value, and the third is self-motivation, and the fourth is responsibility and keeping promises. In the ninth lesson, the most frequency is related to perfectionism, and the second priority is respect and kindness, and the third rank is self-motivation, and the fourth rank is commitment and keeping promises. In the 10th lesson, the most frequency is related to participation, the second priority is self-motivation, the third is value creation, and the fourth is positive thinking. In the 11th lesson, the most frequency is related to participation, the second priority is positive thinking, the third is self-motivation, and the fourth is value creation. In the twelfth lesson, the highest frequency is related to mission and keeping promises, and the second priority is value creation, the third is self-motivation, and the fourth is participation. In the 13th lesson, the most frequency is related to self-motivation, and the second priority is commitment and faithfulness to the

promise, the third is transcendental understanding, and the fourth is participation. In the 14th lesson, the most frequency is about participation, and the second priority is value creation, the third is self-motivation, and the fourth is participation. In the 15th lesson, the highest frequency is related to self-awareness of strengths and weaknesses, the second priority is participation, the third is positive thinking, and the fourth is respect and kindness. In the 16th lesson, the highest frequency is related to self-awareness of strengths and weaknesses, the second priority is participation, the third is the sense of giving meaning to life, and the fourth is self-motivation. In the set of lessons, the greatest weight of entropy is related to the sense of giving meaning to life, and the second priority is respect and kindness, and the third place is transcendental understanding, and the fourth place is participation and perfectionism.

### Conclusion

Spiritual intelligence should be one of the functions that education curriculum planning experts should develop in textbooks. Because of the contributions that can be made in integrated formation, it provides competencies related to critical thinking, self-knowledge, empathy and moral discernment and motivation for effort and positive thinking through reflective strategies. Spiritual intelligence is one of the human abilities that includes high personal and social awareness and is the result of a significant ability to learn from mistakes thanks to the ability to feel, understand and act beyond individual exclusive interests. Therefore, paying attention to the lesson content in elementary textbooks about spiritual intelligence can draw the social and moral structure of the future.

Finally, it can be said that the most important consequence for educational performance related to successful intelligence in the textbook is the recognition of success and how to achieve it. In some countries, the Ministry of Education must approve and license textbooks. The results of this research indicate that textbook approval regulations based on theory-based quality indicators can be a tool to prevent the use of textbooks with adverse effects in schools and improve the overall quality of textbooks. In addition, choosing high-quality textbooks with diverse educational and social content is a relatively easy, fast and cheap way to affect students' progress positively. Comparable effects through potential interventions at the teacher or student level are associated with higher costs. The learning opportunities provided by textbooks at the primary level may also affect higher-level student achievement.

### Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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