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Intellectual Security Concepts Included in the Arabic Language Curriculum at High Schools in Saudi Arabia

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ABSTRACT

The objective of this study was to investigate the concepts of intellectual security within the pathways system of the Arabic curriculum (Linguistic Competencies 1–1 and 1–2) designed for the common first year of high school during the academic year 2023 in Saudi Arabia. A valid list of the intellectual security concepts that should be included in the Arabic curriculum was prepared. It included 27 concepts distributed among three main categories. The results revealed that the Arabic curriculum lacked adequate integration of life skills pertaining to security within its overarching framework. This deficiency hinders students' ability to coexist safely in their society and address intellectual challenges effectively. Therefore, there is a necessity to enhance and reinforce the presence of the concept of intellectual security in the Arabic language curriculum to ensure its broader acceptance and impact on students. Drawing from the outcomes, the study suggested that rectifying the deficiencies in the Arabic curriculum would not only improve the understanding of intellectual security among Arabic language learners but also contribute to bolstering security within their society and, by extension, in societies globally.

Keywords: Intellectual Security Concepts, Arabic Language Curricula, Political Security, Religious Security, Social Security.

INTRODUCTION

Intellectual security is one of the most important elements of comprehensive security because it is closely related to other elements of security (Nieles, Dempsey, &Pillitteri, 2017). It enhances tranquility and peace among individuals in a way that does not conflict with the rights and gains of others and immunizes individuals against what threatens their personalities in the social environment in which they live. Additionally, the importance of intellectual security stems from the importance and position of the mind, which is the engine of man and responsible for his orientation. Through enhancing their intellectual security, individuals can make rational decisions and then properly serve their societies (Al-Zaboun &Al-Anzi, 2015).

Consequently, security is seen as a natural necessity in all communities. It is one of the most urgent necessities of human communities. According to Robinson (Robinson, 2008) there are different levels of protection from both internal and external dangers. The preservation of human thinking from deviation or deviation from moderation in its perception of political, religious, and social problems enables it to maintain public order and achieve life stability (Kaur, 2013). It does so due to its strong connection to mental health and protection from illness, as the notion of security has assumed a major position in psychological and educational studies.

Safety needs can be immediately engaged after the natural physiological needs have been satisfied. If a person does not succeed in achieving the security motive, he or she will not advance to the level of motivation where self-actualization is attained. Everyone in society, including organizations and individuals, is accountable for security. Moreover, the protection of students' beliefs and minds is one of the most critical issues with which educational institutions are concerned (Al-Suleimani, 2021; Baba, 2019). Thus, ensuring intellectual security among students may enhance society's security, which in turn would strengthen the economy as well as the prosperity of the nation.

Researchers in various fields of security have agreed that the emergence of terrorism in all its forms is mostly due to a number of factors that are affected by individual character or societal factors (Wessells, 2002; Weatherston & Moran, 2003; Bryhinets, Shapoval, Bakhaieva, Pchelin, & Fomenko, 2021). These factors include the disappearance of moral values among individuals, groups, and communities; the loss of social justice and human rights; the weakness of the economies of developing countries; and the growth of individual and social differences between the poor and the rich (United Nations, 2015). Because of the lack of security, these factors have resulted in the emergence of many deviant and destructive ideas; therefore, the world has recognized the significance of intellectual security and its role in achieving security in all previously mentioned areas. As a result, Khalifa and Al-Tamimi (2021) emphasized that intellectual security has become an important factor in achieving societal stability and prosperity. They also confirmed that intellectual security preserves and strengthens societal identity, which serves as a link between individuals and local, regional, and global communities. This ensures their survival and shapes their interactions with each other.

