The Contributions Of Media Education In Rationalizing Digital Use In The Algerian Educational System

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Abstract:

This study examines the role of media education in the Algerian educational system by promoting a culture of smart use of digital and network media technologies. This is accomplished through an analytical study of a sample of school textbooks, complemented by a field study of a sample of primary school teachers in the city of Setif. The study aims to evaluate the extent to which media education is integrated into textbooks and the contribution of teachers in fostering it within their educational and pedagogical practices. Additionally, the study focuses on the response of schools and their educational systems to the issue of using media and internet services by Algerian students .The primary research question revolves around the degree to which media education is implemented in textbooks and the role of teachers in promoting it in their educational and pedagogical practices. The study relies on data collection using content analysis tools for civic education and reading textbooks, as well as interviews to gather data on the role of media education in the teachers' educational objectives.

Keywords: *School, media education, rational use, communication technologies, internet.*

Introduction:
The subject of media should complement the role of the educational process by providing cultural, literary, and religious programs that may not be available to students in classrooms. Hence, some advocate for the need for full coordination between media and education through rationalizing integration and cooperation between them and achieving the goals of education, which are the goals of society in general, both inside and outside the school. The media professional in society has become the teacher who imparts various elements of knowledge to others, just like a teacher in a school. The educational function of the media represents the comprehensive meaning of the concept of education.

From the foregoing, it is clear that there is a strong relationship and a common ground between education and media, to the extent that it can be said that the educational and media processes are intertwined in some of their aspects, which is what is called educational media. Despite this proximity, homogeneity, and interaction between "media" and "education," this does not prevent the emergence of some conflicts between them, especially when it comes to educators who believe that "the media harms children in the

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worst way and that what schools and institutes build is destroyed"[3] by media content that includes violence, sex, and all negative values.

From this perspective, what is known as media education emerged. Its primary objective is to protect family members, especially children, from frightening content that is contrary to morals and values, as well as all forms of obscenity. It also aims to empower individuals by providing them with the knowledge and skills to engage in rational consumption of media, away from addiction and the indoctrination of sectarian and racist ideas. Media education, according to its required task, is about learning and then practicing how to confront media content that is destructive, while encouraging clean media content as proposed by the Frankfurt School, which classified media content into categories. The school argued that empty and low-quality content is widely disseminated, and thus, there is a need to evaluate it by the audience without blindly consuming it without scrutiny or awareness.

In this study, as an attempt to explain this phenomenon and based on the hypothesis that media fulfills an educational function and to prove whether regional radio, as a mass communication medium with a huge technological momentum, seeks to establish media education among children, the following elements were relied upon:

The Research Question:
Educational institutions are considered one of the fundamental pillars in raising future generations. They play a pivotal role in shaping the values, attitudes, and behaviors of children. These institutions assume various roles in nurturing and guiding children, starting from the family, which represents the first link in the chain of informal educational institutions, to the mosque, the peer group, the media, libraries, clubs, and associations, among other informal educational institutions. Then, the transition is made to the school, which is considered the first formal institution that accommodates the child and carries out various educational processes.

By the educational process, we mean "a set of activities and procedures that take place within the classroom with the aim of providing students with practical skills, theoretical knowledge, or positive attitudes within a system based on inputs, processing, and outputs." These processes are carried out through social educational institutions that undertake the responsibility of educating individuals. Among the most prominent of these institutions, we can specifically mention the school for its role in developing the physical, intellectual, and moral aspects of the youth, enabling them to live a decent life in their environment.

Education is a continuous process that begins with a person's existence and continues throughout their life. It is a process that individuals undergo within the family, school, and all other social structures. Education is not limited to formal schooling but starts from the moment a child is born. Therefore, it does not begin and end with school; rather, it starts at the beginning of life within the family and ends with one's life in society. Schooling, at all its levels—primary, secondary, and higher—and in all its forms—general, theoretical, technical, vocational, and technological—is merely a phase in the overall educational process.

