Employing Media Education in the Subject of National and Civic Education and its impact on Developing Critical Thinking and Decision-Making Skills among Tenth Grade Students in Jordan

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Abstract
This study aimed to demonstrate the effect of employing media education in the subject of national and civic education and its impact on the development of critical thinking and decision-making skills among tenth grade students in Jordan. The study sample consisted of (60) male and female students. (30) Students from Libby Secondary School for Boys, and two classes of females (30) Students from Libby Secondary School for Girls, and the critical thinking test was designed. The results showed that there were differences in the arithmetic means between the experimental and control groups on the scale of critical thinking and decision-making in the post and pre-application, and there were differences in the arithmetic means on the scale of critical thinking skills. attributed to gender (male, female) in the post-test in favor of females in the pre-application, and there were no differences in the pre-application. The arithmetic means on the scale of critical thinking skills are attributed to gender (male, female) dimensions, and the study recommended the need to develop a national vision planned for media education and systematic within the curricula linked to the curricula of national education in the classroom teaching.

Keywords: *media education, national and civic education, critical thinking skills, decision making, tenth grade students.*

Introduction

Since the second half of the twentieth century, the contemporary world has witnessed rapid scientific developments in various fields, especially in the fields of genetic engineering and health And communication And the media and communications Diversified information technology, which has turned the world into a small village, has left this...Victories Scientific and technological developments have left their mark on various aspects of life and society, including the curriculum and the school as a social institution. These developments have imposed a change and change in the way students live, and student behavior patterns have also entered into this change.

Educators called for taking advantage of technological developments Telecommunications; To advance the reality of educational work and develop means, methods and human relations in various educational institutions to keep pace with technological progress and prepare students To engage In it, and to contribute effectively to its progress towards the advancement of society and the achievement of its goals, the call to develop educational curricula in form and content, goals, means, system and human relations was an urgent need to become a suitable environment for imbibing values and acquiring critical thinking skills .And take decision. The means for educators

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to make the desired change was the school curriculum, especially national education And civil With the knowledge, skills, attitudes and values it contains that are consistent with the characteristics of the learner and the aspirations of society, armed with renewed media education (hence the idea of employing media education in teaching national education And civil An urgent need dictated by moral responsibility and the national interest because it targets the most precious thing that society possesses, which is today's learner and tomorrow's builder. (Al-Jabri, 2020).

He confirmed Charitable Al-Khairy, (2009)The ultimate goal of education is to prepare conscious students with a high degree of creativity and competence, capable of developing and advancing society, possessing high flexibility that enables them to develop themselves, and keeping pace with the various changes and developments of the era. Therefore, educators emphasized the importance of developing critical thinking skills as it is one of the directione Adopted by international projects in curriculum development.

The tenth grade is considered one of the important grades in a student's life, which represents part of the adolescence stage. At this stage, students reach the thinking that makes them able to comprehend some of the issues related to their daily life. It is one of the most critical stages due to the developments and transformations that occur in their psyches and abilities. And even their bodies, in addition to their tendency at this stage to imitate and rebel, so providing students with critical thinking skills and take The decision to employ appropriate media education at this stage is one of the most important issues that must be taken into account.

the study Problem

The problem of the study is the absence of media education and its correct concepts About the educational arena in light Spread the use The inappropriate use of various media, which has greatly and clearly affected the personality of students, their relationship with society, and their daily life practices in light of a digital world that is almost in most cases devoid of rules related to healthy and positive student behavior, which reflects an urgent need to develop a future vision for the Ministry of Education to employ media education, which It is concerned with developing critical thinking skills And take The decision of tenth grade students.

Study questions:

Hence, this study came in an attempt to answer the following questions:

1. What is the impact of employing media education in the field of national education ?And civil In developing critical thinking skills among tenth grade students in Jordan?

2. What is the impact of employing media education in the field of national education ?And civil in take The decision of tenth grade students in Jordan?

3. Is there an impact of employing media education in the subject of national education ?And civil For tenth grade students in Jordan, is this variable attributed to gender?

Objectives of the study

1. Identify On the impact of employing media education in teaching the subject of national education And civil In critical thinking skills And take Decision among tenth grade students in Jordan.

2. Determine whether there is a difference attributed to gender between students in employing media education in teaching the subject of national education And civil

the importance of studying

The importance of the study lies in the topics it covers, such as media education and critical thinking And take The decision, especially since students live in a time when cultures have become more and more diverse openness In the world, social media diversified, and students became more influenced by it and its content, which led to a weakening of their ability to judge the truthfulness of information, which negatively affected their ability to take the decision.

Terminological and procedural definitions:

Media education :It means employing means Connection In a way that enables us to achieve the educational goals set out in the educational policy and the state's media policy, and its impact extends to all members of society and its impact is not limited to students only .Al-Khatib, 2007)).

Critical thinking :A reflective, responsible, reasonable and focused mental activitytakeA decision about what to believe and believe or what to do in certain situations Al-Atoum, 2004)).