Significance of the study

The current study is significant because it responds to the call of literature and modern and contemporary educational studies, through their findings and recommendations, for intellectual security and the importance of consolidating it in the field of intellectual and social education. These studies have also highlighted the consequent inability of states to manage intellectual conflicts caused by a lack of security. Thus, this study is also significant because it sheds light on many conceptual frameworks related to the concepts of intellectual security, extremism, concept mixing, and their impact on individuals and groups. The study's significance is also related to an important institution of Saudi society, namely the educational institution, at a critical stage of global knowledge accumulation.

Therefore, it is critical to incorporate intellectual security concepts into curricula to immunize students and protect them from intellectual deviation (Al-Fawair, 2016). Consequently, this study discussed fostering cognitive, educational, and behavioral values with the aim of facilitating the well-rounded academic, behavioral, mental, and social development of students. The important goal of this study is to nurture responsible citizens who possess a comprehensive understanding of their surroundings, particularly during the transitional phase of adolescence. The decision to perform this study was therefore necessary given the dearth of studies that have addressed how to incorporate intellectual security issues into curriculum, particularly Arabic curricula.

Problem statement

The Crime Prevention Research Center of the Saudi Arabian Ministry of Interior (Ministry of Interior, 2016) examined the causes of criminal behavior and developed projects and programs to lower crime rates. As a result, the center has launched a number of anti-crime initiatives, including one that aims to boost citizens' feelings of security and another that aims to minimize crime through environmental design. Additionally, there is an endeavor to reduce crime through social development, which aims to address social and economic factors as well as the setting and conditions that encourage criminal conduct.

In light of what Arab nations in general, and the Kingdom of Saudi Arabia in particular, are experiencing in severing their national identity—including the loss of belonging, hatred, intellectual extremism, violence, and terrorism—it is imperative to study the concepts of intellectual security and incorporate them into school curricula (Khalifa & Al-Tamimi, 2021). The curriculum serves as the first direct conduit for addressing students' thoughts, nurturing and safeguarding them, safeguarding and immunizing them against any penetration of their ideas, and forming sound attitudes and beliefs that safeguard them against intellectual, religious, social, moral, and cultural deviations (Hassanein & Al-Qarni, 2017; Hassanein, 2020).

According to Muhammad (2013) security risks are heterogeneous and are caused by extreme ideology, which pushes some people and groups to hold particular viewpoints and behaviors that endanger society's security, stability, and safety to achieve their objectives. Thus, one of the essential elements that must be incorporated into the general education curriculum through the various academic courses is the topic of intellectual security concepts. Simultaneously, the Arabic language is the official language of the Kingdom of Saudi Arabia, which maintains its sovereignty while achieving balance and social security by incorporating a variety of issues that improve intellectual security into the Arabic language curriculum.

Other studies' findings (Al-Maqsudi, 2017; Kalyugina et al., 2020; Khalifa & Al-Tamimi, 2021) emphasized the importance, promotion, and current attention given to intellectual security. These trends and ideas may spread as a result of the world's current advancement and development in a variety of areas of political, economic, and social life, particularly in communication and information technology. This spread of ideas has aided in the influence of young people on thinking, beliefs, attitudes, opinions, culture, and traditions, some of which are consistent with societal values and others that are not.

Based on the previous discussion, the current study sought to identify the main areas of intellectual security concepts included in the Arabic language curricula (Linguistic Competencies 1–1 and 1–2) prescribed in the Kingdom of Saudi Arabia's pathways system for the first common year of high school. The second aim was to identify the sub-concepts of intellectual security for the main areas included in the Arabic language curricula.

Research questions

The following two questions were addressed in this study:

1. What are the main domains of intellectual security concepts covered in the Arabic language curriculum (Linguistic Competencies 1-1 and 1-2) of the pathways system for the first common year at the high school in Saudi Arabia?

2. What are the sub-concepts of intellectual security for the main domains covered in the Arabic language curriculum (Linguistic Competencies 1-1 and 1-2) of the pathways system for the first common year at the high school in Saudi Arabia?

