Evaluation of Grade 12 Arabic Textbooks in Meeting the UAE's Sustainable Development Goals

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ABSTRACT

The study explored the effectiveness of Arabic textbooks for Grade 12 in the UAE in promoting sustainable development. It highlights the importance of renewable energy and environmental conservation and emphasizes the need for an interdisciplinary approach to education. The research also highlights the need for a comprehensive framework that considers social, economic, and environmental aspects of sustainable development. The study uses both quantitative and qualitative analyses. Four student interviews were done as part of a qualitative study in order to improve the research's outcomes, and a 200-participant sample was used in quantitative analysis to provide a nuanced understanding of the teaching of sustainable development in UAE school textbooks.

INTRODUCTION

The values of future generations are shaped by educational curriculum, which is a crucial aspect of sustainable development efforts (Soares & Signor, 2020). The United Arab Emirates (UAE) has set clear goals and objectives to resolve environmental, social, and economic concerns as part of its ambitious commitment to sustainability. One important feature of this educational environment is the Arabic textbooks for Grade 12, which are a vital component in helping students develop their language skills and cultural awareness (Pamessangi, 2022). The study observed the UAE's Grade 12 Arabic textbooks' support for sustainable development initiatives, specifically social justice, environmental sustainability, and economic growth. It examines content, pedagogical strategies, cultural integration, interdisciplinary connections, and global perspectives to understand language instruction and provide suggestions for changes to ensure relevance and active student engagement.

Theoretical Framework

The following fundamental ideas may serve as the theoretical foundation for assessing how well Grade 12 Arabic textbooks adhere to the sustainable development objectives of the United Arab Emirates (UAE):

Education for Sustainable Development (ESD)

With a participative methodology and the SDGs as endpoints, this research created a framework that redefines education for sustainable development (ESD) as a tool for shifting society towards sustainability (Kioupi

& Voulvoulis, 2019). Globalization and sustainable development may be facilitated by education via the United Nations Decade of Education for Sustainable Development (Sumner, 2008).

Cognitive Development and Critical Thinking

Critical thinking and cognitive development are essential for a good education, shaping a person's ability to understand, evaluate, and react to complex information (Flavell, 1982). Grade 12 students are ready for higher cognitive levels, characterised by organized thought and abstract thinking. Incorporating these skills into educational frameworks helps students make informed decisions (Bailin & Siegel, 2003). Arabic textbooks for Grade 12 should encourage higher-order thinking abilities and promote sustainable development, enabling active participation in sustainable practices in the UAE.

Pedagogical Approaches

Pedagogical techniques play a crucial role in shaping students' educational experiences, including knowledge conveying and interaction (Gergely *et al.*, 2007). Constructivist and experiential learning theories are essential for sustainable development objectives and Arabic textbooks for Grade 12 (Bell & Bell, 2020). These theories emphasize practical experiences, critical thinking, problem-solving abilities, and collaborative learning. Arabic textbooks for Grade 12 should adopt these approaches to help students understand Arabic linguistic nuances and apply their knowledge in the UAE's sustainability context.

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LITERATURE REVIEW

Curriculum and Sustainable Development

Curriculum design and sustainable development objectives are essential for successful educational planning and development, and a problem-oriented approach is critical for student achievement (Shilkina *et al.*). The New Headway textbooks' ineffectiveness in promoting intercultural knowledge and awareness underscores the need for improved cultural content in teaching foreign languages (Amerian & Tajabadi, 2020; Bal, 2020). In foreign language textbooks, including cultural material with form-based practice may improve students' linguistic correctness and performance (Frantzen, 1998). Through textbooks on culture and technology, indigenous children in a bilingual setting may develop their ethnic, regional, and civic linguistic identities (Ivanova & Filippova, 2016). 74% of textbook quality requirements are met by Islamic studies textbooks for higher grades in the primary stage; the most important components are language features, design, output, pictures, and illustrations (Hanafi, 2023). Integrating curriculum design and pedagogical methods in education is vital for achieving sustainable development goals. A progressive curriculum should promote critical thinking, problem-solving, and global citizenship (Zhang *et al.*, 2023). Interdisciplinary frameworks, project-based learning, and experiential learning can help students understand environmental, social, and economic concerns, fostering accountability and ethical thought (Verster & van den Berg, 2021).