Take the decision It is a mental process that a person undertakes to choose the way to do a specific act or say a specific thing from among several possible options, taking into consideration Consideration In most cases, the desired goals, sound methods, or opinions appropriate to the personality of the decision maker determine what is aimed at who mtake the decision (Fleix, 2018).

Media education:

"A set of competencies, abilities, and skills that an individual possesses to deal with media outlets and their various sources by criticizing, analyzing, and evaluating them, making decisions about them, and participating in their production and dissemination."(Al-Sharif, 2020).

Stages of development of media education:

The concept of media education appeared at the end of the 1960s, when experts focused on the possibility of using communication tools and media to achieve educational goals. At the beginning of the 1970s, media education began to be viewed as a "defense project" whose goal was to protect children and adolescents from the dangers created by them. The media(Al-Shammari, 2010)The focus initially was on empowering students with mechanisms to detect false content, messages, and inappropriate values, and pushing them to take a position on them, reject them, and not deal with them. The concept of media education later developed to move from a mere defense project to an empowerment project that is familiar with all aspects and rationales of the media process and provides It provides students with tools for analysis and criticism, and prepares them to understand the media culture that surrounds them through informed decisions on their own.

Skills and competencies related to media education:

Media education includes mental abilities and processes, through remembering, analysis, synthesis, and evaluation, in order to help the learner understand the media environment, analyze the contents, and judge them. It also touches on the emotional field, feelings, attitudes, taste, and values.(Al-Shammari, 2010 Media education aims to develop the behavioral aspect by pushing for practice and mastery, to develop the behavioral aspect by pushing for practice and mastery, and developing the faculty of creativity, as well as encouraging students to actually participate in the ideas it carries, in addition to empowering students with the skills necessary to produce and broadcast media content. One of the most important competencies resulting from media education is:(Darwish,2007):

1. The ability and desire to make an effort to understand the content of messages in various means of communication and pay close attention to what the communicators would like to convey.

2. Understanding and respecting the power of communications messages that surround us most of the time.

3. The ability to distinguish between emotional and rational reactions when responding to media content.

4. Develop higher expectations of what media content can achieve.

5. Knowledge of media norms and the ability to identify them, which facilitates understanding the meanings of their messages.

6. The ability to think critically about media messages regardless of the credibility of their sources to us.

Characteristics of media education:

There are several characteristics of media literacy that he identifies(Buckingham, et.al, 2015)Which:

1. Media education is based on critical thinking about media and information sources.

2. Media education includes understanding the mechanism of production and distribution of the media message.

3. Media education focuses on the impact of the media on the individual or society.

4. Media literacy relates to strategies for analyzing and discussing media messages in meaningful ways.

The role of media education in developing thinking:

Thinking is of great importance to many a Parents, students and educators, the importance of media education is in forming the habits, skills and thinking methods necessary for students to continue their education, and that students who participate in media education activities have the ability to think .And take Decision and achievement (The First International Conference on Media Education, 2007)And a study came up(Al-Fahd, 2001) That students who use media education in teaching have a high IQ, are positive towards their colleagues, help to excel and succeed, and have a positive impact on scientific thinking.

Critical thinking

In his life, a person faces various and different situations. He finds himself faced with different options, which force him to choose one of them. He must measure and evaluate these options, relying on his analytical skills. And extrapolation And inference And the conclusion All of these practices are based on critical thinking.

Considered Melhem, (2001) Thinking is a series of mental activities carried out by a conscious person by activating his mental and mental mechanisms to solve a specific problem or determine future visions for some matters, along with Attention A person may think for himself about what concerns him, or think about helping others to overcome their problems, or solving problems that society may face.

And he knew E Muhammad, (2011)It is: an expression of the higher cognitive levels (analysis, synthesis, evaluation), which is a mental process performed by the individual when judging knowledge or a position and conducting an evaluation of it by judging the validity of an opinion or opinion.Belief By analyzing, sorting and testing information with the aim of distinguishing between positive and negative thoughts.

The importance of critical thinking

The importance of critical thinking is that it is one of the educational issues that educators and psychologists have worked to give great importance in the last century, considering it one of the important keys to ensuring effective cognitive development that allows the individual to use his maximum mental potential to interact positively with his environment, and to confront life circumstances in which interests are intertwined. The demands are increasing, achieving success and adapting to the developments of this life, and critical thinking skills are skills that every member of society needs, as many studies have shown that using programs and experiences to develop the skills of this type of thinking and the importance of critical thinking is summarized as follows.(Ryan, 2011):

1. It increases the student's ability to face emergency or new situations to which he is exposed.

2. The student gains clear explanations and acceptance of the topics raised in a wide range of his daily life.

3. Critical thinking stands against many factors and destructive thinking habits, such as fanaticism or submission to emotions.

4. It encourages the student to begin his thinking and free him from dependency.

Criteria for critical thinking

Many researchers agreed that there are a number of standards that must be met in critical thinking to address a specific phenomenon or situation and adhere to them to evaluate the thinking process in general and critical thinking in particular (Al-Otoum & Al-Jattah,2009)The most prominent of these criteria is what was reported by researchers Elder and Paul(Elder & Paul) Ghanem,2009)).

