

Research Article

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Global Citizenship Concepts Included in the Developed Arabic Language Textbooks in Jordan, Fourth Grade as a Model

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Abstract

Background/purpose. The purpose of this study is to analyze the content of the revised Arabic language textbooks in Jordan for the year 2024/2025 to uncover the included concepts of global citizenship, along with their proportions.

Materials/Methods. The next two parts of this study, using an analysis tool, arrived at its six dimensions, adopting the partial idea (Theme) as the unit of analysis.

Results. The results showed that the highest frequency rates were for the human rights dimension, which constituted 39.2%, and for the sustainable development dimension, which constituted 28.0%, while the lowest frequency rates were for cultural pluralism, which constituted 2.71%, and world peace, which constituted 6.04%. The study recommended that authors of developed Arabic language textbooks pay attention to the concept of global citizenship and include it in these textbooks for the primary stage, through Arabic language skills, to enable students to acquire it.

Conclusion. In light of the findings, the study highlights a gap in the design of structured curricula, revealing the absence of a coherent educational framework aligned with UNESCO-based instructional practices.

1. Introduction

In an increasingly interconnected world marked by shared challenges, the concept of global citizenship has emerged as a pressing response to transnational issues. Citizenship is no longer confined to a specific geographical location; rather, it has evolved to encompass individuals who possess the capacity to comprehend global problems and challenges, engage in meaningful communication with culturally and civilizationaly diverse others, respect the rights of all people, and coexist peacefully regardless of race, gender, religion, or ethnicity. Such individuals advocate for the well-being of others and contribute to the pursuit of stability and comprehensive security, which serve as foundations for sustainable progress.

McCarthy (2022) conceptualizes global citizenship as a transformative force wherein globally conscious individuals collectively mobilize to hold decision-makers accountable. This paradigm positions global citizens as active agents who exert bottom-up pressure on governance structures to enhance policy efficacy, demand equitable solutions for poverty eradication and planetary protection and operationalize justice through transnational advocacy networks.

Challenges and difficulties are global, and individuals have developed a sense of belonging to a broader homeland—one founded on human values and concerned with the interconnection and interdependence of political, economic, social, environmental, and cultural dimensions. This homeland emphasizes the importance of solidarity among land, nation, people, and soil, guiding individuals toward global citizenship and their responsibility in achieving world peace (Jarrar, 2011).

The concepts of global citizenship are founded on a set of principles outlined by numerous scholars and researchers, and referenced in international agreements. These include cultural diversity awareness and respect for different cultures; social justice, through the achievement of equality and fairness across societies; the defense of human rights and the fight against all forms of discrimination and injustice; sustainable development, by working to balance the needs of the present generation with those of future generations; and the promotion of peace and conflict resolution by contributing to a culture of peace and resolving disputes through peaceful means (Zerman, 2018).

Given the importance of instilling the concept of global citizenship in people, educational systems around the world are required to give it due care and attention, particularly in light of the growing number of global issues surrounding them. This involves integrating global issues into curricula at all educational levels, enhancing teachers' awareness of these challenges, and developing learners' cognitive, emotional, and skill-based dimensions to reflect the vision of a global citizen—someone capable of living in an interconnected global society (Bazbaz, 2023).

The United Nations has identified education for all and the development of a sense of belonging to humanity as the core goals of global citizenship education. This aims to empower individuals to become active and engaged members of societies founded on justice, equality, and security—societies that are capable of achieving sustainable development in the face of twenty-first-century challenges (United Nations, 2021).

"Education for citizenship aims to bring about change in three key areas: the cognitive domain, by providing learners with knowledge and critical thinking skills to help them understand the world around them; the social-emotional domain, which focuses on instilling behaviors and social values that support learners' emotional, psychological, and physical development and contribute to coexistence; and the behavioral domain, which relates to individuals' proper conduct and application of action that promotes justice and peace" (UNESCO, 2015, p. 22).

The education system is one of the most deeply affected—and influential—systems in the face of global changes and developments. This is because education is fundamentally centered on building

generations, shaping values, and nurturing concepts such as acceptance of others, coexistence, respect for diversity, and responsibility. It prepares individuals humanely and behaviorally, reflecting the values of acquired citizenship (Mohammed & Attallah, 2021).

