

Validation and Presenting a model for Religion and Life Lesson based on Resilient Economy Policies from the Viewpoint of Curriculum Experts and Relevant Teachers

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Abstract

Purpose: The purpose of this study was to validate and provide a model for religion and life lessons based on the policies of resistance economics from the perspective of curriculum experts and relevant teachers.

Methodology: The present study was applied in terms of purpose and mixed in terms of implementation method (quantitative and qualitative). The study population included curriculum specialists (118 people) and teachers of religion and life in the second year of high school (827 people) in Mazandaran province in the academic year 2018-19. According to the Cochran's formula, 92 curriculum specialists and 232 teachers of religion and life were randomly selected. The research instrument was a researcher-made questionnaire (40 items) whose face and content validity was confirmed by experts in educational sciences and its reliability was calculated by Cronbach's alpha method of 0.924. Data were analyzed by descriptive statistics (frequency indices and frequency percentage) and inferential statistics (chi-square test) using SPSS-20 software.

Findings: The results showed that from the perspective of curriculum experts and teachers concerned, the curriculum of religion and life based on the policies of the resistance economy is approved and there was no significant difference between the views of the two groups ($P < 0.05$).

Conclusion: Finally, a model for the religion and life course based on the policies of the resistance economy was presented that curriculum specialists and authors can use to compile the book Religion and Life.

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1. Introduction

Economic and social problems of the last decade Iran have led economic and political thinkers to use different approaches to investigate the causes of these problems in order to provide solutions to improve it. From the very beginning of the resistance economy, the Supreme Leader of the Revolution has explained this concept in various speeches and opened a space for thinkers and agents (Moghtadaei, Yavaran Bakhshayesh, 2016). Resistance economics consists of a set of economic policies or roots that are compatible with Islamic culture, indigenous conditions, and historical economies. Dissemination of Islamic culture and creation of religious values and beliefs in the minds of students is one of the most important tasks of the Iranian education system. To do this, the country's educational system needs, more than anything else, careful and scientific attention to the content of textbooks, especially textbooks on religion and life, because religious beliefs and moral values are among the things that are due to the structure and content of the educational system (Nowruzi, Nourian, 2013). Resistance economics can be static or dynamic. Static resistance economics means the ability or capacity of a system to absorb or flex with risk and loss, and dynamic resistance economics means the power of a system to recover from a stable shock (Dormady, Roa-Henriquez, Rose, 2019). Two strategies of resistance economics include recovery management and palliative measures. Improvement management usually works to provide ancillary assistance to businesses and households affected by the situation, as well as to reduce the recovery period. Palliative measures are aimed at reducing the likelihood of failure as well as reducing vulnerability by promoting economic resilience (Osth, Reggiani, Galiazzo, 2015).

Resistance economics is a set of policies that seek to empower society to cope with economic shocks and is based on Islamic culture (Davila, et al. 2014). Resistance economics means identifying areas of pressure and trying to control and neutralize them, and ideally turning such pressures into opportunities. In another definition, resistance economics means designing general strategies of the system based on indicators of strengthening the national economy, low vulnerability and the possibility of a powerful presence in the world (Lomboy, et al 2019). Resistance economics is characterized by three capabilities, including the ability to recover and return to the original state after shock has entered the system, the ability to withstand shocks, ie shock absorption, and the ability to avoid shock. As a result, resistance economics is a dynamic model, not a static one. The model of dynamic resistance economy seeks to remove barriers to development and strive to improve the economic level, which is achieved by developing long-term strategies in the field of theory and practice and designing and implementing effective policies (Pant, Barker, Zobel, 2014).

The education system of most developed countries in order to create a culture in the field of economics takes measures called economic education based on the economic perspective of their society. In the Islamic Republic of Iran, it is necessary for the education system to pay attention to the economic education curriculum in order to create a culture of resistance economy. The formation of behavior in accordance with economic policies by the people requires the general public to have economic education. Economic education can perhaps be considered the missing link in many behavioral anomalies and the failure or victory of economic policies (Sondermann, 2018). Today, the rapid spread of knowledge points to the importance and role of the curriculum and education, and in the new curriculum, instead of simply preserving the facts; they empower students to process knowledge. Schools therefore play an important role in educating students to develop their intellectual skills to the extent that helping students to become effective thinkers is increasingly becoming the primary goal of education (Ebrahimpour Komleh, et al. 2016).

