

First Submitted: 20 January 2024 / Accepted: 31 January 2024

DOI: <https://doi.org/10.61707/p5z42y11>

The Effectiveness of a Program Based on Blended Learning in Developing National Identity and Concepts of Intellectual Security Among Kindergarten children in the Najran Region

Ebtesam Soltan Abd ElHamid Ahmed¹ and Mohammad Abdu Allah AL Alhazmi²

Abstract

The goal of this study was to determine how well a blended learning program develops national identity and concepts of intellectual security in kindergarten students in the Najran region. Blended learning is an integrated system that combines e-learning with traditional methods to guide and help the child in acquiring concepts and skills. It is one of the modern approaches based on the use of educational technology in designing new educational situations, and it has become an urgent necessity, especially because of its characteristics that make it the most suitable alternative for developing the educational system. In order to do this, a one-group quasi-experimental design was employed along with a blended learning program that was suggested, along with measures of intellectual security and national identification for kindergarteners. Twenty-seven kids made up the research sample, and they were chosen at random. The outcomes demonstrated how well the suggested program worked to help the study sample's national identification and ideas of intellectual security grow. The study made a number of recommendations, the most significant of which are to use blended learning to help children develop their thoughts and abilities and to incorporate national identity and ideas of intellectual security into educational units and kindergarten activities.

Keywords: *Blended Learning, National Identity, Intellectual Security, Kindergarten Child*

INTRODUCTION

The Kingdom of Saudi Arabia has been interested in building a society where members enjoy the spirit of loyalty and belonging to the homeland and are able to develop, protect and defend it. It launched its promising vision (Kingdom's Vision 2030), one of its most important strategic programs being the Saudi Personality Strengthening Program, which aims to develop and strengthen national identity by instilling national principles and values. In addition to strengthening national belonging, instilling the values of moderation and tolerance, and preserving the Kingdom's Islamic, Arab and national heritage. (Saudi Arabia Vision 2030) The feeling of national identity begins at the age of five and increases significantly between the ages of five and eleven, so children must be raised on the values, knowledge, customs, and traditions associated with the homeland. (Ali et al., 2020)

Nasser (2002) believes that national identity gives children knowledge, skills, and an understanding of social and political roles in society. It also qualifies them for national responsibility, informs them of their moral and behavioral rights and duties, and makes them more self-reliant citizens and participants in building society.

There are many institutions and sectors that contribute to building and shaping the child's identity, including the family, kindergarten, the media, and places of worship, etc. through which various activities are provided that instill and develop national identity and enhance belonging, loyalty, and respect for national symbols. (Al-Shorbagy et al., 2021)

The kindergarten plays a vital role in shaping the child's identity in general and the national identity in particular, as 80% of the child's thoughts and beliefs are made up of them and become part of his behavior. It is an integrated value system; with the values it instills in the souls of children through the curriculum and various activities. (Abu Al-Nour and Muhammad, 2019)

¹ Associate professor, Department of Kindergarten, College of Education, Najran University, KSA. E-mail: dr.ebtsamsultan22@gmail.com

² Professor of Education Fundamentals, Department of Education and Psychology, Najran University, KSA, E-mail: manaser@nu.edu.sa

It is necessary to activate the role of educational institutions in building national identity and establishing the concepts of tolerance, non-discrimination, rejection of violence, and acceptance of others, especially in light of the information revolution, which has left some negative effects on the formation of ideas, morals, and values, which threatens intellectual security and represents an obstacle to preserving national identity. (Hasnain, 2020)

The activities provided by educational institutions play a vital role in strengthening the personality of our children in an integrated manner scientifically, culturally, and intellectually, developing their self-confidence, and providing them with correct and sound information that instills in them cultural and security awareness from a young age, while preserving the national cultural identity and the national language without running the risk of Intellectual invasion. (Abdul Muttalib, 2018)

Intellectual security plays an important role in the lives of individuals and societies, as it protects minds from intellectual deviation. It is also considered one of the most important requirements of human life and the primary actor in establishing security in society through education in centrality, moderation, and tolerance. (Shahin et al., 2021)

Hassanein (2020) believes that intellectual security has a strong role in strengthening the national identity of society, so it must be integrated into the school curricula, as it serves as a set of therapeutic guidelines to protect future generations from intellectual extremism, violence, and terrorism, in addition to being a foundation for building the values of effective citizenship.