1.1. Statement of the Problem

It is notable that there is global interest in promoting the concept of global citizenship and strengthening learners' national identity to address the increasing challenges of the twenty-first century. The National Center for Curriculum Development in Jordan (2021) revealed that the Education Council approved the development of Arabic language curricula for the following grade levels: first, fourth, seventh, and tenth, to be available to students at the beginning of the 2023-2024 academic year. The aim is to bring about a qualitative shift in Arabic language learning and teaching, emphasizing the creation of a conscious, educated generation capable of taking responsibility for finding solutions to presented problems and making informed decisions. This will be achieved by fostering critical thinking and analytical skills when addressing various issues, such as citizenship and its practices, human rights, environment and health, technology, economic and socio-political participation, cooperation and respect for religions, as well as national belonging and adherence to traditions, values, history, and identity.

Therefore, the researcher deemed it necessary to analyze the content of the revised Arabic language textbooks in Jordan for the year 2024/2025 to uncover the included concepts of global citizenship, along with their proportions.

1.2. Research Questions

This study seeks to answer the following two questions:

1. What are the global citizenship concepts that should be included in the developed Arabic language textbooks in Jordan, Grade Four, as a model?
2. What are the proportions of global citizenship concepts included in the developed Arabic language textbook for Grade Four in Jordan?

1.3. Objectives of the Study

The present study aims to:

1. Identify the global citizenship concepts that should be included in the developed Arabic language textbook for Grade Four in Jordan.
2. Determine the proportions of global citizenship concepts included in the developed Arabic language textbook for Grade Four in Jordan.

1.4. Theoretical and Practical Significance of the Study

The significance of this study lies in its potential to contribute to future research related to the integration of global citizenship concepts into Arabic language textbooks, particularly in terms of its findings and recommendations.

The results of this study are expected to benefit all stakeholders involved in the development of Arabic language curricula in Jordan by enhancing the incorporation of global citizenship concepts.

1.5. Scope of the Study

Delimitations (Scope):

- Material Scope: The developed Arabic language textbook for Grade Four in Jordan (2024/2025).

- Temporal Scope: The first semester of the academic year (2024/2025).

2. Literature Review

Researchers have offered diverse and multifaceted definitions of global citizenship. Hanson (2010) defines it as:

"A process that seeks to create a global mind capable of elevated thinking, transcending spatial boundaries, raising critical questions, and understanding how to interact with the environment, humanity, and the world as an interconnected whole" (p. 74).

Sharafuddin (2011), meanwhile, conceptualizes it as: "An awareness and sense of engagement and loyalty to a specific community or communities, framed within the horizon of a shared world" (p. 284).

2.1. The Evolution of the Concept of Citizenship

The concept of citizenship first emerged in ancient Greek civilization, where it referred specifically to the "free Greek." Citizenship was rooted in the principle of an individual's pursuit of justice, equality, fairness, and political participation. However, it was limited to men, explicitly excluding women, children, slaves, and anyone considered a foreigner to the city. The citizen was defined as the "inhabitant of the city" who enjoyed multiple privileges, such as holding political office, participating in governance, freedom of speech and expression, and property ownership. This understanding was not confined to Greek thought alone but extended into Roman philosophy, which regarded the ideal citizen as someone who fulfilled their duties more than they demanded their rights (Al-Sallabi, 2014).

The perception of citizenship underwent significant changes with the rise of Islamic religions, as it became closely tied to religious affiliation. In Islamic countries, the citizen was considered to be a Muslim, while in Christian countries, the citizen was defined as a Christian. This indicates that the geographical borders of a state did not necessarily bind the concept of citizenship; rather, it acquired a universal dimension, grounded in the individual's adherence to the prevailing religious doctrine, regardless of their location in the world (Zaila', 2006).

2.1.1. Justifications for the Interest in Global Citizenship

The calls for embracing the values of global citizenship have increased due to the emergence of cultural pluralism, heightened awareness of contemporary society, and the use of modern technologies, which have driven the current generation to engage with other cultures and their issues. In addition, globalization and its political, economic, cultural, and social consequences, as well as the conflicts between countries and the resulting instability, along with individuals' freedom of movement across the world, have all contributed to this growing interest (Al-Saghir, 2012).

This was confirmed by UNESCO (2014) in its report, which called for increased attention to global citizenship due to the growing interconnectedness between individuals and places resulting from communication and interaction through information technologies. It also highlighted the increasing awareness among individuals of their civil rights on both local and global levels, driven by the expansion of democratic governance. In addition, the report highlighted global challenges, including wars, conflicts, and environmental issues, that confront all countries, as well as the rise of a humanitarian sentiment calling for justice, equality, and tolerance of others.