First: Clarity: Clarity is one of the most important criteria for critical thinking, as it is considered the main entry point for the rest of the criteria. If the statement is not clear, we will not be able to understand it and we will not be able to know the intentions of the speaker or student, so we will not be able to judge it in any way.(Jarwan, 2007)The most appropriate questions for this criterion are:

1. Can you elaborate on this point further?

2. Can you express the idea in another way?

3. Can you give an example of what you are saying?

4. What do you mean when you say...?Ghanem,2009)).

Second: Health :This standard means that the statement is correct and documented. The statement may be clear, but it is not correct:

Third: Accuracy :Accuracy in thinking means that the subject gets its due treatment and expression without addition or subtraction. Among the expressions in which accuracy or equality is achieved is what was stated in the words of God Almighty (Indeed, God commands justice and goodness and giving to relatives, and forbids indecency, evil, and transgression. He exhorts you that you may remember) (Surat An-Nahl, 90).

Fourth: Linkage :The connection is the extent of the relationship between the question, intervention, argument, or statement to the topic of discussion or the problem raised.

Fifth: Depth :In many cases, the intellectual treatment of the problem lacks the required depth that is commensurate with the complexity of the problem or the complexity of the topic.

Sixth: Breadth :Critical thinking is described as broad and comprehensive when all aspects of the problem are taken into account.

Seventh: Logic: which is the organization, sequence, and interconnection of ideas in a way that leads to clear meaning (Fakihi 2006).

Eighth: Significance and importance: This comes through recognizing the importance and value of the ideas presented, and among those questions to judge the extent of importance are the following:

1. Are these ideas the most important in the topic?

2. What are the main ideas? What are the sub-ideas?

Based on the above, the goal of these standards is not limited to understanding them in the abstract, but rather they must be used in the individual's thinking and lifestyle in order to actually practice them. These standards do not work alone alone, but rather with each other to form an integrated unit that interacts with each other.(Al-Otaibi, 2007).

Critical thinking methods:

to divide Saadeh, 2005)) Strategies Critical thinking to: skill Conclusion And thinking Deductive ,induction Compare and contrast, cause and effect, determine priorities and sequence, identify other points of view, identify areas of bias and rigid stereotypes, consistency or lack thereof in thinking, analyze arguments.

As for critical thinking skills, as I explained(Abd al-Radi, 2021),It is represented by:

Interpretation: based on classification and then summarizing the results

Analysis: It is based on examining existing opinions, uncovering arguments and analyzing them

Evaluation: It builds on the skills of evaluating allegations and evidence.

Inference: It is based on tracking evidence, developing possible alternatives, and then arriving at Conclusions

Conclusion :It is the mental ability in which we use the knowledge and skills we possess to distinguish between the degrees of share or error of a result according to the degree of its relationship to given information.

Critical thinking also includes three basic skills:

First: examining the facts and data, analyzing them, prosecuting them, and evaluating them (i.e. issuing a ruling on them).There are many sub-skills associated with this skill, which are:

1. Discover fallacies.

2. Distinguish between facts and allegations.

3. Distinguishing evidence from ambiguous claims or arguments.

4. Know the reasons that are related to the topic and those that are not.

5. Determine the credibility of the information source.

6. Determine the accuracy of the news.

7. Identify incorrect assumptions contained in the text.

8. Investigate bias or prejudice in opinions.

9. Determine the degree of strength of evidence.

Second: Estimating the degree of validity of the conclusion :The conclusion comes from data or contexts that contain within them what supports the conclusion, and the conclusion is a result of this data.

One of the most important skills of critical thinking is assessing the degree of validity of a conclusion in light of the data from which it emerges.

Third: Judging the validity of reasoning: Reasoning is a form of reasoning that takes the form of an assumption, a report (I decide such-and-such), or a result. One of the basic skills in critical thinking is judging the validity of inferences in light of their complete emergence from the data, regardless of their agreement or disagreement with the individual's own opinion. This results in:

-   Identify contradictions or inconsistencies in the course of the inference process from the premises or facts.

-   Judging the logicality of the result of the inference.

The importance of enhancing critical thinking among students lies in stimulating their curiosity, helping them to delve deeper into understanding things and arriving at ideas that are out of the ordinary, and also helping them understand and realize Differences In cultures, beliefs, and opinions Moghadam, Mohammad, Tarahi, Sak Toulabi, & Pour,(2016)).

As for emotional tendencies, they are the tendencies that push the individual towards critical thinking. They are called tendencies: love of knowledge and research, broad-mindedness, tendency to analysis, organization, cognitive maturity, search for truth, self-confidence, and the ability to think critically. Since teaching critical thinking skills is not merely adding some information and facts to long-standing curricula, but rather teaching for thinking is a social cognitive process that must focus on how the student deals with and acquires knowledge through a series of academic courses, many interested parties have agreed By teaching critical thinking about some points that are of great importance and call for accelerating the inclusion of critical thinking skills in the school curricula.Hamdan, 2014)).