Although kindergartens are responsible for protecting children against destructive ideas and negative thinking trends, there is a deficiency in promoting and consolidating some concepts of intellectual security, which requires the presence of many short- and long-term educational plans and various educational programs and activities that will develop the concepts of intellectual security among children. (Saeed and Eid, 2018)

As e-learning has evolved, so too has the idea of blended learning. This kind of education blends traditional classroom instruction with online learning. It blends traditional and online learning instead of doing away with either. (Hamid, Abdul 2014)

Blended learning is not only limited to the use of technology, but rather represents a redesign of all aspects of the educational process, including the restructuring of the role of the teacher and the learner, and even the educational situation as a whole, believing that e-learning, no matter how important it is, cannot replace traditional learning. Which remains the first imprint, and the largest impact, no matter how diverse and changing modern learning methods are. Blended learning is based on maximizing the positives of traditional regular education and e-learning, trying to avoid the negatives of both. (Al-Majali, 2019, 4)

Blended learning aims to overcome the social isolation and boredom that seeps into children because of using e-learning for a long period by combining it with traditional learning inside the classroom. It is a positive learning method in which children enjoy being the focus of the learning process in a way that meets their actual needs through their study of educational content away from Traditional education routine, by applying old educational strategies by seeing new technological innovations in the classroom. (Ismail, 2009, 48)

From the above, it is clear the importance of using blended learning in a child's education, and therefore the current research attempts to develop some concepts of national identity and concepts of intellectual security in the child because of their importance through a program based on blended learning activities.

Research Problem

The Kingdom of Saudi Arabia seeks to achieve an ambitious new vision aimed at growth and prosperity. One of the most prominent features of the Kingdom's Vision 2030 is strengthening national identity and protecting its children from religious, security and cultural threats. It has become necessary for officials and educators to prepare programs that provide children with Islamic and national concepts and values, which contribute To building his personality, strengthening his national identity, and achieving his intellectual security.

The study of (Hussein et al., 2020) has confirmed that kindergartens still need educational programs that contribute to strengthening the national identity of the kindergarten child in order to achieve the goals of the Kingdom's Vision 2030. The study concluded that the proposed educational program for artistic activities is effective in strengthening the national identity of the Saudi child.

As for the study published by (Saeed and Eid, 2018), it has confirmed the insufficiency of current kindergarten activities in enhancing the concepts of intellectual security among children. The study concluded that the proposed interactive unit was effective in developing the concepts of (security, justice, peace, violence, respect for others, tolerance) among the children in the study sample.

By reviewing and analyzing the content of the educational units provided to children in government kindergartens in the Kingdom of Saudi Arabia, we find that they included a patriotic unity, which deals with strengthening national identity by presenting a set of concepts presented over a period of only two weeks, which are considered somewhat few, and the educational units did not address security concepts. Therefore, the current research attempts to present an integrated program based on blended learning to enhance national identity and develop intellectual security among kindergarten children.

Considering the above, the problem of the current research can be crystallized as follows:

- The lack of educational activities provided to kindergarten children in their current form in developing national identity and concepts of intellectual security.
- The need for innovative educational activity programs that are effective in developing national identity and concepts of intellectual security among kindergarten children.

The following primary question can be used to formulate the research problem:

How well can a blended learning curriculum help kindergarteners develop their sense of intellectual security and sense of national identity?

Research Hypotheses

First hypothesis: The average scores of the experimental group's children in the pre- and post-measurements of the national identity scale show statistically significant differences, favoring the post-measurement at the significance level (0.05).

The second hypothesis states that there are statistically significant differences, favoring the post-measurement, between the average scores of the experimental group's kindergarten students in the pre- and post-measurements on the concepts of intellectual security. These differences are observed at the significance level of 0.05.

