

Research Article

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Proposed Model for Social and Cultural Heritage in Early Grade Social Education Textbooks in Jordan

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Abstract

Background/purpose. This study aimed to develop a Proposed Model for Social and Cultural Heritage in Early Grade Social Education Textbooks in Jordan.

Materials/methods. The study adopted a qualitative methodology, involving content analysis of the textbooks for grades one, two, four, and five, along with interviews conducted with 35 experts in social studies, heritage, and curriculum design. The analysis was based on multiple sources, including textbooks, educational documents, academic references, and the perspectives of educators.

Results. The results showed that the social dimension ranked first (37.65%), followed by the national (28.95%), historical (22.38%), and cultural (10.97%) dimensions. Heritage representation varied by grade level: the social dimension predominated in grades one and two, while national and historical aspects became more pronounced in grades four and five. The cultural dimension showed notable inconsistency across all grades. Accordingly, this study developed a proposed model comprised of four main dimensions: social, cultural, historical, and national. The model includes specific learning objectives, coherent content, effective teaching strategies, alternative assessment tools, and diverse learning resources. It is characterized by its developmental progression, the integration of dimensions, and vertical alignment across grade levels, thereby enhancing students' awareness of heritage within their lived context.

Conclusion. The study highlights the imbalance in the treatment of heritage in early-grade textbooks, with the cultural aspect being marginalized. It recommends adopting the proposed model to ensure a balanced representation of the curriculum. However, the findings are limited to a selected sample of textbooks and qualitative analysis, indicating the need for future research to validate the model empirically. Therefore, the study recommends the systematic integration of social and cultural heritage concepts into these texts to strengthen national identity among Jordanian students.



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1. Introduction

The purpose of this study is to explore and develop a comprehensive model for integrating social and cultural heritage concepts into early-grade social and national education textbooks in Jordan. In doing so, the study seeks to identify the most prominent heritage-related concepts currently included in the content of these textbooks, while also analyzing the extent to which such concepts vary across different grade levels. Furthermore, it aims to examine the perspectives of experts in social studies, heritage, and archaeology, and curriculum design, in order to propose a model that reflects both theoretical and practical insights. Finally, the study endeavors to formulate the essential educational and pedagogical components, such as objectives, content, teaching methods, learning resources, and evaluation strategies, that should guide the development of a general framework for enhancing the representation of social and cultural heritage in textbooks for the first, second, fourth, and fifth grades in Jordan.

The idea of preserving cultural and civilizational heritage is not new; since ancient times, humans have sought to document and preserve their civilizational achievements to pass them on to subsequent generations. Generations have continued to preserve and pass on this heritage generation after generation, resulting in the transmission of a large cultural and civilizational heritage to young people, both internationally and locally, as there are many forms of protection for cultural and civilizational heritage, whether through legislation and laws, or academic and administrative efforts, both governmental and non-governmental. All these elements form an integrated framework to protect cultural and civilizational heritage from loss or disappearance. Cultural and civilizational heritage is a mirror that reflects the history and culture of societies, and the customs, traditions, and legacies of ancestors make it a historical source that links the past and the present. It relies on the cultural, social, and intellectual foundations of societies in building identity and enhancing the national and creative spirit of individuals, and contributes to enriching intellectual and societal orientations that help achieve sustainable development in the present and future (Al-Hawamleh, 2022).

School curricula are an effective tool through which education seeks to achieve its goals. They represent a means of providing learners with all that is new in the current era. The curricula contribute to the transfer of new life topics related to heritage and the importance of preserving it, thus bringing about the desired change in students, through social and national education books as they play a key role in identifying topics related to cultural heritage and teaching strategies, which enhances students' belonging to their country and their cultural heritage (Al-Saudi, 2013).

The interest of the education sector in this heritage across various disciplines clearly reflects its importance and value; heritage has contributed to accessing unique and rare information. With the rapid development witnessed in the current era in the fields of science and knowledge and the use of modern-day technology, this generation has begun to lose contact with the heritage of their ancestors. Hence, the need to preserve cultural and civilizational heritage has become an urgent necessity (Al-Hawamleh, 2022).

The cultural and civilizational heritage is a basic identity for any nation, through which it highlights its existence and entity, and achieves its goals and aspirations, due to its human and social importance. Therefore, it is necessary to introduce new generations to the heritage of their country, as every person should learn about their civilization and heritage to enhance the spirit of national and human belonging, and stimulate their creative abilities by knowing what their predecessors left for them and benefiting from their experiences and skills, especially in the fields of literary and artistic creativity. It is also based on noble and lofty values that make it capable of expressing the hopes and challenges of its nation, and carrying the torches of previous generations to revive and transmit them (Mustafa, 2014).

Countries are racing to preserve their cultural heritage and develop policies, means, and resources to achieve sustainable preservation of their history and heritage. Efforts to achieve this goal are no longer limited to official governmental institutions; they have expanded to include various governmental and non-governmental institutions, including universities, institutes, schools, organizations, and centers. Cultural and social heritage derives its importance and presence in society through its continued activation and appreciation by subsequent generations. The strength of its continuity among younger generations depends on the lessons learned that are transmitted to them, and on preparing their minds and souls to understand the heritage as a reflection of the authenticity of the community or nation. This heritage represents a historical extension of the nation and embodies the chain of ancestors who created it. Its presence and continuity in the minds and hearts of young generations are emphasized through its inclusion in school curricula (Al-Assaf, 2019).

Xiao and Tong (2010) point out that the concept of civic education is as important as any other type of education in the socialization process of individuals. The content of civic education requires the provision of basic civic knowledge, along with the skills and attitudes necessary to raise responsible and active citizens.

The social studies curriculum is most closely related to the topic of cultural identity, as it provides a rich learning environment that allows learners to develop the components of their cultural identity and strengthen their sense of belonging to their community. Because social studies curricula play a pivotal role in preserving and solidifying cultural identity for learners, they require continuous monitoring and evaluation to ensure their ability to fulfill this vital role (Priyanti, 2019).

Tawalbeh (2025) pointed out that the textbooks prepared for students in the stages of public education in Jordan from the first basic grade to the fifth basic grade are called social and national education because the presentation of the name in the previous order has important connotations. It is based on the fact that the basis of social studies is the human being and that the subject of social studies is the human being. Therefore, the alternative goal lies in investing in the human being, so social education was introduced.

Based on the reform and educational role played by the school as an educational institution, there is an urgent need to review curricula, curricula and textbooks, especially social and national education books, especially in light of the observed societal observations that indicate the existence of negative practices towards heritage manifestations, especially material ones, which reflects a lack of interest in heritage awareness and education, and may reflect a weak emotional attachment to heritage among individuals and society, which is confirmed by multiple practices related to searching for historical objects and selling them at a low price, in addition to the presence of observations related to the destruction, looting and plundering of heritage.