However, with the current technological advancements in the world of communication, media has become a competitor to schools, serving as entertainment, education, teaching, and guidance. This has caused traditional education, with its limited means and gradual development, to fear losing its control over its domain. Media now holds

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[3] Muhammad Munir Saad El-Din, Studies in Media Education, 1st ed., Al-Modern Library, Beirut, 1990, p. 28.

the largest share in social upbringing, influence, guidance, and the education of both the young and the old.

Within this new cultural reality, with its positives and negatives, brought about by modern communication technology, it is essential to consider the appropriate approach to protect new generations of youth, adolescents, and children from the negative impacts of the massive messages transmitted through satellites and the internet. What the media offers as part of modern-day communication represents one of the greatest challenges to the healthy intellectual growth and development of students, especially in this era. Therefore, it has become necessary for the Arab world to focus on disseminating the principles of media education, which is considered a new revolution in the field of media. This revolution lays the foundation for dealing with the messages that the public is exposed to throughout the day through various media outlets.

UNESCO, within its cultural responsibility, has been keen to promote the principles of media education, aiming to develop the content of media materials in newspapers, radio, television, and the internet in order to help the public avoid the negative effects of these media. Additionally, it aims to develop critical thinking skills towards media content.

It would not be an exaggeration to say that the recent media and information revolution that characterizes this era, with the emergence of open satellite channels and the ease of communication through the internet, cyberspace, and mobile phones, necessitates the existence of a curriculum on media in educational institutions. This curriculum would lay the foundation for opening new dimensions, enhancing media literacy, developing critical thinking skills, and immunizing students against the negative impacts they may be exposed to without proper awareness. Students in recent years have become increasingly exposed to media consumption, making it imperative for schools, as educational institutions, to keep pace with these developments and seek ways to address the negative aspects of media while utilizing the positive aspects to enhance their educational work through integration into the curriculum.

Since students' awareness and understanding of media and its dangers are limited, media education at this age has become essential. In this context, media education becomes more impactful when teachers are convinced that they have an important role to play in creating greater critical awareness among listeners, viewers, and readers. It is certain that the integration of educational systems and communication systems will be a significant step towards more effective and influential education.

We find that many European countries have made significant strides in this field in order to disseminate media culture within their societies to create media awareness among their populations in the face of the various messages disseminated by new media. They have focused on educational institutions as the primary element in the success of countries' policies in achieving development by educating future generations to be media-aware. In contrast, in Arab countries, awareness of media education is completely absent in most institutions, except for a few that have paid attention to this field. Among these, we find Lebanon, which has taught students lessons titled "Media Education" as part of the National Education and Socialization subject in the first year of middle school. They also offer four lessons on "Media and Public Opinion" to third-year high school students within the same subject. In addition, Saudi Arabia is also one of the most important Arab countries that has paid attention to media education, taking the initiative to spread the concept of media education at the level of the Asian and Arab Gulf continents by hosting the first international conference on media education, which was held over four days from February 4-7, 2007, in Riyadh. This conference was the largest event in the field of media education in the Middle East.

As for Algeria, based on observations and studies on media education, social educational institutions are working hard to keep pace with the ongoing developments. We will demonstrate this through our study on this topic. Given its great importance, we have tried to highlight the significance of the contribution of educational institutions in promoting media education in Algeria as a proposed solution to develop this vital media field. It is essential to pay attention to this field and develop strategies to raise the level of public thought and media awareness in order to achieve development and social stability in society.

Considering that the school is the most important educational institution that carries out various educational processes in all their dimensions, our study will attempt to determine the reality of media education in the Algerian educational system by delving into the content of the written material presented in the form of textbooks and measuring the educational function of media in the guidance provided by teachers on the subject. Based on the above, we pose the following main question:

- To what extent is the topic of media education addressed in elementary school textbooks?
- To what extent do elementary school teachers contribute to the establishment of media education in their educational objectives?

Sub-Questions:

1. What are the most important topics of media education that are emphasized in fourth and fifth-grade textbooks?
2. What are the main objectives that media education topics aim to achieve?
3. To what extent do elementary school teachers (in the study sample) have a clear understanding of the concept of media education?
4. What are the most important skills that elementary school teachers rely on to teach students how to interact with the media?
5. What are the most important media that elementary school teachers in Setif district, Setif city, use to guide students in their use of media?