Teaching thinking skills, especially critical thinking, leads to what some researchers call critical viewing, which is a set of advanced skills through which the viewer is able to penetrate the multiple layers of the message in order to reach meanings that serve the viewer's goals. There is no doubt that critical thinking and developing its skills is an urgent requirement, especially in This is an era in which many interrelated matters are imposed on the individual, which require thought, intelligence, probing, and criticism. It is also a skill that can be developed and developed by focusing on the skills that shape his features. The hypothesis on which critical thinking is based is that critical thinking is a skill consisting of a group of sub-skills that can be identified and put into the form of small tasks, and as long as it is a skill, it can be trained and mastered.(Qatami, 2001)

Make decision

It is considered take Decision is one of the most difficult skills and actions that a person performs. It is a set of processes and behaviors that people perform throughout the day.

Schwartz knows(Swartz,2008)Skill take Decision is the ability of individuals to identify necessities, discover options, then predict the expected results of each option, evaluate these results in light of specific criteria, and choose the appropriate solution .As Best decision.

But he asks(Baysal, 2009)He defined it as identifying alternatives and choosing one of them in light of specific criteria.

The importance of decision making:

The decision-making process is one of the basic axes that has been given great attention and follow-up by educational scholars, especially psychologists and sociologists, as the subject of decision-making has increased interest in all sciences, because of its special relevance to providing solutions to ethical, educational, social, political, and

administrative problems and issues, which has made Interest in it is a result of its intersection in all aspects and topics of life(Hajjajji 2010).

Al-Sufyani pointed out Al-Sufyani, (2012)However, many thinkers and writers in management have unanimously agreed that decision-making is the main transformer of administrative work and the foundation and heart of management, due to the work it characterizes. It is a pervasive and continuous process in the basic functions and tasks of management, which are planning, organizing, directing, coordinating and controlling.

Decision-making is considered a daily routine in which basic activities have been agreed upon and judged, and they cannot be changed quickly because of their relative stability in this life, as they are practiced at specific times, and on several issues decisions are made partially over several periods of time. There is a need for a scientific study that works to provide effort and accuracy in solving problems and topics that need resolution.

Decision making elements

In light of what many educational and administrative scholars have addressed on the subject of decision making, they have identified elements in decision making, which are as follows :Mohsen, 2015)):

1. Decision environment: It is considered one of the most important internal factors that have a major role in influencing the decision maker when he chooses the appropriate solution.

2. Decision makers: They are the individuals or groups that choose between the solutions proposed to confront the event or solve the problem.

3. Decision objectives: The objectives that decision makers seek to reach and achieve.

4. Appropriate alternatives for decision-making: The decision-making situation usually includes at least two appropriate alternatives, and the appropriate alternative is considered the correct and practical alternative in terms of application and implementation.

5. Arranging the alternatives: It is through a specific definition through which the alternatives are organized, and it is used in descending order, from the most important to the least important, as one of the forms of the alternatives ranking step.

6. Choice between alternatives: This is the last element in the decision-making process, and represents the real choice between the available alternatives, and this choice confirms that the decision has actually been made.

The most important skills take the decision:

1. Identifying the problem, understanding it, feeling it, and identifying the factors affecting and causing it.

2. Collect information and data that may contribute to understanding the problem and solving it.

3. Identify alternatives and list all the options that could represent a solution to the problem according to what was collected in the previous stage.

4. Testing the validity of alternatives. Determining the advantages and disadvantages of each alternative and the extent of its applicability.

5. Reaching a solution to the problem by arriving at the best available alternatives, the least defective, and the most appropriate to achieve the goals to be achieved Al-Husseini, 2016)).

Psychological and social aspects of the decision maker:

This step is one of the important reasons for influencing the decision-making process in a direct way at some times, and indirectly at other times, and this depends on the nature of the decision and the extent of its connection to the personality of the decision-maker, as internal psychological factors such as personality, trends, positions, motives and desires are considered, in addition to social factors. Represented by family, groups, customs, and traditional values, they have a strong influence on the decision-making process, and that decision-making takes place in a certain environment, and in an environment that exists in itself, under various atmospheres, factors, considerations, and variables. Therefore, it may be considered a mistake to try to evaluate decision-making and judge it based on Outside the institution or the environment that contains it, or without full awareness and understanding of all internal and external reasons, in addition to his lack of familiarity with the positions of the pressing forces and the information and facts related to the subject of decision-making. Therefore, it is possible from the above that this image is an essential factor for the honest evaluation of any decision taken .Al-Astal, 2011)).

And between two cubs Jarwan, (2007)The decision-making process when facing a specific problem aims primarily to answer the degree of the decision-maker's values, as values may play a greater role than information in the decision-making process, when it is related to personal and social issues, although we do not look with great interest at the countries in which values play. In solving our decisions and problems, this does not diminish the value of hopes, desires, and goals as driving forces of thought.