Research Importance

- The significance of the early childhood period and its function in forming a child's personality and identity was the basis for the research's significance. Because it aims to realize the Saudi personality strengthening program and help realize the Kingdom's Vision 2030, this research is even more important.
- focusing on how to use a variety of blended learning-based activities to convey the ideas of intellectual security and national identity. the paucity of studies and research addressing the relationship between the factors under investigation. To the best of the researchers' knowledge, no research has been done on the relationship between national identification and intellectual security in kindergarten students who get integrated learning.
- Providing a program based on blended learning can help teachers develop concepts of national identity and intellectual security among kindergarten children.

SEARCH TERMS

Effectiveness

The effectiveness of the program based on blended learning in the current research means the extent of the desired effect that the program has on developing national identity and concepts of intellectual security among kindergarten children, and the continuation of this effect after the end of the experiment. This effect can be measured statistically by calculating the Eta square.

Blended Learning

It is defined procedurally as a set of activities and practices that take place within the kindergarten through a combination of e-learning activities and traditional education activities with the aim of developing national identity and concepts of intellectual security among the kindergarten child.

National Identity

It is defined procedurally as a set of characteristics indicative of the identity of the Kingdom of Saudi Arabia, which can be developed in the kindergarten child through the activities of the blended learning program and includes the national religious identity and the national cultural identity of the kindergarten child.

Intellectual Security

It is defined procedurally as protecting the kindergarten child's mind and fortifying him against any misconceptions and confronting them through the activities of the blended learning program, which includes the concepts of (tolerance, non-violence, coexistence with others).

Kindergarten Child

It is defined procedurally as a child in the age group (5 to 6 years) who is enrolled in kindergarten in the third level.

THEORETICAL FRAMEWORK

1. Definition of National Identity

The child's national identity is considered a fundamental pillar in his formation, and it is the characteristics and characteristics that distinguish the child from other children, as religion, language, gender, and name are considered variable standards from one child to another. (Al-Harbi, 2022)

It is a store of values that children are brought up with over time and that imbue the individual's minds and conscience with them and do not deviate from them, represented by belonging to the homeland. It is instilled in individuals since childhood by focusing on providing them with values, customs, information, and knowledge that relate to their homeland, so that it becomes part of their personality. (Hussain, 2020).

It is defined as a group of fundamental, fixed characteristics of things and individuals. Place is a geographical identity, and a person has his unique features, and he has a history and popular heritage, which are components of cultural identity. (Ahmed, 2017)

National Identity Identifiers for Kindergarten Children

- **Language:** Through the child's knowledge that we all speak the Arabic language, which is an integral part of our Arab nationality
- **History:** through the child's knowledge of the most important historical tournaments and victories achieved by his country.
- **Geographical scope:** By informing the child that we all live in a specific geographical area, linked by some common features and characteristics according to the nature of the climate, atmosphere, and fertile soil.

- **Religion:** Through the child's knowledge of divine religions and good models that should be followed in his behavior.
- **National culture:** through the child's knowledge of his country's flag and the meanings of its colors, the country's official currency, and the child's knowledge of some of the economic conditions surrounding us.
- **Influential symbols in the nation's history** through the child's knowledge of personalities who have achieved success in their field of work, whether in the artistic, political, economic, social or sports fields. (Hussein and Al-Sagheer, 2020) (Abd Rabbo et al., 2020)

Dimensions of National Identity

National identity consists of a group of dimensions, including the physical dimension (such as geographical location), the historical dimension (the historical origins of ancestors and historical events), the cultural dimension (such as cultural principles, religion, and belief resulting from family upbringing) and the psychosocial dimension (specific to the individual in terms of name, gender, and profession). , social role). (Hussein et al., 2020) while (Hasnain, 2020) identified the dimensions of national identity in the psychological dimension, the historical dimension, the geographical dimension, the cultural dimension, the political dimension, and the religious and moral dimension.