2.1.2. Dimensions of Citizenship

The concept of citizenship is historical and complex, with multiple dimensions outlined by Al-Saadi and Al-Dahwi (2017) as follows:

1. The Legal Dimension:

This includes a citizen's right to vote and participate in elections, along with a broader set of rights and freedoms granted without undue restrictions. It defines the relationship between the individual and the state, governed by a constitutional and legal framework based on equality and justice, while also specifying the obligations incumbent upon individuals.

2. The Social Dimension:

This stems from an individual's belonging to a community residing within a specific geographic and political territory, shaping their identity.

3. The Cultural Dimension:

An individual's practice of citizenship and its values are tied to the dominant culture of their society. Traditions and customs immerse individuals in the social conditions defined by the collective and manifested in reality.

4. The Political Dimension:

Citizenship is reflected in an individual's participation in public life, including forming political parties, protesting, and shaping the political system. It is closely linked to behavioral patterns and daily engagement in societal life.

In our present era, the demand for global citizenship values has increased due to the rise of cultural pluralism, heightened awareness of modern societies, and the widespread use of modern technologies. These factors have encouraged the current generation to engage with other cultures and global issues. Moreover, globalization and its political, economic, cultural, and social implications, as well as conflicts between nations and the resulting consequences, along with the freedom of movement across countries, have contributed to this interest (Al-Saghir, 2012).

This has led many researchers to call for the need to emphasize the inclusion of global citizenship concepts in the curriculum, taking into account vertical expansion across the curricula of the various educational stages, despite their differing content (Al-Asali, 2023; Al-Hasban & Tawalbeh, 2022).

As part of Jordan's efforts to develop its human resources and align its educational system with the developments of the modern era, the Ministry of Education, in collaboration with the National Center for Curriculum Development, has undertaken the revision of Arabic language textbooks for grades one, four, seven, and ten. This is part of a long-term plan to update textbooks for all grade levels in the coming years. Arabic was prioritized as the foundational language through which students access all other subjects, and as a core component of both Arab and Jordanian identity, mastering it is deemed essential and necessary (Hamed, 2023).

The newly developed Arabic language textbooks are based on a communicative and aesthetic approach that highlights linguistic fluency and the beauty of the Arabic language. This approach fosters students' appreciation of the language, enriching their literary taste and enabling them to apply it in various educational and life contexts. The curriculum adopts an integrative model, where each lesson functions as a comprehensive unit targeting linguistic competencies across multiple skills. These include listening (with understanding and critique), speaking (for expressive oral communication), reading (including readiness, comprehension, literary appreciation, and analysis), creative writing, and grammatical construction aligned with students' developmental stages. The accompanying exercise book plays a crucial role in helping learners acquire language competencies. Designed as an enriching and remedial tool, it promotes constructive dialogue based on mutual respect for differing opinions. Furthermore, the updated Arabic language textbooks include digital links that support learners in conducting research through various knowledge sources, aligning with

digital advancement and equipping them with essential technological skills (National Center for Curriculum Development, 2021).

2.2. Previous Studies

Al-Asali (2023) examined “The extent to which the content of social studies textbooks for Grades Seven and Eight in Palestinian curricula includes global citizenship values.” The study used the descriptive analytical method and a content analysis tool, distributing values across two domains: the political-legal domain and the social domain. Using the paragraph as a unit of analysis, the results showed that the representation of global citizenship values was very low, with freedom being the highest represented value at 20% in the Grade Seven textbook.

Khafaji and Hejazi (2023) conducted “An analytical study of global citizenship values in the Islamic Culture textbook prescribed for third-year preparatory Azhar students,” using both the descriptive and analytical approaches. The findings revealed that justice and equality ranked first, followed by acceptance of others, and then global tolerance.

Al-Husban and Tawalbeh (2022) explored “The extent to which global citizenship knowledge is addressed in Jordanian school textbooks in Arabic, English, Science, and Social Education from KG2 to Grade 12,” using a qualitative, phenomenological content analysis design. The analysis was based on a GCED (Global Citizenship Education) concept matrix. The results indicated that global citizenship education concepts were integrated in a superficial, limited, unsystematic, and inconsistent manner across textbooks.

Leek (2016), in her study “Global Citizenship Education in School Curricula from a Polish Perspective,” used a descriptive analytical method with a content analysis tool targeting curriculum structure, teaching objectives, and content. Her findings showed that global citizenship education was less emphasized than national identity education, and global citizenship was viewed as a set of challenges facing society.