Planning is a continuous, calculated and logical process, directional and far-sighted in order to guide and direct collective activities to achieve the desired goals (Males, Setniker, 2019). Curriculum planning, in simple terms, involves determining the content of the curriculum, which in a very limited sense may be related to determining the content of a particular course, but often covers a wide range (Fayuzat, 2013). Curriculum planners make decisions about curriculum components based on their attitudes toward the

nature of the curriculum and education, and each of these components determines the specific principles and orientations in the curriculum that design this process (Maleki, 2015).

Curriculum planning conceptually refers to a process that results in curriculum, and what is practically common in the literature of this field is the term curriculum. Curriculum means the playing field or the distance and amount of road that people have to travel to achieve the desired goal (Malkki, Paatero, 2015). In the past, the curriculum consisted of textbook contents that were maintained by the teacher and the student, and the purpose of the curriculum was to prepare and compile the outlines of the curriculum. In this way, the outline of the necessary materials for the student to learn was prepared in a booklet called the curriculum and communicated to the schools and teachers for implementation, and the contents of the textbooks were compiled and compiled based on the contents of the curriculum. But today the concept of curriculum planning is broader than preparing and compiling course outlines and is anticipating all the activities that a student should do under the guidance of a teacher in school and sometimes out of school to achieve specific goals (Hicks, Rico, Beauchesne, 2018). Curriculum planning is the anticipation and preparation of a set of learning opportunities for a specific population in order to achieve the ideals and goals of education, which is usually done in school and has four components including general, specific and objective goals, contents and plans, implementation methods and Evaluation methods (Hsieh, 2013).

Research has been done on the policies of the resistance economy, but no research has been found on the curriculum based on the policies of the resistance economy, and the most important researches are mentioned below. Evans, Schwab, Wagner (2014) in a study entitled *The Consequences of the Great Depression on the Public Education System*, they concluded that the impact of the crisis on education is very severe, schools that are heavily dependent on government funding for the effects of crises they are more vulnerable. Contrary to government funding, the education system's financial resources are collected from local revenues and raised from the wealth tax. During the crisis, the level of inequality in education expenditures among education is high and government efforts to protect education against negative consequences. The crisis is successful. In another study, Chubrik, Dabrowski, Mogilevsky and Sinitsina (2011) reported that modern countries in crisis, although in poor financial condition, their public education expenditures remain unchanged and education is still a priority for them. Also yazdani, keshtiaray, Emad Zadeh (2018) while researching a curriculum design based on resistance economics focusing on the two components of relying on internal capacity and modifying the consumption pattern concluded that the two components of modifying the pattern of consumption and reliance there are components to internal capacities that have the potential to lay the groundwork for education. Using the three-element scheme of the Goodeld curriculum (content element, socio-political element, and technical-professional element), they designed a curriculum model based on the components of resistance economics for education.

In another study, Keshtiaray, Emad Zadeh, Yazdani (2018), while examining the sociology of components of resistance economics for design in the Iranian education curriculum, reported that the components of consumption pattern modification, relying on internal capacities, knowledge-based, anti-corruption, security of items Strategic, self-sufficiency, and people-centered resistance economics are appropriate for laying the groundwork for education in curricula in education. Nateghi, Moafi, Faghihi, Seifi (2018) In a study entitled "Identifying the objectives of the chemistry curriculum in the direction of resistance economics using fuzzy Delphi technique" concluded that the objectives of the curriculum had 91 components that in three dimensions of production, Consumption and employment and were in three areas of knowledge, attitude and skill. The results of Mohammadi (2017) research on the role of education in the realization of resistance economics indicated that education by increasing investment, aligning textbook content with strategies of resistance economics, optimal management of human and physical resources, development of technical and professional disciplines , Proficiency, Promoting Public Literacy, Optimal Organization of Cultural Resources Fund, Supporting Knowledge-Based Economy, Culturalization,

Productivity Promotion, Purchase of Iranian Goods, Futurology, Organizing Before and After Holidays and Modifying Consumption Patterns Plays.