I.   Study Concepts:

1. Media Education:
The concept of media education has been defined in various ways, all sharing a similar underlying meaning and a unified overall vision. Therefore, we have chosen the most comprehensive definition, which is the one provided by the recommendations of the Vienna Conference in 1999, held under the auspices of the United Nations Educational, Scientific and Cultural Organization (UNESCO). This conference, attended by 41 experts from 33 countries worldwide, defined media education as follows:

It specializes in dealing with all forms of media communication, including words, printed graphics, sound, still and moving images, which are presented through any type of technology. It enables members of society to understand the media used in their community, how these media work, and subsequently enables them to acquire the skills to use media to communicate with others.[4]

Media education encompasses the following objectives:

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[4], Saber Lamia, et al. (2024). The Field of Media Education in the Algerian
School System. 1st ed. Algiers, Algeria: Alfa house Publishing. p. 20.

- Identifying the sources of media texts, their political, social, commercial, and cultural objectives, as well as the context in which they were produced.
- Analyzing and forming critical opinions about media content, and producing their own media.
- Understanding and interpreting the messages and values conveyed through media.
- Accessing media, or advocating for access to media, for the purpose of consumption or production.
- Selecting appropriate media that enable young people to convey their media messages or stories and reach their target audience.[5]

Media education has a tangible impact on shaping the desired change in educational visions, concepts, and applications. The contemporary era is characterized by the abundance, rapid proliferation, and intense influence of cultural elements, to an extent that makes it difficult to keep pace with them. However, media education can assist educational and media elites in universities and media institutions in controlling, rationalizing, and shaping these influences within a framework that serves the desired objectives. Among the most pressing contemporary issues addressed by media education is the cultivation of young people's ability to understand and appreciate matters, coexist with others, comprehend the demands of the modern age, interact with globalization, and mobilize youth to face current events[6].

Media education creates an unprecedented integration between what a student learns and what they need in daily life. Media education shifts the student from passive reception to active engagement, elevating their understanding of various life issues. Media education aims to instill fundamental media principles in students by providing them with active participation and effective experiences in dealing with traditional and digital media. It helps students explore the form and content of media, understand the ideologies embedded in media, and construct the necessary context for personal understanding of media forms. It also teaches students to make decisions related to media consumption and innovation[7].

2. Education system :

Sociological thought has recognized the school as the second most important social institution after the family. It is a specialized institution established by society to educate and socialize its members. Moreover, it is a microcosm of society, encompassing a multitude of activities and social relationships. Its relationship with the larger society is reciprocal. The school also serves as an educational medium distinct from other social environments due to its intentional pedagogical experiences. Additionally, it contributes to the construction of the social system.

Therefore, Emile Durkheim viewed the school as a privileged expression of society, which entrusts it with the task of transmitting cultural, moral, and social values to children. He considered this essential for shaping adults and integrating them into their environment.

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[5] Fahd bin Abdulrahman Al-Shammary. (n.d.). **Media Education: How to Deal with Media. 1st edition**. Riyadh, Saudi Arabia: King Fahd National Library. pp. 20-21.

[6] Seyed Ali, E. (2020, October). **Academic elites' orientations towards activating media education principles among university students**. Journal of Media Research, 55(6), 3919. Cairo, Egypt: Al-Azhar University.

[7] Ito, M., Horst, H., Bittanti, M., Boyd, D., Herr-Stephenseon, B., Lange, P.G., Pascoe, C.J., & Robinson, L. (2013) **Living and learning with new media**: Summary of findings from the digital youth project. Chicago, IL: John D. and Catherine T. MacArthur Foundation.

Thus, the school is a social institution established by society with the aim of preparing the young for social life through education[8].