Factors Affecting the Formation of Saudi National Identity

There are several factors that affect the formation and change of the Saudi national identity, most notably school education, globalization, satellite channels and social media, the nature of the emergence of citizenship and the circumstances in which it took place, and the legislation and laws that establish the foundations of equality in rights and duties. (Al-Ghamdi and Al-Hilali, 2021)

Objectives of Identity Development Among Saudi Kindergarten Children

- Instilling faith in God, His Messenger, spiritual values, and humanity.
- Instilling pride in our Islamic religion, our nationality, and our Arab heritage.
- Training the child on belonging, love of the country, and his responsibility towards his community.
- Positive and good social interaction with others. (Hussain et al., 2020)

Intellectual Security

The concepts of intellectual security are considered one of the most important concepts that must be instilled from a young age and constantly reinforced and developed. To confront conflicting intellectual changes; One of the best ways to enhance intellectual security in early childhood is to actively participate in children's favorite activities and create situations that reflect their realistic behavior, in a safe environment that respects the child, making dialogue and negotiation the way to prevent conflicts, encouraging them toward tolerance and democratic coexistence, developing their loyalty to the homeland, and helping them On critical thinking. (rabie, 2022)

Definition of Intellectual Security

It is defined as a state in which a feeling of reassurance, calm, and stability prevails, far from anxiety and disturbance, and the disappearance of the causes of fear from the child's life. (Abu Al-Nour, 2017)

It is the safe expression of feelings and thoughts for children and their acquisition in a comfortable educational and psycho-educational environment that is consistent with prevailing social beliefs and values. (Abdul Muttalib, 2018)

It includes raising children with correct ideas, protecting them from any deviation that represents a threat to national security with all its components, and protecting them from deviant and extremist intellectual trends.” (Al-Marsa, 2019)

It is defined as fortifying children with sound ideas, and instilling specific concepts and values with intellectual controls that include national loyalty, tolerance and coexistence with others, dialogue, acceptance of disagreement, and critical thinking. (rabie, 2022)

The Importance of Intellectual Security

- Protecting children from the negative effects resulting from many factors, including women's entry into the labor market, parental alienation, and lack of family care.
- It achieves soundness of thought and upright behavior in children, which makes them useful elements in serving their nation and achieving its goals, in addition to being the true gateway to creativity, development, growth, civilization and culture.
- Intellectual security is the security valve to preserve the identity of society and the components of its originality.
- The absence of intellectual security results in a defect in public security in all its branches and all its individuals.
- Intellectual security is the basic gateway to uniting society's members and achieving its goals. (Abbas, 2023)

The Role of Kindergarten Institutions in Achieving Intellectual Security Among Children

- Providing children with information that enables them to detect activities with deviant thinking and making them aware of its dangers to the intellectual security of society.
- Providing psychological care for children, helping them solve their problems, becoming self-reliant, and educating them on how to achieve their goals in ways consistent with social standards, while paying attention to psychological, educational, and vocational guidance.
- Disseminating moral and social values in a way that affects their protection from intellectual deviation.
- Positive interaction between kindergarten institutions and society,
- Providing children with appropriate opportunities for discussion and dialogue, and setting an example of tolerance and open-mindedness in discussion.
- Detecting early manifestations of intellectual deviation in children and treating them. (Saeed and Eid, 2018)

Stages of Achieving Intellectual Security

Intellectual security can be achieved through stages: the stage of preventing intellectual deviation and diagnosing the level of ideas present among learners, the stage of discussion and dialogue, and determining strategies for modifying ideas. The evaluation stage and implementation of strategies to modify deviant thoughts. The accounting and accountability stage, and the treatment and reform stage. (khames, 2020)

Obstacles To Developing Intellectual Security

- Parents' excessive tolerance and forgiveness towards their children.
- Excessive care for children and excessive attention to them.
- The strictness of parents and their tendency to tyrannize their children.
- Contradictory parental attitudes.
- Closing the outlets for dialogue and discussion with others and not clarifying the aspects of error and the causes of delinquency and deviation. (Abdul Muttalib, 2018)

Blended Learning

The term blended learning appeared in light of the development of the concept of e-learning, especially after the emergence of some problems associated with e-learning in its entirety, as direct interaction between children is neglected on one side and on the other side traditional systems cannot be adopted in light of the twenty-first century (Abdul Hamid, 2014).