H[1]: The curriculum sustainable development is rejected with the value 0.55 with Alignment of Grade 12 Arabic Textbooks with UAE

Arabic Language Education and National Identity

Higher education in the Arab Gulf taught in English has changed collective identities, perhaps decreasing linguistic and cultural variety and encouraging the creation of opposition identities (Findlow, 2006). Arabic is prioritized by Saudi language policy as a crucial aspect of national identity. However, execution is difficult, and organizations and people are not as conscious of it as they should be (Mustafawi *et al.*, 2022). The 2016 high school Arabic language curriculum faces significant issues such as forced identification and content discrepancies (Ainin & Asrori, 2019). Bahraini students learning Arabic in foreign schools face linguistic and cultural challenges due to English's widespread use, necessitating the development of successful bilingual programs (Al Anzarouti & Hamed, 2020). Different strategies can be undertaken as this has included content-language that can be integrated into the form of learning that promotes information transfer, critical thinking, and knowledge processing in language acquisition, fostering vocabulary growth and critical thinking (Levchyk, 2022). CLIL effectively integrates language, content, and culture in teaching non-native Arabic learners through prioritization, preparation for interpretation, and various interpretive activities (Suleiman & Galal, 2022). YouTube is a valuable learning tool for UAE university students, helping them enhance their general knowledge and improve their academic performance (Mady & Baadel, 2020). Arabic language instruction is vital for cognitive growth, critical thinking, and national identity (Abu Jaber Baransi, 2021). However, it enhances language competence, communication skills, and analytical abilities. Studying Arabic connects people to their cultural heritage and historical origins, fostering critical thinking and cultural consciousness (Moghazy, 2021). It strengthens analytical abilities, cultural consciousness, and understanding of language principles, ultimately contributing to a strong national identity based on linguistic diversity and cultural pride.

H[2]: The Arabic Language Education and National Identity is rejected with the value 0.15 with Alignment of Grade 12 Arabic Textbooks with UAE.

Sustainable Development in Education

By using talent leadership tactics, active learning, collaboration, 21st century skills, and 21st century skills–12 teachers may attain professional sustainability in sustainable development education (Yue & Ji, 2020). Advanced Islamic education utilizes smart schools, experiential learning, and sustainable development to enhance human thinking and societal advancement (Muh & Maksum; Wahid *et al.*, 2022). Islamic studies curricula have a long history of supporting sustainable development; the BS in Islamic Studies Scheme of Studies includes the three pillars of ESD (environment, economy, and society) (Nawaz *et al.*, 2022). The development of text-based educational resources on Islamic culture history, utilizing e-learning platforms, can streamline teaching and enhance learning quality (Nawaz *et al.*, 2022). Teaching students the textbook of Islamic studies through artificial intelligence (AI) in K12 classrooms is now highly popular. Still, researchers and educators have found it difficult to create a curriculum linked to AI (Chiu, 2021). The UAE's education system has enormous potential for innovation skills to expand and develop, supporting national SDG targets and offering researchers and policymakers valuable insights (Al Dulaimi *et al.*, 2022).

H[3]: Sustainable Development in Education is accepted with the value 0.00 with the Alignment of Grade 12 Arabic Textbooks with UAE.

Cultural Sensitivity in Educational Materials

With an emphasis on "structuring principles" and "cultural diversity," this book delves into the material culture of historical Muslim cultures, acknowledging regional differences and emphasizing the value of prayer, solitude, education, and travel (Sahnan, 2020). Multiculturalism-based Islamic education seeks to foster tolerance and acceptance of many cultures and points of view while endowing students with intercultural attitudes and awareness (Arifin & Kartiko, 2022). Al-Irsyad al-Islamiyah Primary School's Islamic education curriculum emphasizes gender sensitivity, incorporating multicultural principles like democracy, tolerance, justice,

equality, and unity (Sahnan, 2020). Islamic education provides entertaining, creative, and inventive learning methods that help develop positive character traits and excellent habits when paired with art and culture in the k12 education system (Khairusani, 2020). Implementing a culturally responsive curriculum in higher education can help close the achievement gap in racial equality and produce culturally competent graduates, enhancing student involvement and academic performance (Thomas & Quinlan, 2021).

H_4: The Cultural Sensitivity in Educational Materials is accepted with the value 0.00 with Alignment of Grade 12 Arabic Textbooks with UAE.