A sociology dictionary defines it as a system that encompasses social roles and norms, which functions to transmit knowledge from one generation to the next. Knowledge here includes values and patterns of behavior. It also involves teaching essential skills and values necessary for the continuation of society.[9]

Moreover, as a formal social institution, the school is not a neutral social space where only scientific knowledge is transmitted. Rather, it is a space for the reproduction of the dominant class's social order (through the exercise of subtle symbolic violence), legitimizing it and imposing a social class hierarchy and its corresponding culture, as argued by Pierre Bourdieu[10].

The operational concept of the educational system is a system composed of interconnected and interacting basic elements that influence and are influenced by each other. It takes the form of rules, regulations, and procedures followed by the Algerian state, particularly in the primary schools of Setif city, in order to manage educational affairs. Among the most important of these components are the school, administration, curricula, teachers, and students.

II.   Research literature:

1-   . An Overview of Technologies and Their Relation to Media Education:
Samouelson, Burko, and Amy: define information technology as the introduction and application of tools or techniques related to information science in solving systems problems: computers, communication devices, and microdevices.[11]

The dating of the term 'communication revolution' is linked to the first appearance of the word 'revolution' in media literature in a report presented by Georges Pompidou. This report concerned the integration of the telephone and the computer into a single device, but with a different system that allowed for the modification of data and communication between computers via cables, wave amplification stations, and satellites in a faster communication process. This integration was termed 'télématique' and is associated with the concept of the communication revolution, which refers to the explosion in the processing and dissemination of information in an automated, extensive, massive, and comprehensive manner, with the distinctive use of satellites and the immediacy of transmitted media. This development opened up vast horizons and was behind the technological advancement and the tremendous acceleration in communication and broadcasting that led to what Marshall McLuhan called the 'global village'.[12]

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[8] Yahiaoui, Najat. (2014). **The School and Its Growing Role in Society**. Journal of the Humanities, Nos. 36-37, University of Mohamed Khider, Biskra, Algeria, p. 57.

[9] Aishour, Nadia. (2012). **Lectures in Comparative Education**. 1st edition. Algiers, Algeria: Iqra Library Publications. pp. 18-19.

[10] Bouhnache, Nadia. (2018). **The Family, the School, and Society**: Who Corrects Whom? Journal of the Humanities, Volume 2, Issue 2, University of Blida, Algeria, p. 41.

[11] Hasan 'Imad Makkawi, Mahmoud 'Alam al-Din, **Information and Communication Technology**, 1st ed., Al-Dar al-'Arabiya for Publishing, Cairo, 2009, p. 37.

[12] Mu'ayyad 'Abd al-Jabbar, **Media Globalization and Arab National Security**, Al-Ahliya for Publishing and Distribution, 1st ed., 2002, p. 54.

The communication revolution, the media revolution, and communication technology are all terms related to a single concept that expresses the permeation of civilization with modern technological tools. Media have succeeded in erasing geographical and temporal boundaries in a globalized world. Thanks to satellites, television, broadcast networks, calculators, and computers, the world has transformed, as McLuhan said, into a global village.

This technological advancement is the result of combining three areas: telecommunications, audio-visual technology, and information technology[13].

Furthermore, communication technologies have enabled the integration and application of new technologies across all fields of communication and transportation, information science, libraries, all forms of culture, scientific disciplines, and knowledge resources, etc. They have also expanded the forms of human interaction and opened up new avenues for uses that have transformed the concept of mass media and communication, a concept that Negroponte termed "new media". These new media have shattered the traditional boundaries between media and the audience, who have become participants in shaping the message. They have also broken the narrow confines of the space surrounding personal communication and led to a new communication pattern that encompasses all forms of interactive communication based on free and direct interaction between the sender and receiver, and the exchange of communication roles between the two parties. Moreover, they have broken the constraints of information confinement on Library shelves and expanded the sources of knowledge and culture.