Theoretical background

This research presented a list of intellectual security concepts found in the main areas of the Arabic language curriculum (Linguistic Competencies 1–1 and 1–2) of the pathways system for the common first year of school in the Kingdom of Saudi Arabia. It has also developed recommendations and proposals to confront intellectual deviations and potential dangers that may arise in the minds of students in the absence of the concept of intellectual security among Saudi students.

As Ismail's (2014) definition, intellectual security refers to a set of words or concepts that a high school student should gain through the study of the national education curriculum. This curriculum is enriched with experiences and educational activities both within and outside the school, emphasizing situations and events that underscore the significance of balanced thinking and maintaining a distance from ideas that lead the mind astray.

Furthermore, Abu Kandil and Al-Waeli (2017, p. 11) defined it as "a set of required specifications and characteristics that should be available in academic curricula to achieve the five areas of intellectual security: educational, social, cultural, political, and economic" (p. 11). It is also defined by Al-Suleimani (2021) as protecting students' beliefs from deviation, extremism, moving away from the method of moderation, and working to protect their minds and understanding from deviations in behavior, ideas, and morals.

In the current study, "intellectual security" refers to a set of concepts that can contribute to the immunization of students in the Kingdom of Saudi Arabia. This can be achieved through the Arabic language curriculum (Linguistic Competencies 1-1 and 1-2) of the pathways system for the common first year of high school to protect students' ideas. These concepts help to raise generations in a positive way, preparing them to be good and active citizens in their society by instilling in them the concepts of loyalty, belonging, and coexistence with others.

According to Al-Jubran (2020) general concepts of security are important in the educational preparation of students because they are linked to society, its problems, and intellectual conditions. Thus, students are influenced by the ideas presented to them at that stage because it is the stage of maturity, self-reliance, and personality formation, confirming its significance in providing them with an understanding and awareness of the internal and external challenges that surround their nation.

The researchers believed that maintaining students' intellectual security is critical because the surrounding environment rapidly influences this stage of development, as well as the misconceptions and suspicions spread via various social media platforms. Sound thinking should be preserved through avoiding questions that raise doubts and arguments that are rendered ineffective by reality, explaining the danger of sitting with people of intellectual deviation, and did not listen to them by any means, and warning them of their danger to society. On other hand, using school activities to display images and drawings from reality to demonstrate the heinousness of the deviant group's crimes, and statement that the intellectual deviation has the same outcome, whether it results in no action or in action that violates society's security, tranquility, and stability.

Previous researchers (Baba, 2019; Call, 2004; De Waal & Grösser, 2014; Hassanein & Al-Qarni, 2017) agreed on the importance of deepening concepts of intellectual security and putting them into practice with students, especially high school students, due to the adolescent and transitional stages. De Wall and Grosser (2014) also suggested developing a list of intellectual security concepts to include in subjects. Using the methodologies of observation, commentary processes, standard tools used in the study procedures, and statistical methods used in the analysis, the current study agreed with the majority of previous studies.

In terms of objectives, study population, and nature of findings, the current study differed from previous studies. In addition, the current study was applied to the Arabic language curricula (Linguistic Competencies 1–1 and 1–2) of the pathways system for the common first high school year.

Furthermore, the current study differed from most previous studies in that it dealt with a sensitive issue

concerning the existence or demise of a societal entity. It also drew attention to the importance of having the concept of intellectual security available so that learners can coexist in peace and possess life skills that enable them to overcome the risks of losing intellectual security.

METHODS

The nature of this study required the use of an analytical–descriptive approach that implemented a quantitative and systematic analysis of the content. This approach described the studied phenomenon by collecting and categorizing information, analyzing it, and reaching conclusions related to the concepts of intellectual security included in the Arabic language curricula (Linguistic Competencies 1-1 and 1-2) of the pathways system for the common first year of school in Saudi Arabia.

Participants

The sample was drawn from the Arabic language curriculum (Linguistic Competencies 1–1 and 1–2) which is taught to students in the pathways system for the common first high school year in the Kingdom of Saudi Arabia for the academic year 2023. Table 1 includes the characteristics of the sample units (Table 1).

