Designing a curriculum model for individual ethics education in the second year of high school

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ARTICLE INFORMATION	*ABSTRACT*
	Background and Aim: This research was conducted with the aim of designing a moral education curriculum model in order to fulfill individual duties in the second year of high school. **Methods:** The research method is content analysis, which was carried out following Krippendorf's qualitative model and the Delphi technique. The participants in the research were formed by a group of university experts in the fields of curriculum planning and Islamic education. The number of participants continued until reaching data sufficiency and included 30 people. The data collection tool was a semi-structured interview, and their analysis method was content analysis, coding and Delphi validation. **Results:** The results of the research indicated that the components of the model of moral education in the second period of high school are: the subject, the needs of the learners, the characteristics of the target society and the elements of the curriculum. The priorities of the constituent components are: the validity and importance of moral education, the age needs of learners, their gender differences, being adorned with moral traits, monitoring moral behavior. In the curriculum elements section, the priorities are: educational goals, curriculum content, teaching strategies, resources and tools, learner activities, space, time, learner grouping and evaluation method. **Conclusion:** In line with the identification and priorities of the elements that make up the curriculum of individual ethics, these priorities were obtained: after determining the educational goals that were mentioned, the curriculum content was the next priority, in which attention was paid to learning areas, text factors, images and learning activities. based on objective and subjective examples of moral behavior have been given priority. After that, there are learners' activities, which include promoting moral knowledge, predicting individual and group activities, and participating in complementary activities.

Introduction

In any educational system, one of the most important tasks is to design the curriculum, which should be organized based on education's requirements, principles and goals. Curriculum refers to formal and informal content, process, content, overt and hidden training. Through them, under the school's guidance, the student acquires the necessary knowledge, skills, and changes his tendencies and values (Malaki, 2019). There are three approaches in curriculum design. These are subject-oriented, inclusive and community-oriented (Fathi Vajargah, 2019). The curriculum designer can pay attention to one or a set of these cases, plan the micro and macro decisions of the target curriculum. In fact, the implementation mechanisms of the curriculum and its evaluation are based on these elements (Musipour, 2020).

The design of the moral education curriculum model with an emphasis on individual duties means that the dimension of individual ethics is emphasized in this research. Various theories have been presented in the field of individual ethics, among which we can refer to Piaget's theories of cognitive development, Kohlberg's moral judgment, Gilligan's ethics of care, Licona's character education, Aristotle's character education, Nuddings's ethics of care, and virtue ethics of Islamic thinkers. Each of these theories has advantages and limitations that others have criticized during the period of their presentation (Xi & Hu, 2021). Following them should be based on the educational philosophy of the target community, the needs of education, the characteristics of the learners, the subject of the curriculum and the micro and macro decisions governing the curriculum.

Since in this research, the design of the moral education curriculum model was on the agenda, in the theoretical studies of the field of moral education, it was tried to use the competing theories. Also, considering the approach of virtue ethics in the individual dimension. Its requirements are considered and such curriculum resources and curriculum elements are covered, moral education, so that the results of this study can be applied to the design of a curriculum model suitable for middle school education in Iranian society. Based on this, the author has had to pay attention to the requirements of designing the curriculum model on the one hand, and on the other hand, extract the components of moral education from the triple sources of society, learners and the subject.

In designing the curriculum template, paying attention to the requirements of curriculum planning is inevitable. Paying attention to educational goals before any design is one of the most important necessities (Mossipour, 2020). Experience has shown that it is very important to pay attention to the information sources of the subject. These resources can include the subject, the learners' characteristics and society's characteristics. Of course, these characteristics are passed through the philosophical filters of education and psychology and the values that govern the society or the ideology that governs the society (Mossipour, 2020). In any curriculum design, the more attention is paid to the elements that make up the curriculum and the more the information sources that make up the subject matter are exploited, the more comprehensive it will be (RangDoost, 2019). Students' individual development may be emphasized in one subject, but the social development of the same students is discussed in another subject. Therefore, the curriculum's overall goal can change the curriculum design mechanism (Malaki, 2019).

The research questions were formulated as follows. 1- What are the dimensions and components of the curriculum model for individual ethics training in the second year of high school? 2- What are the elements of the personal ethics training curriculum of the second year of high school? 3- What is the curriculum model for training personal ethics in the second year of high school? 4- What is the validation of the curriculum model of individual ethics education in the second year of high school?