Rahmanpour, Hasanpour E, Nasr Esfahani A. (2016) while researching the national curriculum of Iran in relation to the components of resistance economics from the perspective of experts, concluded that the curriculum had implications for the realization of the themes of resistance economics and the proposed curriculum in the form Objectives, content, teaching methods and evaluation methods were presented. In another study, Adib Y, Ebrahimi Harestani A, Reza pour Y, Toghyani M. (2016) while examining the religious principles of the desired model of economic education curriculum based on resistance economics reported that the implementation of economic education curriculum based on religious principles is possible and these principles Expresses the importance and necessity of economic education curriculum based on resistance economics and acts as a guiding component to the process of designing a model of economic education curriculum based on resistance economics.

The role of education in achieving a resilient economy is to create a culture among students, parents and educators. In fact, proper organization of human resources will be one of the main approaches of education in order to achieve a resistance economy. Education creates the ground for the realization of a resistance economy in society by creating mental and spiritual preparation for entrepreneurship, using domestic products and saving in various matters. Therefore, compiling a textbook and including concepts and materials in them based on resistance economics provides the basis for achieving the goals of education. Also, the curriculum of religion and life, like many other courses, has gaps and shortcomings such as not actively dealing with influential educational factors such as culture, limitation in educational goals and ideals, lack of grounds for the emergence and flourishing of students' talents and the need to create and strengthen morale. There is a partnership that drives us to design or implement formal and informal programs to address them. In addition, the religion and life course of the second year of high school plays an important role in spreading Islamic culture and creating religious values and beliefs in the minds of students, and with its help, an effective step can be taken to implement the policies of the resistance economy. As a result, the purpose of this study was to validate and provide a model for religion and life lessons based on the policies of resistance economics from the perspective of curriculum experts and relevant teachers.

2. Methodology

The present study was applied in terms of purpose and mixed in terms of implementation method (quantitative and qualitative). The study population was curriculum specialists and teachers of religion and life in the second year of high school in Mazandaran province in the 2018-19 academic years. The number of curriculum specialists was 118 and the number of religion and life teachers was 827. According to the Cochran's formula, 92 curriculum specialists and 232 religion and life teachers were randomly selected. Special tools and methods are needed to obtain the necessary data for each of the research variables. In this study, in order to collect data in order to compile a theoretical background in order to provide a suitable framework for religion and life lessons based on the components of general policies of resistance economics in the second year of high school, library method by reviewing books, articles, sites, national curriculum document and Other documents were used and in the field method, a researcher-made questionnaire was collected. The researcher-made questionnaire had 40 items, which were scored on a five-point Likert scale from one to five (1 = very low, 2 = low, 3 = medium, 4 = high and 5 = very high). Its face and content validity was confirmed by 15 experts in educational sciences and its reliability was obtained by Cronbach's alpha method of 0.924. Due to the nature of the research topic and its objectives, in the statistical method of the research, descriptive statistics (frequency indices and frequency percentage) and inferential statistics (Chi-square test) were used using SPSS-20 software.

3. Findings

Participants in the present study were 92 curriculum experts and 232 religion and life teachers. Table 1 presents descriptive indicators of the frequency and frequency of gender characteristics, education and years of service in curriculum specialists.