1. What are the most prominent concepts of social and cultural heritage included in the content of social and national education books for the first grades in Jordan?
2. Do the concepts of social and cultural heritage covered in the content of social and civic education books for the first grades in Jordan differ according to grade level?
3. What are the typical proposals made by experts in (social studies, heritage and archaeology, and curriculum designers) to design a proposed model for the concepts of social and cultural heritage in social and national education textbooks for the first grades in Jordan?"
4. What educational and pedagogical components (objectives, content, teaching methods, learning resources, evaluation strategies) should be included in the general framework of a proposed model of social and cultural heritage concepts for the first basic grades (I, II, IV, V) in social and national education textbooks?

2. Literature Review

A number of previous studies have been conducted related to the topic of the study, including the study of Ashi (2011), which aimed to identify the tangible and intangible cultural heritage of peoples and its importance in expressing their civilizations and their historical and cultural specificity throughout time and ages. The descriptive method was adopted in this study, which used a set of references in Arabic and foreign languages, French and English, represented in books, articles, specialized research, websites, magazines, and periodicals. The study concluded that the past may live on in the present, but it may also perish in it, depending on whether or not governments and societies are aware of the importance and value of their cultural and civilizational heritage. And to devote efforts through various activities, including tourism, to save what remains of humanity's heritage from the flood of looting, smuggling, and neglect.

Numerous theories have emerged regarding the development of cultural continuity and identity, such as Christopher E. Lalonde's 2013 work, "Identity Formation and Cultural Resilience in Indigenous Societies" (Lalonde, 2013). While many theories exist, these theories typically explain and address specific problems within a range of cultures and ethnicities. However, this study does not draw upon any particular theory but rather clarifies the proposed model for social and cultural heritage in early grade social education textbooks in Jordan. To create a model for incorporating social and cultural heritage into early grade education in Jordan, highlighting its significance in national identity and student belonging. The study focuses on curriculum revision to counter declining interest in heritage, aiming to enhance students' understanding and appreciation of their cultural identity.

Cobb, Schwartz, and Martinez (2025) explore the cultural continuity hypothesis, which posits that retaining aspects of heritage culture serves as a significant psychological motivator influencing various human behaviors and is crucial for positive psychosocial functioning. The study emphasizes that cultural continuity, distinguished by the intentional preservation of key features of one's heritage culture over time, is both functional and adaptive. By synthesizing literature from multiple disciplines, the authors present compelling evidence that universal values are associated with aims that fulfill the need for cultural continuity, evident from an early age. Furthermore, they assert that successfully achieving objectives linked to cultural continuity is essential for psychosocial health and overall well-being. The authors also propose explicit criteria for empirically testing the cultural continuity hypothesis and suggest future research directions focused on heritage culture retention. The findings underscore cultural continuity as a vital psychological driving force that applies across different populations and contexts, highlighting its importance for positive human functioning.

Krtalić, Alon (2024) presents a theoretical study exploring Personal Cultural Heritage Management (PCHM), which proposes a conceptual framework for the management of cultural identities through personal collections. The study is built upon existing research about migrants' information practices and elaborates on how personal information management (PIM) contributes to cultural heritage information creation, access, and usage. The methodology involves constructing the PCHM framework as a structured approach aimed at fostering personal heritage and identity learning. Key findings highlight the framework's primary components, providing definitions and practical examples to illustrate their application. The study expands the theoretical landscape by encapsulating the processes individuals engage in to manage their personal collections, emphasizing how these practices serve to preserve and communicate cultural heritage. Furthermore, PCHM offers practical implications for the development of systems and policies aimed at enhancing cultural continuity and supporting individuals in claiming and navigating their cultural identities.

Al-Hawamleh (2022) conducted a study aimed at identifying the extent to which social and national education textbooks for the upper basic stage in Jordan include heritage, culture, and civilization. The study tool was developed in a list representing heritage, culture and civilization; it

consisted of two areas, namely: Cultural heritage and its six (6) components, and civilizational heritage and its seven (7) components; the content analysis method was used where the sentence, semi-sentence, and word were used as the unit of analysis, leading to quantitative data represented by frequencies and percentages. The results showed that the books did not focus on both cultural and social heritage in an appropriate manner, but rather addressed it in a way that did not meet the needs and characteristics of the target age group. The results revealed that the books did not take into account the principle of sequentiality, and did not adopt a clear methodology, but rather followed a traditional random approach in their treatment of heritage, culture, and civilization.

Rawadieh (2022) conducted a study aimed at analyzing the patterns of cultural identity included in Jordanian history textbooks during the academic year (2019-2020). To achieve this goal, a content analysis tool (IPM) was developed that included four patterns of identity, in addition to fifteen experiences that contribute to the formation of this identity. The "thematic unit" was adopted as the main tool in the analysis process, and the results of the study showed that the distribution of experiences constituting cultural identity was as follows: Jordanian national identity (35.3%), religious identity (28.1%), humanitarian identity (18.4%), and Arab national identity (18.2%). The results also showed that there were no statistically significant differences between the percentages of the experiences that constitute cultural identity contained in the textbooks and those suggested by the specialists.

The study conducted by Baroaidah and AL-Tlhi (2021) aimed to find out the level of awareness of the elements of national heritage among primary school students in Jeddah. The study used the descriptive method to achieve this goal, as a test was prepared consisting of three elements of national heritage, namely: Customs and traditions, traditional crafts, and folk dancing. The test included 30 statements and was distributed electronically to a random sample of 412 female primary school students. The results showed that the level of awareness of female students of the elements of national heritage as a whole was average. The results also showed that there were no statistically significant differences between the arithmetic means of the level of awareness of the elements of national heritage based on grade (fourth, fifth, and sixth).

Al-Momani's (2021) study aimed to identify the extent to which Arabic language books for the intermediate basic stage in Jordan include social and cultural heritage. The study instrument was developed in the form of a list representing cultural and social heritage, and included two main areas: Cultural Heritage with its six components, and Social Heritage with its six components. The study used the content analysis method, where the sentence, semi-sentence, and word were taken as units of analysis, until quantitative data were extracted from frequencies and percentages. The results showed that the books in question did not sufficiently focus on cultural and social heritage, as they dealt with it in a way that did not meet the needs and characteristics of the target age group. The study also revealed that the books did not observe the principle of sequentiality in dealing with social and cultural heritage, and did not adopt a clear methodology, but rather followed a traditional and haphazard approach in this aspect.

Islamoglu (2018) conducted a study that aimed to find out the importance of teaching cultural heritage to young students in the Ministry of Education in Turkey. The study used the analytical approach to analyze social studies courses. An analysis tool was prepared to achieve the aim of the study. The results showed that social studies courses contribute to raising awareness of the importance of preserving cultural heritage among students in the early school years, and that studying heritage for young students strengthens their belonging and love for their homeland. It also helps them discover their historical and cultural heritage, and enables them to gain knowledge and experience related to cultural heritage. In addition, heritage studies help students understand the differences between local and global culture by making comparisons, and encourage them to think ambitiously about the future.