Method

The research method is content analysis, which was carried out following Krippendorf's qualitative model and the Delphi technique. The participants in the research were formed by a group of university experts in the fields of curriculum planning and Islamic education. The number of participants continued until reaching data sufficiency and included 30 people. The data collection tool was a semi-structured interview, and their analysis method was content analysis, coding and Delphi validation.

Research tools

1. Interview with academic experts. This tool was used to collect qualitative data related to the determination, dimensions, and concepts of the moral education curriculum, and on another occasion, to think together in the validation of the curriculum

model. This interview was conducted in a semi-structured way, and qualitative contextualization method was used to design its questions. Five questions were considered in this tool.

2. Questionnaire of teachers. This tool was used to collect data related to the micro-decision-making of the moral education curriculum, including determining the priorities of identifiers, indicators and constituent concepts in this field. Then, the experienced teachers in secondary school matched their experiences with the questionnaire items and answered them. In addition, the data of this tool was used to identify the elements of the curriculum in order to improve the validity of the designed model

3. Black record data. This tool was used for the classified data of individual moral education. This data was the result of the findings of the survey, which was obtained through reference and documents, while the data registration list was used to think together with academic elites about the design model of the moral education curriculum. This process, which was carried out by applying the Delphi technique, was done in order to ensure the designed model.

Results

The method of data analysis is the utilization of Krippendorff's qualitative model, in which the orderly stages of data collection, unitization, sampling, extraction, data reduction, coding and classification, interpretation and inference and analysis were operationalized one after the other; The results of the research are as follows.

The first question of the research: What are the dimensions and components of the curriculum model of personal ethics training in the second year of high school?

In this section, the data from interviews with academic experts have been reflected. In the aforementioned interview, five questions were asked about micro and macro decision-making in moral education curriculum planning. The obtained data were extracted, coded and classified as statements of moral education.

Some 40 propositions have been identified, which can be classified in the form of six dimensions: validity, importance, age needs, gender needs, and individual and community needs. These six dimensions are classified in the form of three components of the subject, learners and decision-makers of educational goals. According to academic experts, these findings prove that moral education needs to identify educational goals at micro and macro levels because the main form of curriculum design is educational objectives. The micro level of decision-making in the design of educational goals is dedicated to the needs of learners, and its macro level is related to the characteristics of society. The two dimensions of credibility and sharp importance constitute the component of the subject of moral education. On the one hand, this discourse of academic experts is compatible with lesson planning models, especially

with Klein's model, and on the other hand, it provides the basis for designing the moral education curriculum. Another achievement of these findings is to provide a basis for the design of a questionnaire that will be prepared as a survey of teachers in order to examine the priorities of the identified dimensions and components.

13 cases of moral education propositions were identified, which could be classified in the form of three dimensions of values transmission, cultural identity and civilizational teachings. Academic experts seem to believe that part of moral education is possible through the transfer of cultural heritage to the current generation. Since the cultural capital of a nation includes civilizational identity, cultural assets, and creative symbols in the fields of history, architecture, art, handicrafts, honors, and values, the transmission of these examples in the field of cultural heritage can have an educational, lesson-learning, and identity aspect. be

In the intangible culture of a nation, there are signs of culture, a part of which is passed on to the next generations. However, another part of it, which is a manifestation of cultural identity, can be transmitted through the moral education curriculum. Quranic stories, moral stories, proverbs are cultural syndromes that can also convey moral values. Human life has material and spiritual dimensions. Part of it is experienced in everyday relationships and the organized part is transmitted through formal education programs. The use of intangible culture, which concerns the people of a land, can be productive and effective in moral education. Basically, cultural heritage can have moral value because it is linked with the cultural identity of the members of the society. For example, spreading the spirit of chivalry, valor, and chivalry as part of the civilizational identity are examples of moral education. Narratives, approaches, and examples of such behaviors should be included in the curriculum of moral education of students in the form of text, photos, and learning activities. be reflected. Therefore, the transfer of cultural heritage can be used for the moral education of students.