Table1. Frequency and frequency of characteristics of gender, education and years of service in curriculum specialists

Attributes	floors	Abundance	Frequency
Gender	Man	69	%75
	Female	23	%25
education	Masters	58	63/%04
	PhD	34	36/%96
Years of service	5-1 years	4	4/%35
	10-6 years	9	9/%78
	15-11 years	43	46/%74
	20-16 years	20	21/%74
	25-21 years	12	13/04
	30-26 years	4	4/%35

According to the results of Table (1), most of the specialists in the curriculum were male (69 people (75%)), had a master's degree (58 people (63.04%)) and had 11-15 years of service (43 people (46.74%)). Table 2 presents the descriptive indicators of the frequency and percentage of frequency characteristics of gender, education and years of service in teachers of religion and life.

Table2. Frequency and frequency of characteristics of gender, education and years of service in teachers of religion and life

Attributes	floors	Abundance	Frequency
Gender	Man	96	41/%38
	Female	136	58/%62
education	Masters	152	65/%52
	MA	67	28/%88
	PhD	13	5/%60
Years of service	5-1 years	6	2/%59
	10-6 years	11	4/%74
	15-11 years	36	15/%52
	20-16 years	48	20/%69
	25-21 years	52	22/%41
	30-26 years	79	34/%05

According to the results of Table (2), most of the teachers of religion and life course are women (136 people equal to 58.62%), have a bachelor's degree (152 people equal to 65.52%) and have years of service of 30-30 years (79 people equal to 34.05 Percent) were. Table (3) presents descriptive indicators of the frequency and percentage of evaluation of religion and life curriculum based on resistance economics policies from the perspective of curriculum experts and teachers of religion and life and compares their views.

Table3. Frequency and frequency of evaluation of religion and life curriculum based on resistance economy policies from the perspective of experts and teachers and comparison of their opinions

Indicators / Groups	experts		Secretaries		Compare Comments
	Abundance	Frequency	Abundance	Frequency	
very little	0	%0	0	%0	
Low	0	%0	0	%0	$\chi^2=5/959$
medium	9	9/%78	34	14/%65	df=2
Much	28	30/%44	94	40/%52	p=0/051
very much	55	59/%78	104	44/%83	
Total	92	%100	232	%100	

According to the results of Table 3, most curriculum experts (55 people (59.78%)) and teachers of religion and life (104 people (44.83%)) believed that the religion and life curriculum based on the policies of the resistance economy was too much. It is desirable. Also, based on the amount of khidoo and its level

of significance, it can be said that there is no significant difference between the opinions of curriculum experts and teachers of religion and life from the perspective of evaluating the curriculum of religion and life based on resistance economy policies ($P < 0.05$).

4. Discussion

On the one hand, considering the importance of resistance economics in people's lives and the importance of students' familiarity with its policies, and on the other hand, the appropriate context of religion and life lessons to include resistance economics policies in it, the present study aims to validate and provide a model for religion and life lessons, Based on the policies of the resistance economy from the perspective of curriculum experts and relevant teachers.

The findings showed that from the point of view of curriculum experts and relevant teachers, the curriculum of religion and life based on the policies of resistance economics is approved and there was no significant difference between the views of curriculum experts and teachers in the curriculum of religion and life based on policies of resistance economics. These findings are in line with the findings of Yazdani, A, et al 2018, Keshtiaray, N, et al 2018, Nateghi, F, et al 2018, Mohammadi 2017, Rahmanpour, et al 2017, Adib, et al 2016, Evans, et al. 2014 and Chubrik, et al 2011 were consistent. For example, yazdani, A, et al 2018, while conducting research, concluded that the two components of consumption pattern modification and reliance on internal capacities are components that have the ability to lay the groundwork in education. In another study, Keshtiaray, N, et al 2018 reported that the components of consumption pattern reform, relying on internal capacities, knowledge-based, anti-corruption, securing strategic items and self-sufficiency, and people-centered resistance economics are appropriate to lay the groundwork for education curricula in education. Also, the results of Mohammadi 2017 research indicated that education by increasing investment, aligning the content of textbooks with the strategies of resistance economics, optimal management of human and physical resources, development of technical and professional disciplines, skills, promoting public literacy, optimal organization of financial resources The Cultural Reserve Fund, supporting the knowledge-based economy, culturalization, productivity promotion, purchasing Iranian goods, futures studies, organizing before and after the holidays and reforming the consumption pattern play an important role in creating a culture and realizing a resistance economy. In addition, Evans, et al. 2014, found that the impact of economic crises on education is severe and that schools that are heavily dependent on government funding are more vulnerable to the effects of crises. In another study, Chubrik et al. 2011 reported that modern countries in crisis, despite their poor financial situation, their public education expenditures remain unchanged and education is still a priority for them.