In light of the above, the importance of this study is evident in presenting a proposed model for social and cultural heritage concepts within social and national education textbooks for the first grades in Jordan. This model aims to promote a deep understanding of national and social heritage and instill national values in the younger generations at an early stage of their education. It also seeks to achieve compatibility between educational content and social and cultural needs, in line with a modern educational vision that takes into account contemporary changes and responds to their challenges, by preparing a generation that is aware of its responsibilities towards its homeland and society.

3. Methodology

The qualitative approach was adopted in this study, due to its appropriate nature to explore topics and understand the different contexts associated with them, which aims to understand personal experiences: The qualitative approach helps collect information from participants in a way that highlights their experiences and opinions, and analyzes contexts: This approach allows the study of social and cultural contexts that influence the topic under research, and the interpretation of phenomena and contributes to providing deep insights into the studied phenomena instead of focusing only on quantitative measurements, and content analysis will be used to monitor the concepts of social and cultural heritage included in the social studies books for the first three grades.

These methods included thematic analysis, which focused on extracting the main themes related to cultural and social values, and categorical classification, through which information and concepts were arranged into specific categories such as folklore, customs and traditions, local cultural heritage, and national values.

3.1. Participants

The study population consists of social and national education (social studies) textbooks for the first three grades, and the study sample will be the same population (social and national education (social studies) textbooks for the first three grades). Table 1 shows the distribution of the content of the social and national education books (social studies) for the first three grades, in their first and second parts, according to the number of units, lessons, and pages in each part.

Table 1. Distribution of the content of social studies for the first three grades

Book	Content	First part	Second part	Total
Student book	Number of units	2	3	5
	Number of lessons/experiences	4	6	10
	Number of pages	61	73	134

The second community is the community of experts, consisting of all the interviewed experts who have expertise in the fields of social studies, heritage and archaeology, and curriculum design. Thus, the study sample consisted of (35) male and female experts, who were selected using the comprehensive survey method. Table 2 presents the distribution of the study sample according to the study variables.

Table 2. Distribution of the study sample according to demographic variables

Variable	Category	Number	Percentage
Gender	Male	18	51.4%
	Female	17	48.6%
	TOTAL	35	100%

Number of years of experience	Less than 5 years	5	14.3%
	5-10 years	12	34.3%
	More than 10 years	18	51.4%
	TOTAL	35	100%
Precise specialization	Social studies	15	42.9%
	Archaeology and heritage	10	28.6%
	Curriculum design	10	28.6%
	TOTAL	35	100%

It is clear from Table 2 that the distribution of the study sample was balanced in terms of gender, with 51.4% males and 48.6% females, indicating a fair representation of opinions from both genders. As for the number of years of experience, those with long experience (more than 10 years) constituted the largest percentage (51.4%), which reflects the depth of knowledge and extensive field experience of the majority of participants, which enhances the reliability of the data extracted from their interviews.

In terms of specialization, the study sample varied between three main fields directly related to the topic of the study, with "Social Studies" representing the largest percentage (42.9%), followed by "Archaeology and Heritage" and "Curriculum Design" with an equal percentage (28.6%) each. This diversity provides a comprehensive coverage of the theoretical, content, and field dimensions, and contributes to enriching the proposed model of social and cultural heritage concepts from multiple angles, including the academic, applied, and methodological dimensions.

3.2. Study Material

The study material consisted of the social and cultural heritage concepts taught in the social and national education textbooks for the early grades in Jordan.

3.3. Sources of the Material

Sources of the material for evaluating the incorporation of heritage concepts into curricula include four main categories: first, textbooks designated for the first three grades that focus on social and national education; second, pedagogical documents such as the national curriculum framework and educational standards provided by the Ministry of Education and the National Center for Curriculum Development; third, scientific references encompassing studies and research on social and cultural heritage alongside curriculum development; and finally, expert opinions gathered from teachers and supervisors regarding the effectiveness of integrating heritage concepts into educational curricula.

3.4. Scope and Sequence Matrix

It involves identifying fundamental concepts, ranking them based on importance and learnability, and assessing their comprehensiveness for alignment with educational outcomes. Additionally, it emphasizes organizing these concepts progressively from simple to complex while ensuring logical connections across three grade levels.

3.5. Methodological Steps to Build the Proposed Model

The proposed model is built through a series of methodological steps, Conduct content analysis of textbooks to identify heritage-related concepts. Perform gap analysis to assess alignment with the needs of students and society. Create a categorized list of concepts related to social values, traditions, crafts, and historical monuments. Develop a scope and sequence matrix for grade-level placement. Design engaging learning activities, including stories and folk tales. Validate the model through expert feedback. Implement a pilot program in select schools and measure its impact. and Generalize the model upon evaluation.

3.6. Instruments of the Study

Instruments of the study involved the creation of a Content Analysis Card, which was developed by identifying key themes from national standards and curriculum outcomes, and reviewing relevant educational literature. An initial draft included 17 sub-indicators organized into four axes. This draft was validated by seven experts to ensure clarity in linguistic, scientific, and content aspects. The final version comprises four main dimensions with 17 sub-indicators: Social (values, holidays, customs, traditions), Cultural (language, literature, music, folklore, clothing), Historical (events, figures, national history), and National (loyalty, belonging, rights, duties).

3.7. Validity and Reliability

Validity and Reliability are assessed with expert agreement reaching 90%. The internal consistency is calculated at 92%, while external consistency is noted at 89%. The Cohen's Kappa coefficient stands at 0.83, which signifies a high level of reliability.

3.8. Study Variables

Conducted with a purposive sample of experts in social studies, heritage, archaeology, and curriculum design, the study aimed to identify relevant heritage concepts and appropriate pedagogical approaches. Individual interviews lasting 15–20 minutes provided detailed insights, which were qualitatively analyzed to refine the proposed model. The validity of the interview protocol was ensured through review by seven experts. The independent variable was the proposed model of social and cultural heritage concepts, while the dependent variable encompassed social and national education textbooks for the first three grades in Jordan.

3.9. Study Procedures

Study procedures include reviewing literature, defining the research problem, identifying the study population (first-grade textbooks and experts), designing study tools (content analysis card, interviews), validating tools through expert arbitration, collecting and analyzing data, and presenting results with conclusions and recommendations.

4. Results

The results of the first question, which reads: "What are the most prominent concepts of social and cultural heritage included in the content of social and national education books for the first grades in Jordan?"