Procedure

The researchers took the following actions to respond to the study's questions:

1. Earlier studies and relevant scientific literature were examined to create a theoretical background and analyze it to use as a resource for the current study.
2. To match the content of the Arabic language curriculum (Linguistic Competencies 1–2, 1–3) from the pathways system for the first common year in the secondary stage, the researchers created a list of concepts of intellectual security that are appropriate for secondary school students in the Kingdom of Saudi Arabia.
3. The researchers created the research tool (an analysis tool for the curriculum's content in Arabic).

4. An initial presentation of the concepts and tool list was made.
5. The researchers used the analysis questionnaire to determine the extent to which the concepts of intellectual security are covered in the objectives and content of the Arabic language curriculum (Linguistic Competencies 1–1, 1–2, 1–3) from the pathways system for the first common year in the secondary stage.
6. The researchers tracked and statistically analyzed the application's results, arriving at and interpreting the conclusions.
7. In light of the study's findings, a set of suggestions and recommendations are presented.

Analysis tool

A preliminary list of intellectual security concepts, divided into three categories, was collected. The list was then presented to specialized arbitrators to determine the appropriateness of the concepts of intellectual security for the Arabic language curriculum (Linguistic Competencies 1–1 and 1–2) their suitability for the age group of this stage of study, and the validity of the concepts of intellectual security in relation to students. The arbitrators discussed these concepts in their entirety, and most of their feedback centered on linguistic correction. Following the arbitrators' suggestions for amendments to the preliminary list, the final list of sub-concepts of intellectual security within the main areas of the Arabic language curriculum (Linguistic Competencies 1–1 and 1–2) consisted of three main areas of intellectual security concepts, including 27 sub-concepts, as explained in Table 2. These main areas are concepts of the political security domain, the religious security domain, and the social security domain.

Stability and reliability

The researchers analyzed the study sample to calculate stability, and another collaborator was assigned to perform the same analysis. The agreement ratio between the two raters was 0.92, which is a high agreement value that indicates the stability of the analysis based on the Cooper assumptions.

Table 1 Characteristics of the Study Sample

Analysis Units	Linguistic Competencies (1-1)	Linguistic Competencies (1-2)	Total
Goals	24	30	54
Texts	48	33	117
Activities	461	387	848
Graphs	61	21	82
Questions	35	35	70
Total	629	506	1171

Table 2 Main Areas and Concepts of Intellectual Security

Political Security Domain	Religious Security Domain	Social Security Domain
Loyalty	Mediocrity	Acceptance of diversity
Belonging	Moderation	Acceptance of cultural difference
Security	Tolerance	The culture of dialogue
Renunciation of wars	Coexistence	Opinion and the other opinion
Reject Terrorism	Love	Communication
Reject extremism	Favor	Community participation
Reject deviation	Cooperation	The friendship
National unity	Respect for Religions	Fraternity
Peace	Peace	Social Justice

Table 3. Standards for the Analysis and Grading of the Degree of Inclusion

Grading Percent		Degree of Inclusion
From	To	
0%	20%	Very low
More than 20%	40%	Low
More than 40%	60%	Medium
More than 60%	80%	High
More than 80%	100%	Very high

Moreover, the content analysis card that was designed in the standards for the degree of inclusion of the intellectual security concept and the criterion for judging the degree of availability of engineering design processes are used in Table 3.

RESULTS

To answer the first question, the researchers applied a validated research tool to the analysis of the content of the Arabic language curricula (Linguistic Competencies 1-1 and 1-2). Table 4 shows that the concepts related to the first domain of intellectual security (political security) were repeated 119 times in the Arabic language curricula. These repetitions are inappropriate for high school students. The repetitions are distributed among the two textbooks in the following manner: in Language Competencies 1–1, the recurrence of concepts related to intellectual security was 62 at a rate of 52.1%, and in Language Competencies 2–1, the recurrence of concepts was 57 at a rate of 47.9%. These repetitions and ratios show that the inclusion of political security concepts in the Arabic language curriculum (Linguistic Competencies 1-1 and 1-2) is not reasonable.