Decision making strategies:

1. Desire strategy: meaning the tendency to choose what is more desirable than others.

2. Safe strategy: meaning choosing the most likely path to success.

3. Escape strategy: that is, choosing what will avoid the person from falling into the worst outcomes.

4. Compound strategy: choosing what is desirable and most likely HF or success, it is considered the most difficult strategy in actual application, because it includes many variables that must be known carefully before making a decision.Jarwan, 2007)).

Previous studies:

Corel and Normal performed (Nirmal, 2020 & Kaur)An exploratory study in India to determine students' attitudes towards proposing a media and information literacy curriculum for integration into pedagogy. The purpose of the study was to determine the need for media pedagogy through a model curriculum. The descriptive approach was used by designing the study tool to collect data. The study sample was Of (1054) male and female students. The results of the study indicated that (30%) of students welcome the media and information literacy curriculum for regular education. (60%) of students confirmed that media and information literacy can enhance their critical thinking abilities to evaluate media messages that help students survive .And prosperity better in the digital world and prepare them for positive communication with community members.

Study aimed Al-Jabri (2020)To introduce media education and its concepts in the Kingdom of Saudi Arabia by introducing global practices towards it and the approaches to its development, through the descriptive and analytical approach, and scanning documents and literature that include countries' experiences in media education. The study also aimed to reveal the basic competencies of media education, and classify them according to levels. Multiple, and the study confirmed that media education can be taught

across the curriculum as an independent subject or in integration with subjects such as studies Social Provided that the empowering approach is taken into account in its teaching and that direct dictation teaching is avoided. The study recommended the necessity of including media education as a subject in order to nurture the set of middle values, moderation and self-esteem.

Also conducted by Jung and Kim(Jeong & Kim, 2020)A study aimed at knowing the Korean societal reality regarding media education And its concepts, and the ability to use the media in the basic stage, as the study sample consisted of collecting data for the five years between (2014-2019), which was collected through the Internet, using keywords such as "media literacy in schools. "Primary", "Media education in schools Primary", where the researchers relied on the descriptive approach, and after analyzing the collected data, the results came as follows: that school students Primary Are able to use digital media and devices in the classroom, in addition to their ability to use them in new topics, such as artificial intelligence, coding, etc., and that Korean society is highly socialized on social media .Telecommunications The number.

Corel and Normal performed (Nirmal, 2020 & Kaur)An exploratory study in India to determine students' attitudes towards proposing a media and information literacy curriculum for integration into pedagogy. The purpose of the study was to determine the need for media pedagogy through a model curriculum. The descriptive approach was used by designing the study tool to collect data. The study sample was Of (1054) male and female students. The results of the study indicated that (30%) of students welcome the media and information literacy curriculum for regular education. (60%) of students confirmed that media and information literacy can enhance their critical thinking abilities to evaluate media messages that help students survive .And prosperity better in the digital world and prepare them for positive communication with community members.

In a study he conducted Abd al-Radi, (2021)At Sohag University ,Titled "Teaching studies Social using strategy (swom)To develop critical thinking skills And take Decision among middle school students, which aimed to investigate the effectiveness of usestrategy (swom)In teaching studies Social To develop critical thinking skills ,And take decision, among middle school students, where the research sample consisted of 70 female students from the second year of middle school. The researcher used the quasi-experimental approach to achieve the research objectives. The results of the research showed the statistical differences that were based on the results .the exams For the experimental and control groups between teaching using this method(swom)Teaching in the usual way.

In a study she conducted Captain, (2020)I aimed to identify the strength and type of relationship between creativity Emotion AL skills talked excision among students of the Faculty of Education, Kafrelsheikh University. The researcher adopted the descriptive approach to achieve the objectives of the study, as the study sample consisted of (100) male and female students. The study tools also included a measure of creativity.EmotionalAnd another to measure skillstakethe decision, By processing the data statistically, the study concluded that there is a positive relationship between creativityEmotionalAnd skillstakeThe decision was made by students of the Faculty of Education at Kafrelsheikh University.

Method and procedures

This study aimed to identify the extentEmploying media education in the subject of national educationAnd civilAnd its impact on developing critical thinking skillsAnd takedecision among tenth grade students in Jordan, and this chapter will describe the methodAnd individualsStudy and how to choose it,And toolsThe study thatA test to measure critical thinking skills, and a test to measure decision-making skillsThis chapter

also discusses the study variables, its procedures, and the statistical treatment that was used by the researcher to extract results.The questionnaireTo which the study sample members responded.

Study methodology

useThe researcher used the quasi-experimental method due to its suitability to the study procedures and design. Which requires the presence of two groups (experimental and control), whichbeen processedIt contains the impact of employing media education in teaching the subject of national educationAnd civilIn developing critical thinking skillsAnd takeDecision among tenth grade students in Jordan

Study personnel

The school was selected using a stratified cluster method, and the people from the core school were selected randomlyFrom the tenth grade classes at the Lub Secondary School for Boys, with (30) students for each class, and two classes from the tenth grade classes from the Lub Secondary School for Girls affiliated with the Dhiban District Education Directorate, with (30) students for each class, in the second semester of the year 2021. /2022,This is in the case of intentional choiceThe subjects were randomly assigned to an experimental group and a control group.