Therefore, the objectives of media literacy can be summarized as follows:

- Protecting children from the harmful, negative, or unwanted effects of media and its content in various forms and ways, whether intentional or unintentional. This also includes protecting citizens – both young and old from the impacts of media intrusion and deliberate cultural hegemony in the context of globalization and the open-sky era.
- Preserving cultural identity and supporting the foundations of national and local culture.
- Keeping pace with the rapid and successive developments in communication technology and virtual communities, and making good use of them for the benefit of the individual and society.
- Guaranteeing freedom of expression, access to information and facts as essential communication needs to support participation and democratic building in society.
- Empowering members of society to understand the workings of media systems, their objectives, and the methods used to achieve these objectives, and to acquire the skills to use the tools that operate within these systems, as well as the relationship between media systems and other social systems and local and global contexts within which media systems operate.
- The aforementioned objectives collectively constitute the path towards building a good citizen who contributes to the growth and stability of society, the permanence of the social system, the support of its cultural and moral standards, and democratic participation.
- Shaping and developing communication knowledge and skills that make the youth and citizens fully aware of communication processes in general, and the media process, its parties, objectives, policies, languages, relationships, and production in particular.[14]

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[13] Saber Lamia, Ghazali Muhammad, **Studies in New Media**, Al-Mujtama' al-Arabi Library, 1st ed., Jordan, p. 32.

[14] Muhammad Abdel Hamid, **Media Literacy and Critical Thinking about Media Content,** Alam al-Kotob Publishing House, Egypt, 2013, p. 123-125
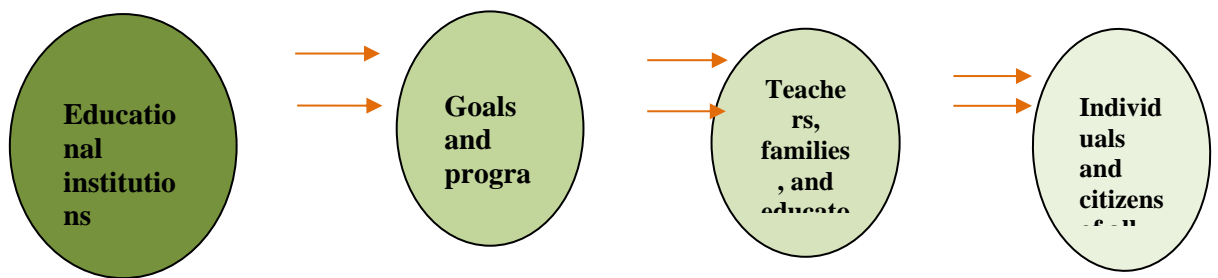
Form 01: Elements of media literacy.

2.The Algerian Educational System Before and After Independence: A Comparative Analysis:

To fully comprehend the current state of Algerian education, it is imperative to examine the educational landscape that preceded independence. The French colonial regime, which dominated Algeria prior to its liberation, had implemented a bifurcated educational system: primary education and general education, subsequently known as middle school. This educational framework was designed for children aged between 6 and 14 years old, spanning eight academic years from the preparatory year to the final second year. Students over 14 years of age were eligible to sit for the primary school certificate, and a select few could then take the entrance exam for the fifth grade of complementary schools, thereby transitioning to the first cycle of secondary education or technical secondary schools.

In those days, the first year of primary education was exclusively reserved for Algerian children, resulting in a wasted academic year. Moreover, kindergartens and nursery schools were inaccessible to Algerian children, being reserved solely for the French during the colonial era. Even post-independence, the limited capacity of newly established kindergartens and nurseries prevented all Algerian children of the appropriate age from enrolling. Consequently, and in the spirit of equality and social justice, the independent Algerian government abolished these institutions via a ministerial decree dated September 23, 1965, as they were unable to accommodate the high demand.

Following independence, the educational system was divided into two main phases: primary education and general education, later known as middle or complementary education. Primary education commenced at the age of six and spanned six years, with an optional seventh year for students preparing for the primary school certificate. The primary cycle was structured as follows: first preparatory, second preparatory, first elementary, second elementary, first intermediate, second intermediate, and final. Upon completion of the sixth year of primary education, students sat for an entrance exam to gain admission to the first year of middle school (formerly known as the sixth grade). Those who completed the seventh year, or the final year, were eligible for the primary school certificate and had the opportunity to enroll in the second year of general education.[15]

Research methodology & techniques:

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[15] J.J.D. Ch., Ministry of National Education, National Institute for the Training and Upgrading of Education Personnel, Training Guide for Secondary and Complementary Education Institution Directors, 2005, p.27.