The number of 9 propositions aimed at moral education has been identified, which has assigned 4 dimensions in the coding done. The interviewees believed that the moral education provisions were assigned first through the upstream documents. In the fundamental change document and in the national curriculum document, some aspects of moral education are mentioned, which can be a basis for preparing the curriculum content of moral education. The national experience before the Islamic revolution in moral education has shown that in schools, teaching aids such as Kalila and Damneh, Saadi literature, Ferdowsi's Shahnameh and similar things are used for moralizing students. In schools before the Islamic Revolution, which had a religious nature, disciplining teachers was one of the educational goals. After the Islamic revolution, religious books were changed in

the educational foundations of education, and parts of moral education were included in them. Taking advantage of the Prophet's life and the infallible imams, as well as spreading their moral qualities, have been among these teachings. Anyway, in the centralized education system of Iran, moral education is implicitly done in the form of religious books. This is while in many countries such as China and Japan, a separate textbook titled moral education or moral education has been designed and implemented in all levels of education. Even in some countries, they have prepared the opportunities and situations of moral life in school for students, which is considered a constructive and ethical experience. Therefore, the use of national experiences in the form of negative and positive approaches can bring valuable achievements. A number of 11 propositions aimed at moral education have been identified, which are classified in three dimensions: self-knowledge, the need for individual moral behavior, and the need for relationships with others. Academic experts believe that recovery of individual identity is one of the needs of students. In their daily life after self-knowledge, they need to make decisions based on moral standards and behaviors in accordance with moral values when facing daily life problems. Even in biological needs such as observing the consumption pattern, dealing with the family economy, using social networks, the application of ethical behavior is absolutely necessary. In order to identify the students' moral behavior needs, it is possible to compare the distance between their current behavior and their ideal moral situation. From this determination, teachers can understand the moral needs of students and guide them in the field of ethics. In today's social life, a part of which is formed through relationships with others through social networks, following the moral model is an unavoidable necessity. Also, students' good behavior with each other and their empathy with their family members, if combined with moral teachings, improves their quality of life. Achieving such moral advantages can be done in the teachings of moral education. Especially, the preparation of special course content will be very productive.

The number of 21 propositions aimed at moral education has been reflected and classified in the form of six dimensions. Academic experts believe that if students acquire the knowledge, value and skills of ethical behavior, they can monitor their behavior. Balancing right from wrong is possible by having moral standards in hand. Moral education curriculum is a great opportunity to present students objective and mental moral education examples. A student who can compare and evaluate moral standards with his or others' behavior, realizes its truth and falsity, gains insight and moral behavior. In the present era, when real and virtual injuries have accelerated, it has become inevitable to design the moral education curriculum by the current issues of the existing realities. Even biological issues such as personal

health, mental health care, nutrition pattern, etc., can guarantee adolescents' physical and spiritual health under the shadow of accepting moral values. Basically, righteous action depends on believing in moral values and following its behavioral patterns. However, part of students' learning takes place through observing the behavior of others in the family, school, society and media. Nevertheless, school moral education can guide students to the correct moral orientation.

The set of each of them represented a dimension of curriculum elements. In fact, each structure of the propositions has a shared meaning and can be classified under one of the elements of the curriculum. The findings of this table indicate that academic experts had reflected 11 propositions to explain the educational goals in the moral education curriculum. For the curriculum content element, the number of four propositions, learning activities of three propositions, evaluation method, three propositions, learning resources and tools of three propositions, learning time and learning space of three propositions each, the grouping of learners of three propositions and teaching strategies of three propositions had the highest frequency. A total of 37 propositions were obtained, which were organized into nine categories after coding. These nine cases are considered to be the constituent elements of the curriculum, moral education, the second period of secondary school.

Conclusion

The design of the moral education curriculum model of the second secondary school showed that the first component of this model is the determination of educational goals, which is done based on the decisions of the micro and macro levels of curriculum planning. These goals are planned in the dimensions of credibility and importance, and their determination was based on the needs of the learners, including age needs, gender needs, personal needs and moral needs. Paying attention to the evaluation of behavior monitoring and modification of behavioral habits based on knowing the criteria of moral behavior is very decisive, so students tend to believe in moral values and act on them. Since moral values are formed in relationships with others, it is important to pay attention to the characteristics of society in training individual ethics.

Conflict of Interest

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

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