3. Methodology

3.1. Study Population and Sample

The population of the study consists of the developed Arabic language textbooks for Grade Four in Jordan, including the Student’s Book, the Workbook, and the Listening Texts for both the first and second semesters. The study sample is identical to the study population.

3.2. Study Instrument

The researcher developed a tool to analyze the global citizenship concepts embedded in the developed Arabic language textbooks. This tool was constructed based on a review of relevant previous studies that employed various instruments for similar purposes, including the studies by Al-Asali (2023), Al Husban and Tawalbeh (2022), and other relevant literature.

Based on this foundation, the researcher created an analytical tool to assess global citizenship concepts as outlined in this study. These concepts are categorized into six main dimensions, each comprising a set of relevant sub-concepts, as follows:

1. Global Peace Dimension:

Represents stability, calm, and cooperation between countries and peoples. It may include:

- Global security and peace.
- Rejection of violence and terrorism.
- Tolerance and reconciliation.

- Trust among people.
- Relations with neighboring countries.
- International peace treaties.

2. Cultural Pluralism Dimension:

Represents coexistence with diversity in cultures, ethnicities, languages, and religions within a society. It may include:

- Cultural diversity.
- Individual values and beliefs.
- Cultural hegemony.
- Respect for other cultures.

3. Human Rights Dimension:

Refers to the set of legal and ethical principles that protect human dignity, freedom, and rights regardless of gender, nationality, color, ethnicity, religion, or any other factor. These principles are universally applicable and may include:

- Civil and political rights.
- Participation in public life.
- Rejection of intolerance and arbitrary detention.
- Access to food.
- Access to education.
- Freedom of expression.
- Equal employment opportunities.
- Rejection of discrimination against women.
- Rights of persons with disabilities.
- Protection from corruption.
- Protection from drugs and social plagues.
- Freedom to practice religious rituals.
- Protection of children's rights.
- Right to self-determination.

4. Sustainable Development Dimension:

Reflects the balance between economic growth, social well-being, and environmental protection to ensure resource sustainability and quality of life for current and future generations. It may include:

- Eradication of poverty.
- Elimination of hunger.
- Healthy living patterns.
- Education for all.
- Modern energy sources.

- Economic growth.
- Innovation and creativity.
- Equality among nations.
- Biodiversity.

5. Environmental Protection Dimension:

Refers to actions and measures aimed at preserving the natural environment and preventing its pollution and degradation. It may include:

- Climate change.
- Marine resources.
- Terrestrial ecosystems.
- Sustainable use of natural resources.
- Conservation of natural resources.
- Preservation of marine life.
- Use of technology to protect the environment.
- Environmental challenges.

6. Digital Citizenship Dimension:

Represents the knowledge, behaviors, and skills that enable individuals to interact responsibly and ethically with technology and the internet. It may include:

- Access to information online at any time.
- Safe and appropriate online behavior.
- Ownership of a personal digital device.
- Responsibility for shared digital content.
- Use of digital applications in education.
- Caution in online commerce.
- Communication and information exchange online.
- Avoidance of digital addiction.
- Maintaining physical well-being when using digital platforms.
- Legal accountability.

3.3. Validity and Reliability of the Instrument

To ensure the validity of the analysis checklist, it was initially presented to ten expert evaluators and specialists in educational sciences from various Jordanian universities. This was done to verify whether the checklist effectively measures the intended objective, its relevance to the study, the clarity of the concepts, and the correctness of the wording. Based on the feedback and suggestions from the evaluators, necessary amendments were made, and the checklist was refined until it reached its final form.

To verify the reliability of the analysis, a sample unit from one of the textbooks in the study sample was chosen and analyzed. After three weeks, the same unit was analyzed again by the researcher to assess the consistency of the analysis. Additionally, the study instrument and sample

were provided to two other analysts who were familiar with teaching Arabic language curricula. They were instructed to analyze the chosen sample using the specified analysis method. Then, reliability was calculated using the method of Ozoroff and Mayer (1977), as referenced by Ashour (2005), according to the following formula:

Then calculated using the method proposed by Ozarov and Meyer (1977) according to the following formula:

Agreement Rate = (Number of agreed responses) / (Number of agreed responses + Number of disagreed responses) × 100%

- Agreement rate with the researcher:

$$54/54+3 \times 100 = 94.7\% \quad \frac{54}{54+3} \times 100 = 94.7\%$$

- Agreement rate with the first analyst:

$$50/50+8 \times 100 = 84.7\% \quad \frac{50}{50+8} \times 100 = 84.7\%$$

- Agreement rate with the second analyst:

$$48/48+9 \times 100 = 84.2\% \quad \frac{48}{48+9} \times 100 = 84.2\%$$

Overall reliability rate = 87.86%

This reliability rate is considered sufficient for the purposes of the study.