Study tools:

Critical thinking test:A critical thinking test has been prepared yetexaminingBased on theoretical literature and previous studies, which dealt with critical thinking skills that were applied at different stages of education, such as the (Galser) critical thinking test, which isthe testIt consists of (30) items with the aim of measuring the critical thinking skills of tenth grade students in the subject of national educationAnd civil, which is a set of mental skills and abilities: interpretation,analysis, evaluation,Inference,ConclusionSelf-regulation practiced while employing media education in teaching the subject of national educationAndParagraphs have been draftedthe testIn its initial form, whereIncludeFor questions regarding interpretation,analysis, evaluation,Inference,Reasoning and self-regulation.

sinceritythe test:

To verify the veracity of the content, it was displayedthe testTo a committee of arbitrators specialized in Jordanian universities in the studiesSocialEvaluation measurement and educational supervisors (10) arbitrators to ensure suitabilitythe testIts comprehensiveness of the skills intended to be developed, and the clarity of the linguistic formulation of paragraphsthe test, and appropriate alternatives to the paragraphs, in addition to allowing the arbitrators freedom to suggest any amendments, additions, or deletionsApprovalPercentage (80%) of accepting the paragraph inthe testIndicators of construct validity were found by calculating the correlation of each itemthe testWith the total score on a survey sample outside the study sampleIt consisted of (20) male and female students, and was modified in light of the arbitrators' comments.

stabilitythe test:

To ensure that paragraphsthe test It is characterized by stabilityIt was completedUseroadthe testAnd replaythe test,throughIt was applied to an exploratory sample from outside the study sample of tenth grade students from the Lubb Secondary Schools for Boys and the Lubb Secondary School for Girls, from outside the study sample, in the areas that were not chosen to be an experimental or control group.

Ability testtakethe decision

A skills test has been preparedtakeResolution, throughexaminingonthe examsUsed in: preparing the study tool, previous studies, includingstudy(Walwan,2012) (Al Balushi,2007)((Almansour, 2015 And to benefitfromthe examsIn constructing a test to

measure the ability of tenth grade students to be able to...takeDecision and bethe testOf (20) items, a triple scale was used to measure the items (always 3, sometimes 2, never, 1).

sinceritythe test:

To verify the veracity of the content, it was displayedHTo a committee of arbitrators specialized in Jordanian universities in the studiesSocialMeasurement, evaluation, and educational supervisors and their number (8) Reviewers to ensure the appropriateness of paragraphsthe testIts comprehensiveness and clarity of the linguistic wording of paragraphs, in addition to proposing any amendments, additions or deletions were doneApprovalPercentage (80%) of accepting the paragraph inthe testIndicators were found Construct validity is determined by calculating the correlation of each paragraphthe testWith the total score on a survey sample outside the study sampleAmendments were made in accordance with the arbitrators' directions.

stabilitythe test:

To ensure that paragraphsthe testIt was built with stabilitythe testAnd replaythe testAnd it was doneextractionStability test skillstakeThe decision to apply it to an exploratory sample from outside the study sample of tenth grade students from the core secondary schools for boys and the core secondary schools for girls, from outside the study sample, in the sections that were not chosen to be an experimental or control group. Then find the reliability coefficient using the Pearson correlation coefficient, and find the Cronbach alpha values.

Statistical treatments

The data provided by the study metrics were processed using the following statistical treatments:

- Cronbach's alpha coefficient(Cronbach's alpha):To test the internal consistency of the study tools.

- Pearson correlation coefficient(Pearson Coefficient):To extractReliability coefficient for pre- and post-application of scales.

- Arithmetic averagesAnd deviationsStandards to answer the first question, and use covariance analysis(Ancova)If there are differences, use multiple analysis of varianceMultivariateTo determine the statistical significance of the effect of employing media literacy in developing critical thinking skills.

- Analysis of covariance(ANCOVA)To answer the questionthe thirdIf there are differences, it is doneUse (MANCOVA).

Results

 The fourth chapter presented the results of this study, which attempted to reveal the degree of employment of media education in the field of national educationAnd civilAnd its impact on developing critical thinking skillsAnd takeDecision among tenth grade students in Jordan. The results were presented according to the sequence of questions as follows:

The first question: What is the impact of employing media education in the field of national education?And civilIn developing critical thinking skills among tenth grade students in Jordan?

Arithmetic averagesAnd deviationsStandardization of the pre- and post-measurements for members of the experimental group and the control group on the critical thinking scale

Postscale		Tribal scale		the number	the group
deviationStandard	SMA	deviationStandard	SMA		
.180	3.62	.270	1.51	60	Experimental
.140	2.65	.170	1.53	60	The female officer
.510	3.14	.230	1.52	120	Total

It can be seen from the table (1(There are differences in the arithmetic averages between the experimental group and the control group on the critical thinking scale test in the pre-application. The arithmetic average for the tenth grade students in the experimental group on the critical thinking scale in the pre-application was (1.51)And with a deviationstandard amount (.270),AndThe arithmetic mean for the tenth grade students in the control group on the critical thinking scale test in the pre-application was (1.53)And with a deviationstandard amount (.170).