To answer the first study question, the content of the social and national education books for the first grades in Jordan in its first and second parts was analyzed in light of the study tool and the main roles and subcategories representing the concepts of social and cultural heritage in the books,

and the results of the analysis were according to the main dimensions of the concepts of social and cultural heritage, and Table 3 illustrates this:

Table 3. Content analysis of social studies books for the first grades in Jordan in light of the study tool representing the concepts of social and cultural heritage in the books

Number	Dimensions	Frequencies	Percentage (%)	Rank
1	Social dimension	821	37.65%	1
2	Cultural dimension	239	10.97%	4
3	Historical dimension	488	22.38%	3
4	National dimension	632	28.95%	2
TOTAL		2180	100%	

The results of the content analysis of social and national education textbooks for the first grades in Jordan showed that the social dimension ranked first with a percentage of (37.65%), followed by the national dimension with (28.95%), then the historical dimension with (22.38%), and finally the cultural dimension with (10.97%). These results reflect a clear disparity in the representation of the concepts of social and cultural heritage in the books of the first stage of basic education, and indicate clear trends in the content of these curricula towards emphasizing one dimension over another

First: The social dimension (37.65%)

The focus of textbooks on the social dimension is an indicator of the curricula' awareness of the importance of transmitting values, social relations, family cohesion, and social traditions to learners in the early stages. This trend may be consistent with what Al-Momani (2021) indicated in her study on the extent to which Arabic language textbooks for the intermediate basic stage in Jordan include social and cultural heritage, where she found that attention to social heritage was present but sometimes unbalanced. It was also found that the treatment in some books is not in line with the characteristics of the target age group. In this context, the high frequencies in this dimension indicate the interest of the educational content creator in developing the student's social identity from the earliest years.

Second: The national dimension (28.95%)

The national dimension came in second place, which is a positive indicator of promoting the concepts of citizenship, belonging, and loyalty to the homeland from the early grades. This is consistent with the findings of Islamoglu's study (Islamoglu, 2018), which emphasized the importance of teaching national and cultural heritage to students in the early stages, and the impact of this in promoting belonging and patriotism. The inclusion of national concepts in primary school textbooks may contribute to building the foundations of national awareness, enabling students to understand their duties and rights as citizens in their society.

Third: The historical dimension (22.38%)

The historical dimension ranked third, which indicates a relative interest in Jordan's history, historical stages, and national figures in the content of the books, but less than the social and national dimensions. This trend may reflect the difficulty of simplifying historical concepts in the early stages, which leads to a reduction in the amount of historical content compared to others. However, this does not mean marginalizing this dimension, but rather indicates the need to formulate it in educational methods commensurate with students' abilities, as confirmed by Al-Hawamleh's study (2022), which found that the treatment of historical heritage in upper elementary school textbooks was not sufficient or consistent.

Fourth: Cultural Dimension (10.97%)

The cultural dimension came last, with a lower percentage than the other dimensions, which is an educational concern. The poor representation of cultural components such as language, literature, folklore, and traditional clothing weakens the chances of strengthening students' cultural identity. Baroaidah and AL-Tlhi's (2021) study indicated that female students' awareness of cultural heritage elements was average, which is partly related to the scarcity of including these concepts in educational content. Ashi's (2011) study showed that the survival of cultural heritage depends on societies' awareness of its importance, and the low percentage of this dimension seems to indicate an urgent need to review educational policies in this regard.

The results of this question reflect the existence of a cognitive imbalance when dealing with the concepts of social and cultural heritage, as some dimensions were emphasized while others were marginalized. This pattern is in line with what Al-Momani (2021) and Al-Hawamleh (2022) indicated that the lack of a clear and comprehensive methodology for including heritage concepts in educational content leads to a fragmented and unsystematic approach that does not meet the requirements of the target age group and does not achieve the goals of promoting an integrated cultural and social identity.

The content of the social and national education books for the first grades in Jordan in its first and second parts, was analyzed in light of the social dimension roles, and the main roles and subcategories that represent the concepts of social and cultural heritage in the books, and Table 4 shows this:

Table 4. The results of the content analysis of the social studies books in light of the social dimension

Number	Social dimension	Frequencies	Percentages (%)	Rank
1	Concepts of social values	347	42.27%	1
2	Concepts of interpersonal relationships	326	39.71%	2
3	Concepts of customs and traditions	100	12.18%	3
4	Concepts of holidays and events	48	5.84%	4
TOTAL		821	100%	

The results of the content analysis of social and national education books for the first grades in Jordan indicate that the social dimension constitutes the largest proportion of the concepts of social and cultural heritage with 37.65% of the total concepts, as this dimension is distributed internally between the concepts of social values, which ranked first with 42.27%, followed by the concepts of interpersonal relations with 39.71%, then the concepts of customs, traditions, holidays and occasions.

This great emphasis on social values and interpersonal relationships reflects the clear interest in strengthening the social construction of students in the early stages, which is consistent with the results of previous studies, such as the study of Ashi (2011), which emphasized the importance of establishing social values in the curriculum to preserve cultural heritage and enhance awareness of it. (Islamoglu, 2018) pointed out that teaching cultural heritage, especially social values and relationships, enhances belonging and national identity among young students, which supports the importance of this dimension in civic education curricula.

However, it is noted that the concepts of customs, traditions, holidays, and events, which are considered among the most important components of social heritage, received lower percentages, which may indicate a kind of imbalance or disparity in the representation of social heritage elements. This is consistent with what Al-Momani (2021) and Al-Hawamleh (2022) pointed out about the absence of a clear methodology in including these concepts in a balanced manner, which may lead to a superficial and non-integrated treatment of heritage components in textbooks.

Therefore, it is important in the stages of curriculum development to balance these concepts, so that the focus is not limited to values and relationships only, but includes customs, traditions, and holidays that represent a vital aspect of the community's identity and heritage, to promote cultural and social belonging among students in a comprehensive and systematic manner.

The content of the social and national education books for the first grades in Jordan, in its first and second parts, was analyzed in light of the cultural dimension and the main roles and subcategories representing the concepts of social and cultural heritage in the books, and Table 5 illustrates this:

Table 5. The results of the content analysis of the social studies books in light of the cultural dimension

Number	Cultural dimension	Frequencies	Percentages (%)	Rank
4	Traditional clothing	118	49.37%	1
3	Folk arts	63	26.36%	2
2	Literature	45	18.83%	3
1	Language	13	5.44%	4
TOTAL		239	100%	

The results of the content analysis of social and civic education textbooks for the first grades in Jordan showed that the cultural dimension constitutes 10.97% of the total concepts of social and cultural heritage, which indicates a lower representation compared to the social, national, and historical dimensions. Within this dimension, the concepts of traditional clothing stand out as the most present with 49.37%, followed by folk arts with 26.36%, literature with 18.83%, and finally language with 5.44%, which is the least represented.