3.4. Analysis Unit

The unit of analysis selected for the study was the sub-theme (Theme), which includes sentences, short phrases, images, or words. This unit was chosen because it represents one of the largest and most comprehensive content analysis units. Due to the nature of the study, this unit was more suitable than a single word or a paragraph, as paragraphs typically convey more than one idea. This approach aligns with previous studies, such as those by Al-Asali (2023) and Khneish (2019), which utilized this unit for content analysis.

3.5. Statistical Analysis

The analytical descriptive approach was employed in this study. Accordingly, frequency distributions were extracted for the dimensions of global citizenship, along with percentage calculations for sub-concepts within each dimension, to answer the two research questions.

4. Results

4.1. First Question: The first research question is: What are the concepts related to global citizenship that should be present in the developed Arabic language textbooks for the fourth grade in Jordan?

To answer this question, the researcher developed a tool for global citizenship concepts, which includes six main dimensions, each consisting of a set of elements. This tool was developed for the study and presented to a group of experts for approval. The six dimensions are: Global Peace, Cultural Diversity, Human Rights, Sustainable Development, Environmental Protection, and Digital Citizenship. The reason for selecting these dimensions and finalizing them after presenting them to experts was to analyze the content of the developed Arabic language textbooks and help curriculum planners focus on global citizenship and national identity concepts, ensuring the inclusion of content suitable for students and relevant to their real-life experiences.

Table 1. Distribution of the Dimensions of Global Citizenship Concepts in the Developed Arabic Language Textbooks for the Fourth Grade in Jordan, with Their Percentage

Dimension	Frequency Percentage (%)	
Global Peace	49	6.04%
Cultural Diversity	22	2.71%
Human Rights	318	39.2%
Sustainable Development	227	28.0%
Environmental Protection	106	13.0%
Digital Citizenship	88	10.8%
Total	810	100%

Table1. presents the content analysis results of the revised fourth-grade Arabic textbook (the study sample), examining all components, including listening, speaking, reading, writing, and linguistic structures in both the student textbook and workbook, along with listening passages. The analysis identified six dimensions of global citizenship with varying distribution frequencies: Global Peace: 49 occurrences (6.04% of total), Cultural Pluralism: 22 occurrences (2.71%), Human Rights: 318 occurrences (39.25%), Sustainable Development: 227 occurrences (28.02%), Environmental Protection: 106 occurrences (13.08%), Digital Citizenship: 88 occurrences (10.86%).

The total frequency count of global citizenship dimensions in the revised fourth-grade Arabic textbook reached 810 occurrences.

The frequency distribution analysis reveals significant disparities in the representation of global citizenship concepts within the textbook under study, demonstrating inconsistent and non-systematic distribution patterns.

4.2. Second: The second research question, which stated:

"What are the proportions of global citizenship concepts included in the revised Arabic language textbooks for fourth grade in Jordan?"

This question was addressed by calculating the frequencies and percentages of the dimensions of global citizenship concepts, as illustrated in the following tables:

Table 2. Distribution of Global Citizenship Concepts in the Developed Arabic Language Textbook for the Fourth Grade

Dimension	Global Peace	Cultural Diversity	Human Rights	Sustainable Development	Environmental Protection	Digital Citizenship	Total
Frequency	49	22	318	227	106	88	810
Percentage	6.04%	2.71%	39.2%	28.0%	13.0%	10.8%	100%

Table 2 presents the distribution of global citizenship concepts in the developed Arabic language textbook for fourth-grade students across various dimensions. Human Rights had the highest

percentage of occurrence (39.2%), followed by Sustainable Development (28.0%), while Cultural Diversity had the lowest percentage (2.71%).