Definition of Blended Learning

a teaching strategy that seeks to support the student in meeting the desired learning outcomes. This is accomplished by fusing e-learning in all of its forms—both within and outside of the classroom—with conventional educational methods. (Hashim (2017)

It is described as a hybrid of e-learning and numerous other conventional learning methods, with options for how the material is learned and a range of communication tools for the students to use with the teacher, with each other, and with the content. (Al-Saidi, 2020)

This type of education blends real-world work activities with technology to produce practical innovations that impact the balance between work and study. (Ali, 2021)

It is referred to as a teaching approach that combines traditional and online learning within the context of education. The benefits of both approaches can be applied in kindergarten activity halls to create a stimulating learning environment, as well as in the selection and processing of educational experiences and activities. Additionally, face-to-face interactions between teachers and students are possible, and the students can work electronically under the supervision of their teachers or work, play, and learn using basic technology tools and applications. (Mutual, 2021)

Blended Learning Styles

- **The first style:** in which learners are taught one lesson in the traditional method and another lesson in the e-learning method, alternately, and evaluation is done in the traditional and electronic method together.
- **The second style:** through which the traditional method is shared in one lesson and the introduction of multiple electronic means, the beginning is with traditional learning and the evaluation is done in the traditional or electronic method.
- **The third style:** through which the traditional method is shared in one lesson and the introduction of multiple electronic means, the beginning is with e-learning. (Al-Saidi, 2020).

Characteristics Of Blended Learning

- **Flexibility:** Blended learning provides flexibility in delivering content, delivers multiple topics online, and has flexibility in how and when learners engage with the content.
- **Effectiveness:** Blended learning has the ability to enhance and enhance useful learning experiences, and this depends on several factors, such as the characteristics of the learners and learning outcomes.
- **Efficiency:** Delivers training with limited resources, quickly, to a wide audience, and with digital assets such as e-books, videos, and recordings.
- **Personalization:** Methods can be designed to customize content to the needs and interests of learners, and this personalization can lead to better educational outcomes
- **Continuous production:** Blended learning reduces teaching time in the classroom, and content can be presented in high quality at the lowest cost and delivered to the largest number of learners. This motivates teachers to create and develop more educational content. (Al Badia, 2023)

Features of Blended Learning

- Blended learning promotes individualization of teaching and learning among children, to meet their diverse needs.
- Blended learning provides a great opportunity for the teacher to work as an educational and pedagogical guide for children and reduces traditional learning tasks based on indoctrination and direct presentations.
- Blended learning provides sufficient time for the teacher to help children meet their educational needs.
- Blended learning provides many opportunities for children to work in educational paths consistent with their needs and choices under the guidance, supervision, and follow-up of the teacher. (Muhammad, 2021)
- Blended learning considers the individual differences between children and each other.
- It provides multiple sources of knowledge.
- It provides immediate feedback to learners.
- It helps develop the child's higher thinking skills. (Al-Aifan, 2016).

RESEARCH METHODOLOGY

The current research is based on the quasi-experimental approach: regarding the research experiment, its procedures, and control of its variables. The research will rely on a one-group experimental design, which consists of a pre-measurement of the concepts of national identity and intellectual security of the kindergarten child. Then the impact of the program based on blended learning is introduced, and then after that comes the post-measurement of the two research variables.

Research Sample

The research sample consisted of third-level kindergarten children whose ages ranged between (5-6 years) in the sixth kindergarten in the Najran region. The sample was selected by a simple random method.

Research Tools

National identity scale for Kindergarten Children

The national identity scale for kindergarten children was designed based on a number of previous research such as (Kamel, 2020), (Samara, 2021), (Al-Harithi & et al, 2020) and (Ahmed, 2017)(Abd Rabbo et al., 2020) The scale consists of two axes: the first axis is the national religious identity of the kindergarten child and includes (12 statements), and the second axis is the national cultural identity of the kindergarten child and also includes (12 statements). Each statement was evaluated using a five-point Likert scale. The experimental version of the scale was presented to a group of specialized arbitrators to verify its validity. The percentage of agreement between the arbitrators was calculated, and the percentages ranged between (80% & 100%), with an average of (90%), which indicates the validity of the scale. The stability of the scale was calculated using the split-half method by applying it to an experimental sample consisting of 30 children who were not among the main sample. The overall reliability coefficient was (0.86), and the self-honesty coefficient was calculated and reached (0.927).