This distribution reflects a clear focus on the visible and tangible aspects of cultural heritage, such as clothing and arts, which contribute to publicizing the cultural manifestations that express the identity and traditions of the community. This is in line with the findings of Ashi's (2011) study, which highlighted the importance of preserving tangible and intangible cultural heritage as part of the identity of peoples and civilizations. (Islamoglu, 2018) emphasized the role of education in enhancing students' knowledge of cultural heritage, which includes arts and traditional clothing as important elements to promote belonging and cultural awareness.

However, language is poorly represented within the cultural dimension in books, which is a very important aspect in the transmission of intangible cultural heritage and the consolidation of national and cultural identity. This is consistent with what Al-Momani (2021) and Al-Hawamleh (2022) pointed out that the textbooks did not pay sufficient attention to some important components of cultural heritage, and showed a non-systematic and unbalanced treatment of these concepts.

Therefore, it is recommended to reconsider the content of the curricula to enhance the role of language and literary heritage as the main pillars of culture, in addition to focusing on material

elements such as clothing and art, in order to provide a balanced and comprehensive coverage of cultural heritage that contributes to building authentic cultural awareness among students.

The content of the social and national education books for the first grades in Jordan, in its first and second parts, was analyzed in light of the roles of the historical dimension and the main roles and subcategories representing the concepts of social and cultural heritage in the books, and Table 6 illustrates this:

Table 6. The results of the content analysis of the social studies books for the first grades in Jordan in light of the historical dimension

Number	Historical dimension	Frequencies	Percentage (%)	Rank
1	History of Jordan	183	37.50%	1
2	Historical stages	148	30.33%	2
3	Historical figures	89	18.24%	3
4	National events	68	13.93%	4
TOTAL		488	100%	

The results of analyzing the content of social and civic education textbooks for the first grades in Jordan indicate that the historical dimension constitutes 22.38% of the total concepts of social and cultural heritage, ranking third among the studied dimensions. Within this dimension, Jordan's history tops the list with 37.50%, followed by historical stages with 30.33%, historical figures with 18.24%, and national events with 13.93%.

This distribution represents a clear focus on various historical aspects that reflect national identity and consolidate awareness of local history for students in the early stages of education. This highlights the importance of Jordan's history as a central element in building students' belonging to their homeland and understanding the development of their societies over time.

These findings are consistent with the study (Islamoglu, 2018), which emphasized that teaching historical heritage to students enhances their belonging and love for their homeland, and helps them gain knowledge and experiences related to the cultural and historical past. Baroaidah and AL-Tlhi (2021) also found that awareness of national heritage and its associated elements, including history, plays an important role in enhancing students' belonging.

However, the relatively lower percentage of national events (13.93%) may indicate a lack of coverage of some events that could promote a deeper understanding of national identity in the context of recent history. This is consistent with what Al-Momani (2021) and Al-Hawamleh (2022) pointed out, that textbooks do not adhere to a consistent and organized methodology in dealing with heritage, leading to an unbalanced treatment of some historical aspects.

This may be explained by the belief of decision makers that the topic of national events can be covered through other means they deem more appropriate, such as Current events, school radio, as well as celebrations organized by schools on national occasions and holidays.

Therefore, it is important to work on expanding the scope of addressing prominent national events and entrenching them in the school curricula, while continuing to present Jordan's history and historical stages in an integrated and systematic manner, ensuring the upbringing of a generation that is aware of the history of its homeland and is engaged with its past and present.

The content of the social and national education books for the first grades in Jordan, in its first and second parts, was analyzed in light of the roles of the national dimension and the main roles and

subcategories representing the concepts of social and cultural heritage in the books, and Table 7 illustrates this:

Table 7. The results of the content analysis of the social studies books for the first grades in Jordan in light of the national dimension

Number	National dimension	Frequencies	Percentage (%)	Rank
1	Duties	203	32.12%	1
2	Strengthening belonging	202	31.96%	2
3	Rights	147	23.26%	3
4	Loyalty to the homeland	80	12.66%	4
TOTAL		632	100%	

Analyzing the content of social and national education textbooks for the first grades in Jordan showed that the national dimension ranks second among the dimensions of social and cultural heritage, with 28.95% of the total content, reflecting the importance of this dimension in building students' national identity.

Within this dimension, the concepts are distributed in a relatively balanced manner, where the concepts of duties come first with 32.12%, followed by the concepts of promoting belonging with 31.96%, then rights with 23.26%, and finally loyalty to the homeland with 12.66%. This distribution indicates that the books focus on motivating positive behaviors and responsibilities that an individual should have towards their homeland, such as duties and belonging, with relatively less emphasis on loyalty, which can be considered one of the core elements in the formation of national identity.

These results reinforce the study (Islamoglu, 2018), which emphasized that teaching national heritage and patriotism helps students gain a deep knowledge of their homeland and promotes belonging and patriotism, which is evident in the proportions of promoting belonging and duties within the academic content.

However, the lower percentage for the concept of loyalty to the homeland (12.66%) reflects an opportunity to strengthen this aspect further in the curriculum, as loyalty is a cornerstone in building a cohesive and enthusiastic national identity. This observation is also consistent with the results of the studies of Al-Momani (2021) and Al-Hawamleh (2022), which showed that school curricula in Jordan did not adopt a consistent or clear methodology in including elements of national heritage, which affected the balance between different concepts.

Therefore, it is important to reconsider the educational curricula to include a more balanced and comprehensive representation of national heritage concepts, with a focus on promoting loyalty to the homeland alongside rights and duties, to achieve an integrated national upbringing based on the values of belonging, responsibility, and loyalty.

This is consistent with what Tawalbeh (2022) pointed out, where he emphasized that citizenship education curricula bear the responsibility of enabling individuals to exercise their roles in various areas of life, whether those roles are traditional and stable or new and emergent, imposed by the nature of changes and new developments in life.

The results of the second study question: "Do the concepts of social and cultural heritage included in the content of social and national education textbooks for the first grades in Jordan differ according to the grade level?"

To answer the second study question, the content of social and national education for the first grades in Jordan (first, second, fourth, and fifth grades) was analyzed in light of the study tool, and

the main roles and subcategories representing the concepts of social and cultural heritage were divided according to grades, Table 8 shows this:

Table 8. Analysis of the content of social studies education for the first grades in Jordan (first, second, fourth, and fifth)

T	Dimension	Grade	Frequencies	Percentage of the class (%)	Percentage of total (for each dimension) (%)	Percentage of the grand total (per row) (%)
1	Social dimension	First	254	64.47	11.65	18.08
		Second	247	36.27	11.33	31.25
		Fourth	194	34.77	8.90	25.60
		Fifth	126	23.08	5.78	25.06
2	Cultural dimension	The first	18	4.57	0.83	18.08
		Second	115	16.89	5.27	31.25
		Fourth	35	6.27	1.61	25.60
		Fifth	71	13.00	3.26	25.06
3	Historical dimension	The first	7	1.78	0.32	18.08
		The second	107	15.71	4.91	31.25
		Fourth	187	33.52	8.58	25.60
		Fifth	187	34.25	8.58	25.06
4	National dimension	The first	115	29.19	5.28	18.08
		Second	212	31.13	9.73	31.25
		Fourth	142	25.45	6.51	25.60
		Fifth	162	29.67	7.43	25.06
7	TOTAL	First	394	100	18.08	18.08
		The second	681	100	31.25	31.25
		Fourth	558	100	25.60	25.60
		Fifth	546	100	25.06	25.06

The results of the second research question showed that there is a clear disparity in the distribution of social and cultural heritage concepts within the social and national education books for the first grades in Jordan, according to the different grades (first, second, fourth, and fifth). This disparity is manifested in clear differences between the social, cultural, historical, and national dimensions in terms of frequencies and percentages within each grade, which raises several important issues related to guiding heritage education and cognitive empowerment of students in the early stages of education.