Detailed Results for Each Dimension:

Table 3. Distribution of Frequencies of Global Peace Concepts and Their Percentages in the Developed Arabic Language Textbook for the Fourth Grade

Global Peace Concepts	Frequency in the Developed Arabic Textbook	Percentage of Frequency
Global Peace and Security	20	40.8%
Rejecting Violence and Terrorist Events	0	0%
Tolerance and Convergence	21	42.8%
Trust Between Others	7	14.2%
Relations with Neighboring Countries	1	2.04%
International Peace Treaties	0	0%
Total	49	100%

Table 3 demonstrates an inconsistent and non-systematic distribution of global peace dimension concepts in the fourth-grade textbook. The analysis revealed unequal frequency patterns among peace-related elements:

- Tolerance and rapprochement: 21 occurrences
- Security and peace: 20 occurrences
- Interpersonal trust: 7 occurrences

Other theoretical components of global peace were entirely absent from the content.

Table 4. Distribution of Frequencies of Cultural Diversity Concepts and Their Percentages in the Developed Arabic Language Textbook for the Fourth Grade

Frequency in the Developed Arabic Textbook	Cultural Diversity Concepts	Percentage of Frequency
0	Cultural Diversity	0%
21	Values of the Individual and Their Beliefs	95.4%
0	Cultural Hegemony	0%
1	Respect for Other Cultures	4.54%
22	Total	100%

Table 4 reveals significant disparities in the representation of cultural pluralism elements within the textbook content. The analysis demonstrates an uneven distribution of concepts, with "individual values and beliefs" appearing 21 times, while "respect for other cultures" was mentioned only once. Notably, other fundamental concepts of cultural pluralism were entirely absent from the material.

Table 5. Distribution of Frequencies of Human Rights Concepts and Their Percentages in the Developed Arabic Language Textbook for the Fourth Grade

Human Rights Concepts	Frequency in the Developed Arabic Textbook	Percentage of Frequency
Civil and Political Rights	24	7.54%
Participation in Public Life	16	5.03%
Rejecting Torture and Arbitrary Detention	12	3.77%
Right to Food	35	11.0%
Right to Education	21	6.60%
Freedom of Expression	43	13.52%
Right to Work Regardless of Race, Gender, or Religion	2	0.62%
Rejecting Discrimination Against Women	3	0.94%
Rights of Disabled People	24	7.54%
Protection from Corruption	4	1.25%
Protection from Drugs and Addictions	5	1.57%
Freedom of Religious Practice	79	24.8%
Prevention of Child Abuse	43	13.5%
Right to Self-Determination	16	5.03%
Total	318	100%

Table 5. demonstrates an inconsistent and unstructured distribution of human rights concepts within the fourth-grade Arabic textbook. The quantitative analysis revealed significant disparities in the frequency of various human rights elements: Religious Practice Rights: 79 occurrences (23.7% of total), Freedom of Expression & Child Protection: 43 occurrences (12.9%), Right to Adequate Food:

35 occurrences (10.5%), Civil/Political Rights & Disability Rights: 24 occurrences (7.2%), Right to Education: 21 occurrences (6.3%), Public Participation & Self-Determination: 16 occurrences (4.8%), Prohibition of Torture/Arbitrary Detention: 12 occurrences (3.6%), Protection from Drugs/Pests: 5 occurrences (1.5%), Anti-Corruption Protections: 4 occurrences (1.2%), Gender Equality (Anti-Discrimination): 3 occurrences (0.9%), Non-Discrimination in Employment: 2 occurrences (0.6%).

Table 6. Distribution of Frequencies of Sustainable Development Concepts and Their Percentages in the Developed Arabic Language Textbook for the Fourth Grade

Sustainable Development Concepts	Frequency in the Developed Arabic Textbook	Percentage of Frequency
Eradication of Poverty	5	2.20%
Eradication of Hunger	17	7.48%
Healthy Lifestyles	122	53.7%
Learning for All	14	6.16%
Modern Energy Sources	16	7.04%
Economic Growth	23	10.1%
Innovation and Creativity	23	10.1%
Equality Between Countries	0	0%
Biological Diversity of Land	7	3.08%
Total	227	100%

Table 6. reveals an imbalanced distribution of sustainable development concepts, with significant disparities in the frequency of various elements: Healthy Lifestyles: 122 occurrences (64.9% of total), Economic Growth & Innovation: 23 occurrences (12.2%), Zero Hunger: 17 occurrences (9.0%), Modern Energy Sources: 16 occurrences (8.5%), Terrestrial Biodiversity: 7 occurrences (3.7%), No Poverty: 5 occurrences (2.7%).