The Religion and Life Curriculum Model, like many other models, has four dimensions: goals, content, teaching-learning methods, and evaluation methods. So the lesson of religion and life based on the policies of the resistance economy in terms of goals should have the following ten characteristics. Familiarity of students with correct consumption and away from extravagance and waste, emphasis on supporting the consumption of domestic products, emphasis on proper management of natural resources, emphasis on proper management of financial resources, familiarity of students with economic corruption, emphasis on combating economic corruption, emphasis On the role of people in the economy, promotion and development of entrepreneurship, promotion of knowledge-based economy and explanation of jihadi culture and its role in the realization of resistance economy. The lesson of religion and life based on the policies of resistance economics in terms of content should have the following eleven characteristics. Preparing and arranging materials with pictures about the correct consumption pattern, preparing and arranging materials about the consumption of domestic products and its importance in fighting the enemy, preparing and arranging materials about natural resources and its role in meeting the needs of the country, preparing and arranging materials in About taxes and khums and their role in the development of the country, preparing and arranging materials about the role of people in building the country, preparing and

arranging materials about usury and money laundering and their destructive role in the economy, preparing and arranging materials about the importance of work and more effort In the development of Islamic society, preparing and arranging materials about the destructive impact of unemployment in society, preparing and arranging materials about Islamic economics and comparing it with other schools, preparing and arranging materials about the role and importance of science and knowledge and its role in the country's economy and Preparing and arranging materials about jihadi culture and explaining it based on religious teachings. Also, the lesson of religion and life based on the policies of resistance economics in terms of teaching-learning methods should have the following ten characteristics. Students use the correct consumption pattern in the use of school facilities, students prepare pictures and brochures related to the correct use of water and school facilities, students prefer Iranian stationery and clothing to foreign products to support domestic production, students Be diligent in preserving the school's natural resources, including trees, grass, flowers, and plants. Students will learn about the importance of these resources by gathering information about taxes and khums. Students will compare the resistance economics derived from Islamic economics with other schools of economics. Students realize the importance of work and entrepreneurship in society by making tools and setting up exhibitions at school. Students create works of art, science and literature by coming up with ideas and trying to achieve those ideas. Students work in groups. Prefer an individual to progress in the community, and students to work with the school management and executives to have a better school. In addition, the lesson of religion and life based on the policies of the resistance economy in terms of evaluation methods should have the following nine characteristics. Assessing students' attention to the correct consumption pattern, assessing the increase in students' consumption of domestic products in the use of clothing and stationery, assessing students' attention to conservation of natural resources, assessing students' awareness in proper management of financial resources, assessing students' knowledge of economics and Its superiority over other schools, evaluation of increasing students 'awareness of the role and importance of work and entrepreneurship, evaluation of students' attention to economic corruption, evaluation of students 'awareness of economic corruption and its destructive impact on the country's economy and evaluation of students' awareness of jihadi culture And how to use it.

The results showed that the goals and content of the religion and life course were appropriate and desirable based on the policies of the resistance economy in the second year of high school, so it is suggested that the curriculum planners and authors of religion and life books take care of the goals and content mentioned in Use this research and include it in their current and future plans and adjust their topics based on the results of this research and similar research. Based on the appropriateness of teaching-learning methods and methods, it is recommended that teachers and students be aware of the activities in this study and use them to implement the policies of resistance economics, and teachers in the evaluation methods to use the results of this study as a criterion. Also, due to the appropriateness of the model of religion and life lessons based on the policies of the resistance economy, it is suggested that officials and educational staff pay special attention to this model and use it in writing books to implement the policies of the resistance economy.

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