And that there isDifferences in the arithmetic averages between the experimental group and the control group on the critical thinking scale in the post-application. The arithmetic average for the tenth grade students in the experimental group on the critical thinking scale in the post-application was (3.62)And with a deviationstandard amount (180), while the arithmetic mean for the tenth grade students in the control group on the critical thinking scale in the post-application was (2.65).And with a deviationstandard amount (.140).

and thatDifferences in arithmetic meansAnd deviationsThe standard differences between the experimental group and the control group in the pre- and post-applications on the critical thinking scale are apparent differences, and to reveal the statistical significance of these differences at a significant level($α = 0.05$) One-way analysis of covariance (ANCOVA) was used as in the table (2)

"test results"ANCOVA" to indicate differences between the two groups on the critical thinking scale

Aita square Effect size	Significance level	F	Mean squares	Degrees of freedom	Mean squares	Source of variance
.330	.000	57.609	1.027	1	1.027	Tribal application
.930	.000	1563.30	27.858	1	27.858	Teaching method
			.018	117	2.085	The error
				119	31.369	Corrected kidney

It can be seen from the table (2There are statistically significant differences at the significance level (0.05$α = $) In the arithmetic averages between the experimental group and the control group, the value of (F) for the teaching method reached (1563.30) with a statistical significance of (0.000), which is a statistically significant value, and this indicates the effectiveness of employing media education in the subject of national and civic education and its impact in developing Critical thinking skills among tenth grade students in Jordan for the experimental group.

The second question: What is the impact of employing media education in the field of national education?And civilIn decision making among tenth grade students in Jordan?

To answer the analysis of the total score of a scaletakeResolution,arithmetic averages were extractedAnd deviationsStandardization of the pre- and post-measurement for members of the experimental group and the control group on a scaletakeThe decision among tenth grade students in Jordan, as shown in the table (3) Results.

Arithmetic averagesAnd deviationsThe standardized scores of the tenth grade students in the experimental group and the control group on a scaletakeDecision in pre- and post-application

the testAl-Baadi		the testTribal		the number	the group
deviationStandard	SMA	deviationStandard	SMA		
.170	3.66	.270	1.47	60	Experimental group
.140	2.68	.170	1.50	60	Control group
.520	3.17	.220	1.49	120	Total

It can be seen from the table (3) There are differences in the arithmetic means between the experimental group and the control group on the scale testtakeThe decision in the pre-application, the arithmetic average of the tenth grade students in the experimental group on a scaletakeThe decision in the pre-application (1.47)And with a deviationstandard amount (270), while the arithmetic mean for the tenth grade students in the control group on the scale test wastakeThe decision in the pre-application (1.50)And with a deviationstandard amount (.170).The results showedThere are differences in the arithmetic averages between the experimental group and the control group on a scaletakeThe decision in the post-application, the arithmetic average of the tenth grade students in the experimental group on a scale reachedtakeThe decision in the post-application (3.66)And with a deviationstandard amount (.170), while the arithmetic average for the tenth grade students in the control group was on a scaletakeThe decision in the post-application (2.68)And with a deviationstandard amount (.520).

The results showed thatDifferences in arithmetic meansAnd deviationsStandardization between the experimental group and the control group in the pre- and post-test applications on a sisterbarScaletakeThe decision is about apparent differences, and to reveal the statistical significance of these differences at a significance level($\alpha = 0.05$) One-way analysis of variance was used(ANCOVA)As in the table (4).

One-way covariance analysis(ANCOVA)The averages of the experimental and control groupsScaletakeDimensional resolution

Aita square Effect size	Significance level	F	Mean squares	Degrees of freedom	Mean squares	Source of variance
.299	.000	49.895	.854	1	.854	Tribal application
.933	.000	1633.947	27.980	1	27.980	Teaching method
			.017	117	2.004	The error
				119	31.703	Total

It can be seen from the table (4There are statistically significant differences at the significance level (0.05$\alpha = $) In the arithmetic averages between the experimental group and the control group, the value of (F) for the teaching method reached (1633.947) with a statistical significance of (0.000), which is a statistically significant value, and this indicates the effectiveness of employing media education in the subject of national and

civic education and its impact on decision-making. Among tenth grade students in Jordan in the experimental group.

The third question: Is there an effect of employing media education in the field of national education?And civilFor tenth grade students in Jordan, is this variable attributed to gender?