Scale of Intellectual Security Concepts for Kindergarten Children

The scale of concepts of intellectual security for kindergarten children was designed based on several previous research such as (Rabie, 2022) (Abbas, 2023). The scale consists of three main axes: the first axis including concepts of violence which consists of (10 statements) and the second axis includes tolerance which consists of (10 statements) and the third axis includes coexistence with others which consists of (10 statements). Each statement was evaluated using a five-point Likert scale. The experimental version of the scale was presented to a group of specialized arbitrators to verify its validity. The stability of the scale was calculated by applying it to an experimental sample of 30 children who were not part of the main sample. The overall reliability coefficient was (0.88), and the self-reliability coefficient was calculated (0.94).

Getting the Suggested Blended Learning Program Ready

▪ The Planning Phase of the Program Includes

A) Establish the overall goal of the suggested program and create the procedural goals:

The program's procedural goals were developed with the broader goal in mind, which included helping kindergarten students develop their conceptions of intellectual security and national identity.

B) Establish the organizational structure of the program:

The program comprised thirty training sessions, three sessions per week, with an hour-long session length. The content was arranged as training sessions.

C) Determining the resources and methods utilized to carry out the program, such as: Worksheets, image stories, electronic stories, PowerPoint presentations of the program's material, picture cards, a whiteboard, and pens.

D) Choose the instructional techniques that will be utilized to present the program's material, such as role-playing, brainstorming, individual, cooperative, and self-learning.

E) Selecting the various evaluation techniques, such as summative, continuous, and pre-evaluation.

▪ The Program Implementation Phase Included

Introduction, the kids' implementation of the program's duties and activities, and the presentation of the session's scientific information to the kids.

▪ The Program Evaluation Phase Included

The following criteria were used to evaluate the kids:

Pre-evaluation: Using the two research instruments on youngsters, it involved pre-measuring the ideas of intellectual security and national identity.

Ongoing assessment was carried out using worksheets that are distributed throughout program sessions and questions that are posed during activities.

Final evaluation: Following the program sessions, the kids respond to the evaluation questions at the conclusion of each session and use the two research techniques.

▪ Setting The Training Program

The program was presented to a panel of early childhood specialists who served as arbitrators. Based on their recommendations and opinions, certain changes were made, and the blended learning program in its completed form was approved for use.

RESEARCH RESULTS

The First Hypothesis

The average scores of the children in the experimental group in the pre- and post-measurements of the national identity scale show statistically significant differences, favoring the post-measurement at the significance level (0.05).

The arithmetic means and standard deviations of the experimental group's scores on the national identity scale for kindergarten students in the pre- and post-measurements were computed in order to confirm the validity of the hypothesis. The t-test was then used to determine the significance of the differences between the children's average scores in the two measurements. The explanation for this is provided below.

Table (1): The T-value, arithmetic mean, and standard deviation in the pre- and post-measurements of the kindergarten students' national identity scale.

The Effectiveness of a Program Based on Blended Learning in Developing National Identity and Concepts of Intellectual Security Among Kindergarten children in the Najran Region