According to Table 4, the inclusion of all items in the political security domain was very weak because all percentages of inclusion were under 20%, according to the standard values indicated in Table 3.

Similarly, with Table 5, the inclusion of all items related to the religious domain was very weak, as all inclusion percentages were under 20%.

According to Table 6, this percent of inclusion of the social security domain concepts is considered weak and therefore not suitable for the students, and it is distributed as follows. The recurrence of intellectual security concepts in Linguistic Competencies 1–1 and 1–2 was calculated to be at a rate of 8.59%. It is clear from these repetitions and ratios that the concepts in the Linguistic Competences (1–1, 1–2) of the items related to the social security domain were very weak, as all inclusion percentages of all domains were found to be above 20% but less than 40%, which is considered weak.

However, it is clear from Table 6 that the Arabic language curricula (Linguistic Competencies 1–1 and 1–2) of obtained 329 iterations with 29.45% of the concepts of intellectual security in the three domains. The inclusion of each of the three domains, as well as all domains, was at a very low level.

DISCUSSION

The findings indicated that all three domains (political security, religious security, and social security) of intellectual security in the Arabic language curriculum (Linguistic Competencies 1–1 and 1–2) were found to be weak. This lack of inclusion may be attributed to the fact that the first year of the common high school year is regarded as a transitional and new stage for the students, and in spite of the fact that it is regarded as an independent intellectual stage; it should be focused on and protected from deviant and destructive ideas. Moreover,

**Table 4 The Political Security Domain of the
Intellectual Security Concepts Included in the Arabic Language Curricula**

Political Security Concepts	Linguistic Competencies (1–1) (629 units)	Linguistic Competencies (1–2) (506units)	Total (1171units)	
			F	%
Loyalty	10	8	18	1.61
Belonging	8	9	17	1.52
Security	9	11	20	1.79
Renunciation of wars	6	3	9	0.81
Reject terrorism	6	5	11	0.98
Reject extremism	6	6	12	1.07
Reject deviation	4	6	10	0.90
National Unity	9	6	15	1.34
Peace	4	3	7	0.63
Total	**62**	**57**	**119**	**10.65**

**Table 5 The Religious Security Domain of the Intellectual Security Concepts Included
in the Arabic Language Curricul**

Religious Security Concepts	Linguistic Competencies (1–1) (629 units)	Linguistic Competencies (1–2) (506 units)	Total (1171 units)	
			F	%
Mediocrity	9	8	17	1.52
Moderation	8	7	15	1.34
Tolerance	8	9	17	1.52
Coexistence	5	4	9	0.81
Love	8	6	14	1.25
Favor	6	5	11	0.98
Cooperation	7	6	13	1.16
Respect for Religions	4	5	9	0.81
Peace	5	4	9	0.81
	60	54	114	10.21

the reason for this weakness is related to the inattention of curriculum writers and curriculum planners to intellectual security; therefore, they should focus on the importance of the concepts of intellectual security in the curriculum.

The most common concepts of intellectual security are security, loyalty, belonging, moderation, tolerance, and communication. Conversely, the concepts of brotherhood, acceptance of diversity, coexistence, and societal justice were found with fewer recurrences, which the researchers attribute to the nature of conservative Saudi society being deeply

concerned with Islamic values and the concepts of education within it; these concepts are deeply rooted in it.