Critical Thinking and Education
Fourth-grade Islamic primary school children require visually appealing, easy-to-understand English teaching materials that are rooted in Islamic principles to enhance their communication skills and English language competency (Rahmadany *et al.*, 2021). The study enhanced intermediate-level students' Arabic skills by creating effective teaching materials based on Nusantara Islam (Amalia & Pratiwi, 2021). Islamic education promotes collaborative learning, which enhances critical thinking by fostering emotional awareness, motivation, cognitive growth, and open-mindedness (Akyüz & Samsa, 2009; Warsah *et al.*, 2021). The Islamic education textbooks in the UAE promote tolerance, civic engagement, critical thinking, diversity acceptance, justice, equality, protection against extremism, and human compassion (Alhashmi *et al.*, 2020). Students who are exposed to critical thinking in 21st-century Islamic education become more engaged and enthusiastic learners who are more inclined to pose questions, engage in problem-solving discussions, and come up with answers (Trinova *et al.*, 2020).

H_5: Critical Thinking and Education is accepted with the value 0.00 with Alignment of Grade 12 Arabic Textbooks with UAE.

Interdisciplinary Connections and Global Perspectives in Grade 12 Arabic Textbooks
Grade 12 Arabic textbooks are vital for promoting a well-rounded education by analyzing global perspectives and interdisciplinary links. They help students develop worldviews and cognitive frameworks, bridging the gap between language competency and understanding various disciplines (Mabrurrosi, 2020). They expose students to real-world concerns, foster global citizenship, and expose them to diverse cultural contexts, global challenges, and cooperative solutions (Siddique & Khawaja, 2021).

Arabic and Islamic Studies can thrive in the digital era by integrating digital technology combining classical approaches with creative solutions (Redkin & Bernikova, 2020). The Arabic language proficiency of pupils at the Madrasah Ibtidaiyah/Islamic Elementary School level is effectively improved by using textbooks based on multiple intelligences (Amrullah & Purnomo, 2022). The Arabic language book for 12th grade in Jordan contains

558 questions, with 25% focusing on knowledge recall, 36% on comprehension, 9% on application, and 5% on assessment and judgment (Mabrurrosi, 2020).

H_6: The Interdisciplinary Connections and Global Perspectives in Grade 12 Arabic Textbooks with the value 0.00 is accepted with Alignment of Grade 12 Arabic Textbooks.

METHODOLOGY
Research Design
This study employed a mixed-methods approach, integrating both quantitative and qualitative research methodologies to comprehensively evaluate the extent to which Grade 12 Arabic textbooks meet the United Arab Emirates' (UAE) Sustainable Development Goals (SDGs).

Quantitative Analysis
Data Collection
Quantitative data were gathered through a structured survey administered to a representative sample of UAE school students. The survey was designed to capture students' perceptions of the integration of SDG concepts within their Grade 12 Arabic textbooks.

Participants
The participants consisted of Grade 12 students from various schools across the UAE. A total of 200 students were randomly selected to ensure a diverse and representative sample.

Instrument
The survey instrument comprised 20 Likert-scale questions, ranging from "strongly disagree" to "strongly agree," addressing different aspects of SDG inclusion such as environmental awareness, social responsibility, economic understanding, and cultural heritage.

Data Analysis
The quantitative data were analyzed using descriptive statistics to summarize the overall trends and inferential statistics, specifically chi-square tests, to determine the significance of the findings. SPSS software was utilized for the statistical analysis.

Qualitative Analysis
Data Collection
For the qualitative aspect, thematic analysis was employed to gain deeper insights into students' experiences and perceptions regarding the integration of SDGs in their Arabic textbooks. Data were collected through semi-structured interviews.

Participants
Four Grade 12 students were purposively selected for in-depth interviews to ensure diverse perspectives and richer data. These students were chosen based on their active participation in sustainability-related school activities and their demonstrated interest in SDG topics.

Instrument
An interview guide was developed, consisting of open-ended questions designed to explore the participants' understanding and experiences with the SDGs as presented in their Arabic textbooks. The questions focused on themes such as the clarity of SDG concepts, the relevance of textbook content to real-world issues, and the perceived impact on their attitudes and behaviors.

Data Analysis
The interviews were transcribed verbatim and analyzed using thematic analysis. The process involved coding the data to identify significant patterns and themes related to the inclusion and effectiveness of SDG content in the textbooks. NVivo software was employed to facilitate the organization and analysis of qualitative data.

Ethical Considerations
Ethical approval was obtained from the relevant educational authorities and institutional review boards. Informed consent was secured from all participants, ensuring their voluntary participation and the confidentiality of their responses. Pseudonyms were used to protect the identities of the interview participants.