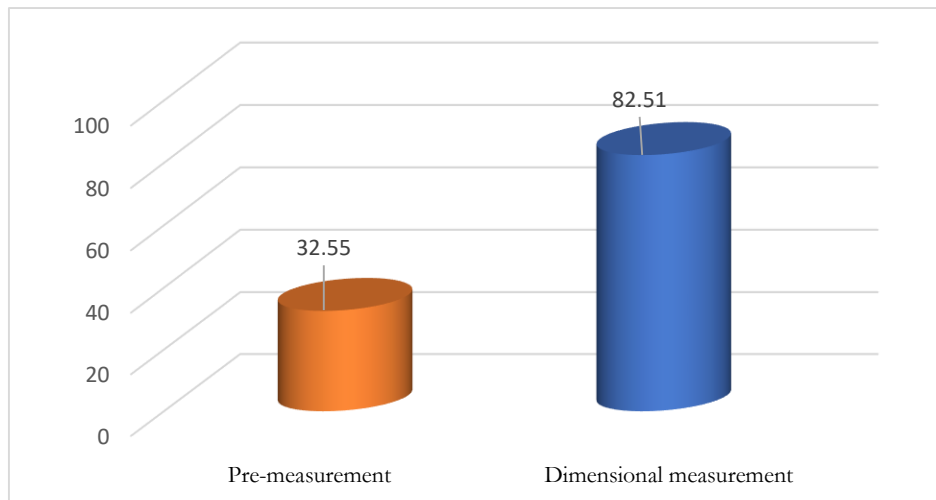
significance level	T-value	standard deviation	mean	number of children	measurement
0.05	26.31	6.62	32.55	27	Pre-measurement
		6.32	82.51	27	Dimensional measurement

The preceding table makes it evident that the research group's children's national identity scale pre-measurement average was (32.55), with a standard deviation of (6.62), and that their post-program blended learning average was (82.51), with a standard deviation of (6.32). To determine the degree of significance of the variations in the experimental group's average scores between the scale's pre- and post-measurements. After calculating the T-value for the difference between the two means, it was discovered to be (26.31). It was discovered to be statistically significant at the significance level (0.05) by looking at the significance level. This suggests that the post-measurement has improved. The results of this research are consistent with the study (Hussein et al., 2020) which concluded the effectiveness of the proposed educational program for artistic activities in enhancing the national identity of the Saudi kindergarten child (Fallata and Al-Ansari, 2020), confirming the positive impact of the proposed program in developing the national identity of the kindergarten child, and thus supporting the first hypothesis. which demonstrated how well an educational unit on good citizenship taught kindergarten students in the Al-Qunfudhah Governorate the concepts and values of national identity; and a study by Ali et al. (2020) that demonstrated how well a training program based on the narrative approach developed religious values and national identity in preschoolers. The Taif Governorate's preschool.

Eta squared (η^2) was used to confirm the impact size of the blended learning program on kindergarten students' development of their national identities.

Table (2) The extent to which the planned program will influence kindergarten students' national identity development:

type	Effect size	T-value	standard deviation	mean	measurement
high	0.96	26.31	6.62	32.55	Pre-measurement
			6.32	82.51	Dimensional measurement



The preceding table makes evident that the Effect Size reached (0.96) on the national identification scale, indicating that the blended learning program that is being suggested has a significant influence on kindergarten students' national identity development. This outcome aligns with the findings.

The Second Hypothesis

The average scores of the experimental group's kindergarten students in the pre- and post-measurements on the notions of intellectual security show statistically significant differences, favoring the post-measurement, at the significance level (0.05).

In order to confirm the hypothesis' validity, the arithmetic means and standard deviations of the experimental group's scores on the kindergarten child's intellectual security concepts scale were determined for both the pre- and post-measurements. The t-test was then used to determine the significance of the differences between the children's average scores in the two measurements, and the explanation that follows is based on that calculation.

Table (3): The T-value, arithmetic mean, and standard deviation in the pre- and post-measures of the kindergarten students' intellectual security concept measure.

significance level	T-value	standard deviation	mean	number of children	measurement
0.05	21.45	2.06	6.96	27	Pre-measurement
		1.69	18.37	27	Dimensional measurement