The concepts of intellectual security received less attention in the Arabic curriculum for Saudi high school students. Therefore, the curriculum must focus more on concepts that call for the establishment of security, safety, and societal stability, such as rejecting terrorism in all forms, rejecting extremism in all forms, and rejecting intellectual deviation. Additionally, the curriculum should promote a culture of difference between groups of society and their

Table 7 The Extent of Including each of the Three Intellectual Security Domains in the Arabic Textbooks

Domains	Linguistic Competencies (1–1) (629 units)		Linguistic Competencies (1–2) (506 units)		Total (1171 units)	
	F	%	F	%	F	%
Political security concepts	62	9.86	57	11.26	119	10.65
Religious security concepts	60	9.54	54	10.67	114	10.21
Social security concepts	51	8.11	45	8.89	96	8.59
Sum	**173**	**27.50**	**156**	**30.83**	**329**	**29.45**

beliefs, encourage students to express their opinions, and then accept or reject them so that they do not affect moderate thought.

As a result of the above, the Arabic language curricula (Linguistic Competencies 1–1 and 1–2) of the pathways system for the common first year of high school do not include sufficient concepts of intellectual security in the teaching and educational content and activities that promote the values of intellectual security or warn against its loss. Therefore, this study calls for the inclusion of Arabic curriculum activities that aim to enhance the intellectual security of learners. In addition, the field needs periodic review to conduct further studies to stand up to the realistic level of the concepts of intellectual security in the Arabic language curriculum at the secondary stage in the Kingdom of Saudi Arabia.

Moreover, the Arabic language curricula (Linguistic Competencies 1–1 and 1–2) do not sufficiently impart life skills related to security in their comprehensive concepts to enable students to coexist safely in their homelands and cope with pressing intellectual challenges or face potential risks. For example, this curriculum lacks the consolidation of the values of dialogue between students and each other and between students and their teachers and their community.

Thus, the importance of studying intellectual security concepts and incorporating them into school curricula is highlighted in light of what Arab countries in general, and the Kingdom of Saudi Arabia in particular, are experiencing in an attempt to dissolve the Saudi national identity: loss of belonging, hatred, intellectual extremism, violence, and terrorism (Khalifa and Al-Tamimi, 2021). As a result, the curriculum serves as the first direct mediator in addressing the learners' thoughts, caring for and protecting them, protecting and immunizing them against any penetration of their ideas, and forming sound attitudes and beliefs that protect them from intellectual, religious, social, moral, and cultural deviations (Hassanein, 2020).

Since students are in a transitional and adolescent stage, prior research has shown how important it is to deepen the

concepts of intellectual security and put them into practice with students. The objectives, study population, and findings of the current study were different from those of earlier studies. The current study was applied to the Arabic language curricula (Linguistic Competencies 1-1 and 1-2) of the pathways system for the common first year in the Kingdom of Saudi Arabia. This is in contrast to Al-Jubran's (2020) study, which sought to analyze the content of intellectual security concepts for the content of the Arabic language curricula (Linguistic Competencies 2-1 and 2-2) for the scientific track.

CONCLUSION

The results showed that all the domains of intellectual security—political security domain, religious security domain, and social security domain—were poorly represented in the Arabic curriculum (Linguistic Competencies 1–1 and 1–2). The inclusion of intellectual security domain safeguards was deemed insufficient to improve the notions of intellectual security for the Arabic language curriculum (Linguistic Competencies 1–1 and 1–2). Additionally, it is evident that there are gaps in the educational institutions represented, and these gaps must be filled. Therefore, this study recommends that the curriculum and its subjects focus on intellectual security, enlisting the aid of professionals in the field of intellectual security to teach students about intellectual security, its effects, and its significance for society. Furthermore, developing the culture of intellectual security concepts among students could be achieved by using educational technology in and across a range of academic topics, informing parents about the most recent talks, seminars, and initiatives for intellectual security that are aimed at their children.

The study recommends further research in this area. For instance, a study module on intellectual security should be incorporated into the high school Arabic language curriculum. A list of intellectual security concepts should also be developed to be included in the curriculum, with a focus on subjects such as sociology, Arabic, and Islamic education. Finally, the study advocates for the implementation of a

family rearing plan aimed at cultivating intellectual security to safeguard this age group from deviant and harmful ideologies.

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