Table 7. Distribution of Frequencies of Environmental Protection Concepts and Their Percentages in the Developed Arabic Language Textbook for the Fourth Grade

Environmental Protection Concepts	Frequency in the Developed Arabic Textbook	Percentage of Frequency
Climate Change	0	0%
Marine Resources	0	0%
Land Ecosystems	17	16.0%
Sustainable Natural Resources	18	16.9%
Conservation of Natural Resources	38	35.8%
Wildlife Conservation	19	17.9%
Use of Technology for Environmental Protection	0	0%
Environmental Challenges	12	11.3%
History of World Civilizations	2	1.88%
Total	106	100%

Table 7. the quantitative analysis reveals substantial inconsistencies in the representation of environmental protection concepts, as demonstrated below: Sustainable Natural Resource Management: 38 occurrences (36.2%), Marine Conservation: 19 occurrences (18.1%), Sustainable Resource Utilization: 18 occurrences (17.1%), Terrestrial Ecosystems: 17 occurrences (16.2%), Environmental Challenges: 12 occurrences, (11.4%), Historical Civilizations: 2 occurrences (1.9%).

Table 8. Distribution of Frequencies of Digital Citizenship Concepts and Their Percentages in the Developed Arabic Language Textbook for the Fourth Grade

Digital Citizenship Concepts	Frequency in the Developed Arabic Textbook	Percentage of Frequency
Access to Information Online	42	47.7%
Safe and Proper Behavior on Digital Media	2	2.27%
Owning a Personal Digital Device	0	0%
Responsibility for What I Share	1	2, 32%
Using Computer Applications for Learning	42	47.7%
Caution Regarding Online Commerce	0	0%
Communication and information exchange via the Internet	1	1.13%
Avoiding digital addiction	-	0%
Health considerations when using digital media	-	0%
Legal accountability	-	0%
Total	88	100%

Table 8 presents the distribution of digital citizenship concepts, as part of global citizenship dimensions, within the Grade Four Arabic language textbook. The distribution appears to be inconsistent and unstructured. The elements of digital citizenship are represented with varying frequencies. The most frequently appearing concepts were access to information via the Internet at any time and using computer applications for learning, each appearing 42 times. In contrast, concepts such as owning a personal digital device, caution in online commercial transactions, and health considerations when using digital media were entirely absent from the textbook.

5. Discussion

5.1. Discussion of the First Research Question:

"What global citizenship concepts should be incorporated in the revised fourth-grade Arabic language textbooks in Jordan?"

Upon reviewing the Arabic language textbooks, the curriculum framework, and previous studies like Al-Assali (2023), Al-Husban and Tawalbeh (2022), which focused on content analysis, as well as specialized books, the study identified the key global citizenship dimensions in the developed Arabic language textbooks in Jordan. The final set of dimensions, approved by the experts, includes six key areas:

1. Global Peace: This dimension represents stability, tranquility, and cooperation between nations and peoples. It includes the following elements:

- o World security and peace
- o Rejection of violence and terrorism
- o Tolerance and rapprochement
- o Trust among people
- o Relations with neighboring countries
- o International peace treaties

2. Cultural Diversity: This dimension represents coexistence with cultural, ethnic, linguistic, and religious diversity within a society. It includes:

- o Cultural diversity
- o Individual values and beliefs
- o Cultural hegemony
- o Respect for other cultures

3. Human Rights: This dimension refers to a set of legal and ethical principles that safeguard human dignity, freedom, and rights regardless of gender, nationality, race, religion, or any other factor. It includes:

- o Civil and political rights
- o Participation in public life
- o Rejection of discrimination and arbitrary detention
- o Access to food and education
- o Freedom of expression
- o Work without discrimination based on race, gender, or religion

- o Rejection of gender discrimination
- o Rights of persons with disabilities
- o Protection from corruption, drugs, and social evils
- o Religious freedom
- o Prevention of child abuse
- o Self-determination

4. Sustainable Development: This dimension represents achieving a balance between economic growth, social well-being, and environmental protection to ensure the continuity of resources and quality of life for present and future generations. It includes:

- o Eradication of poverty and hunger
- o Healthy lifestyles
- o Universal education
- o Renewable energy sources
- o Economic growth
- o Innovation and creativity
- o Equality among nations
- o Biodiversity conservation

5. Environmental Protection: This dimension represents the actions and measures to preserve the natural environment and prevent its pollution and deterioration. It includes:

- o Climate change
- o Marine resources
- o Land ecosystems
- o Sustainable use of natural resources
- o Conservation of natural resources
- o Protection of marine life
- o Use of technology for environmental protection
- o Environmental challenges

6. Digital Citizenship: This dimension involves the knowledge, behaviors, and skills that enable individuals to interact with technology and the internet responsibly and ethically. It includes:

- o Accessing information online
- o Safe and proper behavior on digital platforms
- o Ownership of personal digital devices
- o Responsibility for what is shared online
- o Using computer applications for education
- o Caution in online transactions
- o Communication and sharing information online

- o Avoiding digital addiction
- o Maintaining a healthy posture when using electronic devices
- o Legal accountability.