This study falls within the category of descriptive studies that aim to describe and quantify the phenomenon under investigation by collecting systematic data on the problem, classifying it, analyzing it, and subjecting it to rigorous examination.[16]

In this study, the survey method was employed to examine fourth and fifth-grade civics and reading textbooks with the aim of collecting data on media literacy topics, their inclusion, and the extent to which they are addressed. The collected data were then categorized, analyzed, and interpreted by examining the objectives and various aspects of these topics. For the field study, we also adopted a survey method to gather information about the methods and tools used by elementary school teachers in teaching media literacy, as well as their role, interest, and effort in equipping students with media literacy skills, especially in the context of information and communication technology.

Research Community and Sample: In this study, we adopted the purposive sampling technique, where the researcher predetermines the sample elements. The researcher may possess information about a specific population that suggests certain units or individuals within that population represent the entire population well for a particular characteristic.

In this study, we specifically targeted civics and reading textbooks for the fourth and fifth grades for the following reasons: these textbooks are the most suitable in terms of content to introduce topics related to media. Additionally, the fourth and fifth-grade age group is considered appropriate for initiating discussions on serious topics. Furthermore, first, second, and third-grade students are too young and tend to focus on form and letters.

a. Analytical Study: A thorough analysis was conducted on the texts of the Civic Education and Reading textbooks for the 4th and 5th grades of primary school. The analysis categories included: topic categories, objective categories, media literacy topic categories according to coverage, objectives of media literacy topics, and persuasion appeals. This analysis was carried out between January and February 2021.

b. Field Study: An electronic questionnaire was distributed to Facebook groups of primary school teachers in the city of Setif. The questionnaire included the following questions:

- **Axis 1:** To assess the clarity of the concept of media literacy among primary school teachers in Setif.
- **Axis 2:** To identify the most important skills they rely on to teach students how to interact with media.
- **Axis 3:** To determine the most effective media used to implement media education according to primary school teachers.
- **Axis 4:** To identify the factors influencing media education in primary schools in Setif.

III.   Results and Discussion:

Although the field study was extensive, we will present data that specifically addresses the research sub-questions.

Table 1: represents the communication means mentioned in the Civic Education and Reading textbooks.

Subject	Count in 4th Grade	Percentage in 4th Grade	Count in 5th Grade	Percentage in 5th Grade	Count of Social & Moral Topics
Phone	4	22.22%	4	30.76%	-

[16] Amer Misbah, **Methodology of Research in Political Science and Media**, 1st edition, University Publications House, Algiers, Algeria, 2000, p. 86.

Computer	6	33.33%	4	30.76%	2	
Satellite	1	5.55%	-	-	1	
Newspapers and Magazines	4	22.22%	4	30.76%	-	
Television	1	5.55%	-	-	1	
Internet	2	11.11%	1	7.69%	1	
Advertisements	-	-	-	-	-	
Total	18	100%	13	100%	5	

The table provides a comprehensive overview of the distribution of media education topics in elementary school textbooks, specifically for grades four and five. It compares the frequency of these topics in both grades, with a focus on the presence of

 social and ethical values within these topics.

Table 2: Presents a categorization of the objectives of media education.

	Category	Fourth Grade (%/Count)	Fifth Grade (%/Count)	Total (%/Count)
1	**Educational**	16.66% (4)	18.75% (3)	12.5% (1)
2	**Cultural**	8.33% (2)	6.25% (1)	12.5% (1)
3	**News**	20.83% (5)	18.75% (3)	25% (2)
4	**Service**	16.66% (4)	18.75% (3)	12.5% (1)
5	**Entertainment**	25% (6)	25% (4)	25% (2)
6	**Media**	12.5% (3)	12.5% (2)	12.5% (1)
	Total	100% (24)	100% (16)	100% (8)

This represents the category of objectives adopted by media education topics in the primary education curricula for the fourth and fifth-grade civic education and reading textbooks. We note that the largest percentage was taken by entertainment objectives, which were estimated at 25% in the fourth grade and 28.57% in the fifth grade, equivalent to 25.80% of the total percentage for both grades together.