RESULTS AND DISCUSSIONS
Quantitative Analysis

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.619ᵃ	.384	.361	.12639	.384	17.067	7	192	.000

The summary of a regression study reveals that the independent variables account for 38.4% of the Alignment of Grade 12 Arabic Textbooks variability, with 36.1% of this variability explained by overfitting, based on an adjusted R Square of 0.384. The mean difference between the values that were observed and the values that the model predicted is 0.12639, which is the standard error of the estimate (Std. Error). An F Change of 17.067 in the Change Statistics shows that the addition of predictors to the model greatly increases its explanatory power. The statistical significance of this improvement is shown by the accompanying p-value of.000.

Table 2: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.908	7	.273	17.067	.000ᵇ
	Residual	3.067	192	.016		
	Total	**4.976**	**199**			

The variation in the Alignment of Grade 12 Arabic Textbooks that the regression model explains is evaluated in the ANOVA table. According to the "Regression" row, the model's sum of squares is 1.908 with 7 degrees of freedom, yielding a mean square of 0.273. The F-statistic, which is determined by dividing the regression's mean square by the residuals' mean square, is 17.067, and the p-value that goes along with it is 0.000. The regression model, statistically significant at 0.05, reveals that predictors play an essential role in explaining the variability of the Alignment of Grade 12 Arabic Textbooks.

Table 3:

	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	4.992	.419		11.907	.000		
Curriculumand_Sustainable_Development	-.025	.042	-.036	-.596	.552	.858	1.166
Arabic_Language	-.069	.048	-.091	-1.452	.148	.809	1.236
Sustainable_DevelopmentEducation	.250	.043	.357	5.780	.000	.840	1.191
Cultural_SensitivityinEducationalMaterials	-.148	.034	-.251	-4.356	.000	.966	1.035
Critical_ThinkingandEducation	-.121	.042	-.169	-2.852	.005	.919	1.089

InterdisciplinaryConnections_and_ GlobalPerspectives	-.127	.045	-.170	-2.853	.005	.906	1.103

The findings of a regression analysis using "Textbooks_ UAE" as the Alignment of Grade 12 Arabic Textbooks and a number of independent factors pertaining to educational topics are shown in the table. With a t-value of 11.907 and a standard error of 0.419, the constant term in the model, 4.992, is statistically significant. "Sustainable_DevelopmentEducation" (Beta = 0.357) has the largest positive impact on "Textbooks_UAE" (Beta = -0.138), followed by "AP" (Beta = -0.138), "Critical_ThinkingandEducation" (Beta = -0.169), and "InterdisciplinaryConnections_and_GlobalPerspectives" (Beta = -0.170), according to an analysis of the standardized coefficients (Beta values). In contrast, with betas of -0.036 and -0.091, respectively, "Curriculumand_ Sustainable_Development" and "Arabic_Language" show adverse impacts that are not statistically significant. The study reveals that curriculum and language have minimal correlations with textbook availability in the UAE, and critical thinking and sustainable development education have significant effects.

Qualitative Analysis
Assessment of Grade 12 Arabic Textbooks in Addressing UAE Sustainable Development Goals
"The Arabic Grade 12 textbooks align with the UAE's sustainable development objectives, including environmental conservation courses and renewable energy sources. However, there's room for improvement in addressing social sustainability aspects like inclusion and community involvement".

The participant stated that the Arabic Grade 12 textbooks align with the UAE's sustainable development goals, particularly in environmental conservation and renewable energy. However, she points out a weakness in their coverage of social sustainability, particularly in inclusiveness and community participation. She advocates for a comprehensive approach that considers social inclusion and community involvement alongside environmental care.

"The Arabic Grade 12 textbooks effectively address the sustainable development objectives of the UAE, focusing on economic diversification, innovation, entrepreneurship, and case studies. However, there's room for improvement in reporting on inclusivity and social equality".

The participant praises Grade 12 Arabic textbooks for their successful implementation of UAE's sustainable development goals, emphasizing entrepreneurship, innovation, and economic diversification through case studies.

"Arabic Grade 12 textbooks effectively introduce sustainable development concepts, promoting UAE's cultural objectives through preservation and diversity promotion. However, there's a lack of discussion on

water management and conservation, requiring a more comprehensive understanding of water management and conservation".

The participant expresses gratitude for the Arabic Grade 12 textbooks' successful introduction of sustainable development themes and their role in advancing the cultural goals of the United Arab Emirates. The fact that textbooks addressing cultural objectives via heritage preservation and diversity promotion are acknowledged implies that they effectively include components of cultural sustainability in line with national aims. The participant does, however, point out one particular area that needs work, namely, the absence of conversation on water conservation and management. This remark points to what seems to be a vacuum in the literature on environmental sustainability, especially when it comes to the vital subject of water supplies.