1. The social dimension: Relative decline with grade progression

The data indicate that the social dimension has the largest representation in the first grade (64.47%) compared to the subsequent grades, which witness a gradual decrease in the frequencies to 23.08% in the fifth grade. This educational trend can be explained by the fact that the social dimension, which includes the concepts of social values, interpersonal relations, customs, traditions, and holidays, is a basic base for the educational process to begin in the early stages, as the curriculum focuses on building a strong social identity for the student by integrating him into his social environment and the values prevailing in it.

This interpretation is supported by the findings of Islamoglu (2018), who emphasized that heritage education in the early stages focuses on strengthening belonging by recognizing social values and customs. Ashi's (2011) study also supports this trend, as he pointed out the importance of sensitizing younger generations to social heritage as an essential input for preserving cultural identity.

However, the gradual decline in the representation of the social dimension in the advanced grades may indicate an imbalance in the continuity of integrating social heritage in a balanced manner with other dimensions.

Cultural dimension: Variable and uneven representation

The data shows that the cultural dimension represents a low percentage in the first grade (4.57%), then rises in the second grade (16.89%), but declines again in the fourth grade (6.27%) and rises slightly in the fifth grade (13.00%). This fluctuating change may reflect the absence of a clear and deliberate plan to develop cultural concepts across the stages of education, so that students in the first, second, third, and middle grades do not receive consistent guidance to develop their awareness of cultural heritage (such as language, literature, arts, and traditional clothing).

The studies of Baroaidah and Al-Tlhi (2021) and Al-Momani (2021) confirmed the weak interest in the cultural dimension in educational curricula, indicating that the interest in cultural heritage remains average or modest and does not reflect the importance of the role it should play in building the student's national and cultural identity.

2. The historical dimension: A clear escalation as the grades progress

It is clear from the results that the historical dimension witnesses a continuous growth from the first grade (1.78%) to the fourth and fifth grades (about 33-34%). This increase reflects the educational approach based on enhancing knowledge of historical heritage through the intermediate stages, where the focus increases on introducing Jordan's history, historical stages, national figures, and important events.

This trend is consistent with the results of Al Sharief's (2019) study, which showed that historical content in curricula deepens and broadens at higher levels, though it may sometimes lack integration and systematic linkage with other dimensions of heritage.

3. The national dimension: Relative stability with little difference between grades

The national dimension shows a relatively balanced representation across grades, with frequencies ranging between 25% and 31%. This dimension includes the concepts of duties, belonging, rights, and loyalty to the homeland. This dimension is consistently important across grade levels, reflecting Jordanian educational policies' orientation to consolidating national belonging and awareness of civic duties and rights among students.

This is consistent with Islamoglu's (2018) observation that studying national heritage enhances belonging and stimulates loyalty to the homeland among students, and aligns with Ashi's (2011) findings on the importance of national heritage in building societal and cultural identity.

In light of the above, these results show that the distribution of social and cultural heritage concepts across social and national education textbooks in Jordan is unbalanced and largely depends on grade level, with books in the early grades focusing more on the social dimension. In contrast, the importance of historical and national dimensions increases as students progress through the higher grades. The cultural dimension seems to be the most fluctuating and least organized across grades.

Results of the third research question: What are the typical suggestions made by experts in (social studies, heritage and archaeology, and curriculum designers) to design a proposed model for social and cultural heritage concepts in social and national education textbooks for the first grades in Jordan?"

The third research question was answered through interviews with experts in social studies, heritage, and curriculum design, who shared their opinions and experiences on the best ways to design a model of social and cultural heritage concepts that align with the social and national education curricula for first-grade students in Jordan.

Table 9. Proposed matrix for the concepts of social and cultural heritage in social and national education books for the first grades in Jordan (based on the expert interviews)

Dimension	Suggested basic concepts	First grade	Second grade	Fourth grade	Fifth grade
Social dimension	Basic Values, Social Relationships, Simple Habits	Recognize basic social values (honesty, cooperation)	Expand concepts of social relationships and their importance	Deepen understanding of customs and traditions and their impact	Promote social values and social responsibility
Cultural dimension	Traditional dress, folk arts, and folk literature	Recognize simple traditional clothing and folk arts	Link between folk arts and cultural identity	Reading popular literary stories and understanding their symbolism	Studying local literature, heritage, and cultural diversity
Historical dimension	Jordan's simplified history, national personalities, and national events	Recognize some of Jordan's simplified history events and personalities	Enhance knowledge of the early historical stages	Studying influential national figures and details of historical stages	A deeper understanding of national events and their role in building the nation
National dimension	Duties, Loyalty, Strengthening Belonging, Rights	Learning the basic duties towards the nation	Promote national belonging and loyalty	Discuss national rights and duties	Fostering a sense of patriotism and civic responsibility

I: Appropriateness of concepts to students' developmental characteristics

The matrix took into account the age and developmental progression of students, as the concepts were simplified in the first and second grade, such as honesty, cooperation, traditional

dress, and simplified national figures, and then deepened in the fourth and fifth grades to more complex concepts, such as social responsibility, analyzing historical events, and cultural diversity.

Secondly: Integration between dimensions (social, cultural, historical, and national).

The matrix reflects a clear integration of the four dimensions, as the concepts are designed to support one another. For example, social values (such as respect and cooperation) are linked to cultural practices (such as council etiquette and folk dress) and national and historical identity (such as respect for national symbols and personalities), thus enhancing the holistic construction of the student's personality.

Thirdly: Reflecting the results of the content analysis

The analysis of existing books showed gaps in the inclusion of certain heritage concepts, especially in the cultural and historical dimensions. The matrix sought to fill these gaps by proposing concepts not currently covered, such as linking folk arts to cultural identity or analyzing the symbols of folk stories. These elements were not prominent in the current books.

IV: The Matrix's reliance on expert opinions

The matrix reflected the experts' orientations towards the importance of

- Highlighting the multiculturalism within Jordanian society.
- Connecting students to their heritage in a functional way.
- Using content related to the local environment.