Followed by news objectives with a percentage of 20.83% in the fourth grade, while its percentage in the fifth grade was 14.28%, i.e., 19.35% in both grades together.

Followed by educational objectives with a percentage of 16.66% in the fourth grade, and 14.28% in the fifth grade, i.e., 16.12% in both grades, and the same percentage was taken by service objectives, followed by media objectives with a percentage of 12.5% in the fourth grade, unlike its percentage in the fifth grade, which was estimated at 28.57%, equivalent to 16.12% of the total in both years together. Finally, the cultural objectives with a percentage of 8.33% in the fourth grade, while absent in the fifth grade, i.e., 6.45% of the total.

Activity	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Total
Reading	8	21.62%	6	23.07%	2	18.18%	16
Writing	13	35.13%	11	42.30%	2	18.18%	26
Exercises	1	2.70%	-	-	1	9.09%	3
Memorization	15	40.54%	9	34.61%	6	54.45%	30
Total	37	100%	26	100%	11	100%	75

Table 04: Perception of the concept of media education among the sample of teachers.

Percentage (%)	Count	Awareness of Media Literacy	Percentage (%)	Count	Have you heard about media literacy?
21.62	8	Learning how to deal with media	70	21	Yes
10.81	4	Awareness of the dangers of media			
5.41	2	Awareness of the negative aspects of media messages			
40.54	15	Encouraging the wise use of media			
13.51	5	Have never heard of it	30	9	No
8.11	3	Have heard of it but don't understand its meaning			

Table 04, presents the sample's perception of media literacy. The majority of respondents (70%) indicated that they were aware of media literacy, while 30% were not. Among those aware, the most common response was the need for wise media use (40.54%), followed by learning media literacy skills (21.62%), awareness of media risks (10.81%), and caution regarding media messages (5.41%). This suggests that wise media use can mitigate the risks associated with media messages. On the other hand, among those who were not aware, the most common response was "I have not heard of it" (13.51%), followed by "I have heard of it but don't understand it" (8.11%). This indicates a lack of media literacy education in our educational institutions, particularly among teachers, due to the absence of training in this field.

Table 05: Presents the ranking of media sources based on their perceived influence on students, as reported by the sample.

Media	Percentage (%)	Count
Television	24.64	17
Computer	23.18	16
Internet	24.65	17
Phone	13.04	9
Tablet	14.49	10
Total	100	69

According to the table and the sample's opinion, television and the internet are the most influential media on students, with the highest percentages of 24.64% and 23.18% respectively. Computers follow with 23.18%, then tablets with 14.49%, and finally mobile phones with 13.04%.

IV.   Conclusion:

Media literacy is a new global trend that focuses on teaching individuals the skills to deal with media and its content. This is because media and modern communication tools have become the biggest influencer and the most powerful authority on values, beliefs, orientations, and practices in various aspects of life, whether economic, cultural, or social.

However, Arab countries face significant challenges in the field of media literacy. One of the most important challenges is that Arab countries are still lagging behind compared to other countries. While we observe a rapid and widespread spread of various media and information channels and intensive use of these media by young people, we see that officials, educators, and decision-makers are not paying enough attention to the issue as they should. Through this study of the reality of media literacy in curricula, we conclude that it is almost absent, meaning that the employment of this concept in curricula is insufficient to cover this development of media. The topics and phrases were not clear and explicit about media and media literacy, therefore, it requires the necessity of developing a national strategy for media literacy involving several parties, most importantly the Ministry of Education, to address the issue and give it the importance it deserves. The most important way to spread media literacy, awareness, and culture is to start with children and adolescents in schools. This means that schools are required, starting from the early stages of education, to include media literacy in various subjects.

V.   Refrences:

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