To answer the analysis of the total score for the critical thinking scale, the arithmetic averages were extractedAnd deviationsThe standards for the pre- and post-measurements on the critical thinking skills scale are attributed to gender (male, female), and the table shows (5) Results.

schedule (5)

Arithmetic averagesAnd deviationsNormative standards for the pre- and post-measurements for members of the experimental group and the control group, critical thinking skills scale due to gender (male, female)

Postscale		Tribal scale		the number	Sex
standard deviation	SMA	deviationStandard	SMA		
.520	3.08	.220	1.62	60	male
.510	3.20	.200	1.42	60	feminine
.510	3.14	.230	1.52	120	Total

It can be seen from the table (5) There are differences in the arithmetic averages on the critical thinking skills scale due to gender (male, female) The posttest is in favor of females in the pretest. The arithmetic mean for the male tenth grade students on the critical thinking scale in the pretest was (1.62)And with a deviationstandard amount (220), while the arithmetic mean for female tenth grade students on the critical thinking scale test in the pre-application was (1.42).And with a deviationstandard amount (.200).The results showedThere are differences in the arithmetic averages on the critical thinking skills scale due to gender (male, female) in favor of females in the posttest. The arithmetic average for male tenth grade students on the critical thinking scale in the posttest was (3.08)And with a deviationstandard amount (.520), while the arithmetic mean for female tenth grade students on the critical thinking scale test in the post-application was (3.20)And with a deviationstandard amount (.510).The study showed an differences in arithmetic meansAnd deviationsThe standard on the critical thinking skills scale is attributed to gender (male, female). The post-test are apparent differences, and to reveal the statistical significance of these differences at a significant level($\alpha = 0.05$) One-way analysis of covariance (ANCOVA) was used as in the table (6).

schedule (6)

Test results""ANCOVA"To indicate the differences between the two groups, the scale of critical thinking skills is attributed to gender (male, female).

Aita square Effect size	Significance level	F	Mean squares	Degrees of freedom	Mean squares	Source of variance
.237	.000	36.124	.628	1	.628	Tribal application
.032	.0510	3.884	.068	1	.068	Teaching method
			.017	116	2.017	The error
				119	31.369	Corrected kidney

It can be seen from the table (6) There are no statistically significant differences at the significance level (0.05α=) In the arithmetic averages on the critical thinking skills scale attributed to gender (male, female) post-test, the value of (F) for the teaching method reached (3.884) with a statistical significance of (.0510), which is a statistically significant value, and this indicates the effectiveness of employing education Media in the subject of national and civic education and its impact on developing critical thinking skills among tenth grade students in Jordan for the benefit of females.

Results and recommendations:

First: the results

The results showedThere are differences in the arithmetic means between the experimental group and the control group on the scale testtakeThe decision in the pre-application, the arithmetic average of the tenth grade students in the experimental group on a scaletakeThe decision in the pre-application (1.47)And with a deviationstandard amount (270), while the arithmetic mean for the tenth grade students in the control group on the scale test wastakeThe decision in the pre-application (1.50)And with a deviationstandard amount (.170).The results showedThere are differences in the arithmetic averages between the experimental group and the control group on a scaletakeThe decision in the post-application, the arithmetic average of the tenth grade students in the experimental group on a scale reachedtakeThe decision in the post-application (3.66)And with a deviationstandard amount (.170), while the arithmetic average for the tenth grade students in the control group was on a scaletakeThe decision in the post-application (2.68)And with a deviationstandard amount (.520).

And that there isThere were statistically significant differences at a significant level in the arithmetic averages between the experimental group and the control group. The value of (F) for the teaching method was (1633.947) with a statistical significance of (0.000), which is a statistically significant value, and this indicates the effectiveness of employing media education in the subject of national education.And civilAnd its impacttakeDecision among tenth grade students in Jordan in the experimental group.

The results showed that there were differencesThe arithmetic averages on the critical thinking skills scale are attributed to gender (male, female) The posttest is in favor of females in the pretest application. The arithmetic mean for the male tenth grade students on the critical thinking scale in the pretest test wasAnd the dimensional, and that it existsThere are differences in the arithmetic means on the critical thinking skills scale due to gender (male, female) The posttest is in favor of females in the posttest. The arithmetic mean for the male tenth grade students on the critical thinking scale in the posttest was (3.08)And with a deviationstandard amount (.520), while the arithmetic mean for female tenth grade students on the critical thinking scale test in the post-application was (3.20)And with a deviationstandard amount (.510).

The study showedThere are no statistically significant differences at the significance level (0.05α=) In the arithmetic averages on the critical thinking skills scale attributed to gender (male, female) post-test, the value of (F) for the teaching method reached (3.884) with a statistical significance of (.0510), which is a statistically significant value, and this indicates the effectiveness of employing education Media in the subject of national and civic education and its impact on developing critical thinking skills among tenth grade students in Jordan for the benefit of females.

Second: Recommendations

Based on the results reached by the researcher, it recommends the following:

Curriculum designers have placed media literacy-related activities in the national and civic education textbooks included in the guide for use in achieving media literacy goals.

Developing a planned national vision for media education and systematically within the school curricula linked to the national and civic education curricula, in classroom teaching and developing students' critical thinking and decision-making skills.

Conducting similar studies concerned with national education in national and civic education textbooks and examining students' critical thinking and decision-making skills.

Conducting studies examining the impact of media education according to the teaching methods used in employing media education and developing critical thinking and decision-making skills to shape the student's personality.

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