These opinions were translated into suggested practical concepts suitable for each grade level.

Fifth: Gradualism and consistency

The central feature of the matrix is the progression of concepts across grades:

- From simple knowledge to analysis and interpretation.
- From individual to societal responsibility.
- From recognition to conscious practice.

This aligns with the Scope & Sequence principle of curriculum construction.

The results of the fourth research question: What are the educational and pedagogical components (objectives, content, teaching methods, learning resources, evaluation strategies) that should be included in the general framework of a proposed model for the concepts of social and cultural heritage for the first basic grades (first, second, fourth and fifth) in social and national education books?

Based on the results of analyzing the content of social and national education books for the first basic grades in Jordan, and according to what was reached through interviews with experts specialized in the fields of curricula, social studies, and cultural heritage, a proposed model was built based on integrating social and cultural heritage concepts within the content of these books cumulatively and systematically, taking into account the developmental and cognitive characteristics of learners at this stage.

The model aims to strengthen students' national identity and cultural belonging by presenting heritage concepts that reflect local realities and the historical and social values of Jordanian society. The model was built with multiple dimensions (social, cultural, historical, and national) in mind, while defining basic concepts for each dimension appropriate to each grade level, so that heritage

knowledge is built gradually and coherently, from initial recognition to deep understanding and practical application.

The general framework of the model includes four main components:

1. Expected learning outcomes: These are a set of skills, knowledge, and attitudes that students are expected to acquire in each grade, in light of the concepts selected for each heritage dimension.
2. Learning resources: These include textbooks, the local environment, experts, multimedia, virtual trips, a virtual museum, videos, and photos, which contribute to providing realistic and tangible learning experiences.
3. Teaching methods: It relies on a variety of methods that focus on activity, interactive learning, issue-based learning, role-playing, cooperative learning, field visits, and folktales, which enhance students' motivation and active participation.
4. Evaluation strategies: Alternative and authentic assessment, such as observation, performance, and self-review, checklists, self-evaluation, performance logs, oral and practical presentations, and a learning progress record, provide a comprehensive and in-depth assessment of student learning.

This model is designed to serve as a guide for textbook authors and curriculum developers, promoting the integration of heritage concepts into the official curriculum in a scientifically and pedagogically consistent manner that takes into account the Jordanian cultural and social context.

Table 10. General framework of the proposed model for the concepts of socio-cultural heritage, first basic grade

Component	Detailed description
Educational goals	Developing the student's initial awareness of heritage concepts that are close to his daily life, such as food etiquette, greetings, and the basics of cooperation.
Educational content	National values and respect in a simple way that suits his developmental abilities. Simple heritage concepts such as daily customs (asking permission, respect for elders, council etiquette), and short, easy-to-understand folktales that promote belonging.
Teaching methods	The content is practical and tangible, related to the child's life at home and school. Using storytelling and educational play to reinforce concepts, and role-playing to reinforce behaviors.
Sources of learning	Relying on activities that encourage interaction and sensory participation. School environment, home environment, and simple visual and audio aids such as pictures and comics.
Assessment strategies and tools	A short visit or a simple activity in the surrounding environment, if possible. Use of digital tools. Daily observation of the student's behavior. Simple oral questions about life situations. Evaluation through the student's performance in group activities. Participation of parents in evaluating the child's behavior.

Table 11. The general framework of the proposed model for the concepts of social and cultural heritage for the second grade

Component	Detailed description
Learning outcomes	Enhance the students' awareness of heritage as part of their identity by focusing on community customs and traditions.
	Develop communication skills, respect, and social responsibility in ways that suit their cognitive and emotional development.
Educational content	Customs and traditions of the local community, such as celebrations, daily family and school attitudes, and social participation.
	Stories and folk tales with simple meanings, with definitions of heritage symbols that are close to the child.
Teaching methods	Discussion and role-playing activities that promote participation.
	Utilizing a variety of teaching aids such as pictures and simple educational videos.
Learning resources	Small projects that encourage student cooperation.
	Popular stories, the school and community environment, and available digital or visual educational media.
Evaluation strategies	Interaction with the family and community through guided activities.
	Follow-up evaluation of group and individual activities.
	Continuous evaluation through observation.
	Simple self and group assessment.
	Small projects related to heritage.

Table 12. The general framework of the proposed model for the concepts of social and cultural heritage for the fourth grade

Component	Detailed description
Learning outcomes	Expand the student's understanding of the national heritage and its material and immaterial components.
	Developing critical thinking skills and simple research on heritage.
Educational content	Promote the values of identity, belonging, and national solidarity.
	Studying heritage symbols such as folk art, clothing, and social customs on occasion.
	Folk tales with moral lessons, and the link between heritage and contemporary daily life.
Teaching methods	Encouraging group work and simple research projects.
	Use multimedia and presentations.
	Organize field visits or interactions with heritage figures if possible.

Learning resources	Documents, historical photos, reliable online sources, and cultural and historical visits.
	Collaboration with local experts and the community environment.
	Evaluation of projects and research.
Evaluation strategies and tools	Self and group evaluation
	Performance checklists.
	Assessment of presentation and critical thinking skills.

Table 13. The general framework of the proposed model for the concepts of social and cultural heritage for the fifth grade

Component	Detailed description, factual and logical
Educational goals	Embedding advanced concepts of heritage and linking them to the modern national identity.
	Develop the student's skills in independent research, communication, and critical thinking.
	Enhance the ability to relate heritage to contemporary life and current challenges.
Educational content	Expanded concepts of tangible and intangible national heritage.
	Applied case studies and situations from heritage in daily life.
	Discuss the role of heritage in shaping modern national values.
Teaching methods	Encouraging simple scientific research.
	Presentations and collaborative projects.
	Using technology and interactive media to deepen understanding.
Learning resources	Libraries, the internet, interviews with heritage experts, and cultural visits.
	Use multimedia resources that facilitate self- and group-learning.
	Evaluation of research projects and reports.
Assessment strategies	Continuous assessment of acquired skills.
	Self and peer assessment.
	Assessment of critical thinking and problem-solving skills.

5. Discussion

The proposed model is a practical and realistic response to the need for Jordanian curricula to systematically and gradually promote social and cultural heritage concepts. The model is based on content analysis and expert observations, giving it both scientific and field-based strength.

First: Cognitive and developmental progression

The model showed a clear awareness of the developmental characteristics of students in each grade, as it started in the first grade with simple and concrete concepts close to the child's environment, such as the etiquette of greeting and respecting the elder, and then gradually evolved

towards more complex concepts in higher grades, such as heritage case studies and research and critical thinking skills in the fifth grade.