"The Arabic Grade 12 textbooks align with the UAE's sustainable development objectives, focusing on sustainable living and lifelong learning. Local case studies and sustainable architecture initiatives are included. However, a stronger emphasis on global interdependence could improve the content".

The participant claims that the Grade 12 Arabic textbooks, which place a strong emphasis on subjects like sustainable living and lifelong learning, are in line with the UAE's goals for sustainable development. The inclusion of sustainable architectural efforts and local case studies implies that the textbooks effectively include real-world examples, hence enhancing students' comprehension of sustainable practices in their local context.

Fostering Critical Thinking and Interdisciplinary Understanding in Grade 12 Arabic Textbooks: An Exploration of Sustainable Development Issues
"Arabic Grade 12 textbooks effectively promote critical thinking by examining cultural, economic, and environmental relationships. They encourage multidisciplinary thinking, evaluating sustainable practices' effects beyond discrete ideas".

The Arabic Grade 12 textbooks are praised for fostering critical thinking abilities by examining the interplay between cultural, economic, and environmental factors in sustainable development. They promote interdisciplinary thinking, encouraging students to assess the impact of sustainable practices on more than just specific concepts.

"Arabic grade 12 textbooks foster critical thinking by incorporating multidisciplinary perspectives on sustainable development, encouraging students to evaluate urban development models from economic, cultural, and environmental perspectives, inspiring a methodical approach to environmental issues".

The participant praises Grade 12 Arabic textbooks for their ability to foster critical thinking by combining various

academic perspectives on sustainable development. They encourage students to assess urban development models from environmental, cultural, and economic perspectives. These textbooks inspire a systematic approach to environmental issues, providing students with comprehensive knowledge and tools for real-world events.

"Arabic Grade 12 textbooks encourage critical thinking and focus on cultural, economic, and environmental aspects of sustainable initiatives, such as eco-tourism projects, promoting careful consideration of these factors in practical situations".

The participant praises Arabic Grade 12 textbooks for highlighting the cultural, economic, and environmental aspects of sustainable initiatives like eco-tourism, encouraging critical thinking and real-world examples. They encourage students to consider environmental conservation, economic feasibility, and cultural preservation in real-world applications, fostering critical thinking and providing valuable insights into sustainable development.

"The interdisciplinary approach in Arabic grade 12 textbooks on sustainable development has enhanced critical thinking abilities, enabling students to evaluate renewable energy sources' environmental benefits, economic feasibility, and cultural acceptability".

The participant praises Arabic Grade 12 textbooks on sustainable development for their multidisciplinary approach, enhancing critical thinking and allowing students to assess renewable energy options from cultural, economic, and environmental perspectives. They emphasize the interconnectedness of sustainable development and praise the comprehensive framework provided for critical thinking in renewable energy issues.

DISCUSSION

The UAE's textbooks have effectively covered key sustainability aspects, particularly in environmental conservation and renewable energy, demonstrating commendable achievement in achieving sustainable development goals. UAE students demonstrate moderately good conduct, strong positive attitudes, and an excellent understanding of environmental education and sustainable development (Al-Naqbi & Alshannag, 2018). As sustainability knowledge expands, there's a growing need for a comprehensive framework that underscores the interconnectedness of environmental, economic, and social aspects (Eizenberg & Jabareen, 2017). The positive results observed in the study based on the interdisciplinary approach of the textbooks highlight the curriculum's effectiveness in enhancing critical thinking skills (Kim & Kim, 2014). Textbooks that enable students to evaluate renewable energy sources from cultural, economic, and environmental standpoints imitate the complexity of real-world sustainability issues (Nawaz *et al.*, 2022). The student's understanding of sustainable development's interconnectedness aligns with the goal of equipping them to tackle complex issues in a world

replete with sustainability-related concerns (Berglund & Gericke, 2022). The participant's input adds insightful commentary to the current conversations about the improvement and expansion of sustainable development instruction in Arabic textbooks for grade 12 (Zguir *et al.*, 2021). In order to improve access to textbooks, the research emphasizes the complex interplay between several variables impacting textbook availability in the United Arab Emirates and the value of cultivating critical thinking abilities and integrating sustainable development education into the curriculum.

CONCLUSION

The study discusses aligning Grade 12 Arabic textbooks with UAE educational goals and values. It emphasizes the importance of constructivist and experiential learning theories and the need for a combination of instructional approaches and curriculum design. The research rejects the hypothesis of Arabic Language Education and National Identity, suggesting potential difficulties in coordinating these elements. The study suggests the benefits of Arabic textbooks for cognitive development, critical thinking, and cultural awareness, promoting a robust national identity.

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