5.2. Discussion of the Second Research Question:

What are the proportions of global citizenship concepts incorporated in the revised Arabic language textbooks for fourth grade in Jordan?

The analysis revealed that human rights concepts constituted the highest proportion among the distributed themes in the study's textbook sample. This result aligns with the findings of Khafaji and Hijazi (2023). The researcher considers this finding positively significant, as these rights and freedoms: Preserve individual dignity, Enable humans to fulfill their role as earth's stewards according to divine principles, Operate without: Oppression, Transgression, or Discrimination based on: Race, Gender, Religion, Ethnicity.

These fundamental rights remain inherently attached to individuals throughout all life stages, constituting inalienable entitlements that cannot be legitimately denied at any developmental phase.

This emphasis aligns with: Universal human rights frameworks, Islamic principles of justice, The concept of human vicegerency, Preservation of human dignity, because to Institutionalize rights-based education, Counter all forms of discriminatory practice, Establish ethical foundations for social interaction, Promote divinely-guided societal development.

The concept of sustainable development emerged as the most frequently recurring term, with 227 occurrences, reflecting the focus of educational trends on raising awareness of individual responsibility toward society and the surrounding environment, key pillars of global citizenship education.

Meanwhile, the concept of pluralism and cultural diversity appeared 49 times, indicating a significant disparity that calls for strengthening cohesion in modern societies. This would foster the spread of tolerance and encourage learners to engage with diverse identities—a key objective of global citizenship.

However, this figure remains lower than the emphasis on human rights issues. According to UNESCO (2021), environmental topics should constitute 20-30% of global citizenship education content. This reflects an educational priority in textbook distribution, particularly amid global environmental crises. Educational curricula thus play a vital role in enhancing learners' environmental awareness and linking it to active citizenship.

The data on digital citizenship concepts highlights the early introduction of digital responsibility, a key requirement for 21st-century education. This growing awareness highlights the need to equip learners with the skills necessary for responsible digital behavior in an era of rapid digital transformation. However, this does not imply a lack of focus on digital tools or a failure to progressively develop foundational concepts before advancing to more complex ones. UNESCO's framework for digital citizenship recommends comprehensive coverage across all dimensions, suggesting that current approaches remain narrow in scope.

6. Conclusion

The study's results reveal significant gaps in systematic curriculum design, demonstrating both the absence of a coherent pedagogical framework and misalignment with UNESCO's evidence-based educational practices. Three critical issues emerged:

1. Unsystematic Concept Integration: The arbitrary inclusion of global citizenship concepts reflects a non-strategic approach to curriculum development, compromising educational effectiveness.

2. Cognitive Progression Deficits: The lack of gradual complexity in concepts (from foundational to advanced levels) disregards established cognitive development theories, hindering meaningful learning progression.

3. Contextual Disconnect: Failure to adapt content to learners' socio-cultural realities diminishes practical relevance and application potential.

This triad of challenges underscores the urgent need for curriculum reform that addresses structural deficiencies while maintaining alignment with both theoretical frameworks and practical classroom needs.

6.1. Limitations of the Study

Limitations:

- Material boundaries: The study focuses solely on the developed Arabic language textbook for fourth grade in Jordan (2024/2025).

- Temporal boundaries: The research is confined to the first semester of the 2024/2025 academic year.

7. Suggestion

7.1. Recommendations:

Based on the findings of the current study, the researcher recommends the following:

1. Develop a comprehensive plan to incorporate global citizenship concepts in the developed Arabic language textbooks in a way that is aligned with the developmental stage of students.

2. Focus on integrating global citizenship and national identity concepts into Arabic language textbooks for the primary stage, emphasizing these concepts across various language skills to instill them in students.

Declarations

Conflicts of Interest. The authors declare that they have no conflicts of interest.

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