Secondly: Comprehensiveness and integration of dimensions

The model covered the four dimensions of heritage (social, cultural, historical, and national) in a balanced, interconnected manner, using stories, folklore, arts, and cultural symbols to serve national values and identity. This linkage reflects a cognitive and pedagogical integration in line with modern trends in curriculum development.

Third: Focusing on 21st Century Skills

The model was not limited to knowledge content only, but included the development of critical thinking, simple research, teamwork, and communication skills, especially in the upper grades, which are necessary in the context of active learning and citizenship education.

Fourth: Diversity of teaching and evaluation methods

The model is characterized by employing diverse and appropriate teaching strategies, such as Play-based learning, role-playing, presentations, and projects, which enhance learning effectiveness and increase students' motivation. It also accounted for alternative assessment strategies beyond pen-and-paper, such as observation, projects, and self-assessment.

Fifth: Linking to the local reality

The model focuses on the local environment and the surrounding community as among the most important sources of learning, thereby enhancing learning and making the student more connected to their culture and community.

It can be said that the proposed model constitutes a qualitative addition to the educational content at the basic education stage, as it does not only introduce students to heritage as a discontinued past, but also links it to the present and the future, by enabling students to understand their identity, engage consciously in their communities, and appreciate their cultural and social diversity.

This agrees with Tawalbeh (2025) that the first step in building a human being begins with enabling and building the circle of the self, then followed by building a positive relationship for that human being with his parents, family, neighbors, his surroundings (housing), his city, his country and so on until we ensure the construction of social education as mentioned above, this indicates a proper construction of the citizenship model, in which we establish the project of citizenship, responsibility and positivity, and this is what the second component of this research, national education, is responsible for.

The inclusion of social and cultural heritage concepts across its four dimensions (social, cultural, historical, and national) varied significantly across Jordan's early primary school social and civics textbooks, according to an analysis of their content. The curriculum's emphasis on establishing morals, interpersonal relationships, and family customs at a young age is reflected in the social dimension's top ranking of 37.65%. The national dimension followed this at 28.95%, a positive indicator of the curriculum's attention to developing concepts of citizenship, belonging, and loyalty to the homeland. There was a deficiency in the representation of intangible cultural heritage elements, such as language, literature, and folk arts, as the historical dimension ranked third at 22.38% and the cultural dimension ranked last at 10.97%. These findings show that the way social and cultural heritage concepts are presented lacks methodological balance, with some elements being prioritized over others. As a result, cultural and national identity are treated in educational curricula in a fragmented and insufficient manner.

Additionally, the study found that grade levels differed significantly in how social and cultural heritage concepts were distributed. Early grades focus more on the social dimension, while higher grades emphasize the historical and national dimensions. However, the cultural component remains the least stable and noticeable. Based on interviews with experts in curriculum, heritage, and social studies, an integrated model was proposed. By taking into account students' cognitive and emotional development, this model seeks to gradually integrate concepts of social and cultural heritage into national and social education textbooks. The suggested model is based on specific learning objectives, a range of learning materials, including digital media and the local environment, and interactive teaching strategies such as storytelling, activity-based learning, and virtual field trips. Additionally, it integrates authentic assessment techniques that encourage self-directed learning and observation, helping early primary school students develop genuine national and cultural awareness.

6. Conclusion

The study evaluated first-grade social and national education books in Jordan and revealed disparities in coverage of social, national, historical, and cultural dimensions. The social dimension was most prominent (37.65%), highlighting values and social traditions, followed by the national dimension (28.95%), which emphasized citizenship and loyalty. The historical dimension ranked third (22.38%), reflecting limited focus on Jordan's history, while the cultural dimension was the least represented (10.97%), raising educational concerns. The findings indicate a cognitive imbalance in addressing social and cultural heritage, leading to a fragmented approach that fails to foster a cohesive cultural and social identity among the targeted age group.

The analysis of first-grade social and national education textbooks in Jordan indicates that the national dimension constitutes 28.95% of the content, emphasizing responsibilities and positive behaviors towards one's homeland rather than loyalty, which accounts for only 12.66%. This trend reflects the need to enhance loyalty to the homeland in educational curricula, advocating a more balanced approach that integrates national heritage concepts and promotes values of belonging, responsibility, and loyalty to foster students' national identity.

The study examined social and national education textbooks for first graders in Jordan, highlighting disparities in content distribution. The social dimension dominated at 64.47% in the first grade but fell to 23.08% by the fifth grade, suggesting an imbalance in incorporating social heritage. The cultural dimension started low at 4.57% in the first grade, peaked at 16.89% in the second grade, and then declined in subsequent grades, indicating a lack of a coherent strategy for cultural education. The historical dimension increased steadily from 1.78% in the first grade to 13.00% in the fourth and fifth grades, underscoring the need for better guidance to foster students' awareness of cultural heritage.

The proposed matrix for social and cultural heritage concepts in Jordanian first-grade education books integrates social, cultural, historical, and national dimensions, addressing students' developmental characteristics. It promotes social responsibility and cultural diversity while filling gaps in existing materials by introducing concepts like linking folk arts to cultural identity. The matrix emphasizes multiculturalism in Jordanian society, enhancing students' connection to their heritage through locally relevant content. It outlines a progression of concepts from basic knowledge to analysis across grades, in alignment with curriculum construction principles. The research focuses on the educational components for the first basic grades in social and national education, aiming to strengthen students' national identity and cultural belonging through relevant heritage concepts.

The model consists of four key components: expected learning outcomes, learning resources, teaching methods, and evaluation strategies. Expected outcomes detail the skills, knowledge, and attitudes students should acquire at each grade level. Learning resources encompass textbooks, the local environment, experts, multimedia, virtual trips, and various visual materials. Teaching methods

emphasize interactive activities, issue-based learning, role-playing, cooperative efforts, field visits, and folktales. This model guides textbook authors and curriculum developers to effectively integrate heritage concepts into the Jordanian curriculum while ensuring pedagogical consistency within the cultural context. Therefore, this proposed model is intended to ensure a balanced representation of social and cultural heritage.

7. Suggestion

This study presents several recommendations for integrating social and cultural heritage concepts into social and national education textbooks, guided by analyses of educational experts and current textbook content, and aimed at enhancing these materials to foster national identity and cultural belonging. Firstly, it advocates for the systematic inclusion of social and cultural heritage themes in textbooks, tailored to the developmental characteristics of various age groups and grade levels. Secondly, it calls for a comprehensive review and enhancement of textbook content to encompass intangible heritage, such as folk tales, social values, and folk arts, ensuring relevance to the Jordanian student context. Thirdly, the study suggests incorporating practical activities and project-based learning tasks focused on local heritage into every unit of study, thereby promoting active engagement with heritage concepts. Lastly, it emphasizes the need for teacher training to effectively implement heritage concepts in classrooms, employing modern pedagogical strategies such as project-based, play-based, and cooperative learning tailored to the diverse needs of different grade levels.

Declarations

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