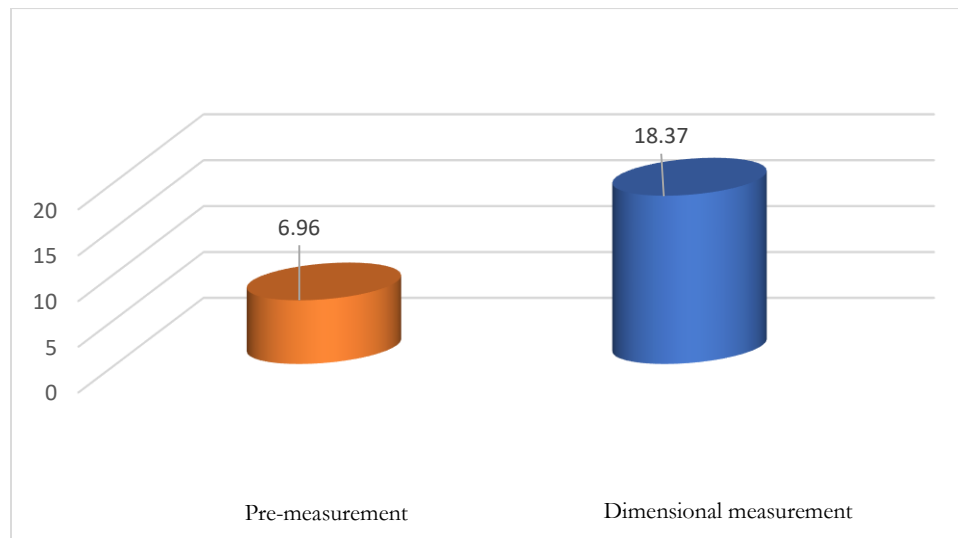
The preceding table makes it evident that the children in the research group scored an average of 6.96 with a standard deviation of 2.06 on the Intellectual Security Concepts Scale during the pre-measurement, and an average of 18.37 with a standard deviation of 1.69 following their use of the blended learning program. The earlier finding is consistent with the (Rabie study, 2022). which discovered that the digital story improved preschoolers' intellectual security (Saeed and Eid, 2018), study (Abdul Muttalib, 2018) which found that classroom activities have an effective role in providing the kindergarten child with some concepts of intellectual security; the activities of the educational pillars came in first place, contributing 58% to developing the child's concepts of intellectual security, followed by the activities of the educational circle with a percentage of 53%. which found the effectiveness of the interactive unit for educational activities in developing educational concepts of intellectual security for kindergarten children.

The value (t) of the difference between the two means was computed in order to assess the degree of significance of the variations in the experimental group's average scores between the pre- and post-measurements of the scale (21.45). It was discovered to be statistically significant at the significance level (0.05) by detecting the level of significance. The second hypothesis was accepted as a result of the improvement in dimensional measurement, which validates the effectiveness of the suggested program in helping kindergarten students build their conceptions of intellectual security.

Eta squared (η^2) was utilized to confirm the impact size of the blended learning program in kindergarten students' development of intellectual security concepts.

Table (4) The extent to which the suggested curriculum will influence kindergarten students' conceptions of intellectual security:

type	Effect size	T-value	standard deviation	mean	measurement
high	0.94	21.45	2.06	6.96	Pre-measurement
			1.69	18.37	Dimensional measurement



The preceding table makes it evident that the Effect Size on the scale of concepts related to intellectual security reached (0.94). This suggests that the blended learning program under consideration has a significant influence on kindergarten students' conceptual development of intellectual security.

As can be seen from the above, kindergarten students benefit from a blended learning program that helps them develop a sense of intellectual security and national identity. The research findings are also in line with a study conducted in 2022 by Katasila and Poonpon, which found that blended learning had a positive impact on vocabulary development and that students in Thai primary schools had positive attitudes toward it. Additionally, studies (Ali, 2021) found that a blended learning training program was effective in helping the study sample develop digital citizenship skills, studies (Abdul Hamid, 2014) found that a blended learning program was effective in helping kindergarten students develop some mathematical concepts, and studies (Al-Shafi'i and Abdel Fattah, 2008) found that blended learning was effective in helping kindergarten students develop scientific concepts and scientific behavior. These studies also found that a program based on blended learning was effective in achieving some goals of preventive education and developing the components of awareness of mechanisms to confront the Covid-19 virus. inside the research sample.

RECOMMENDATIONS

Considering the results of the investigation, the following suggestions might be made:

Integrating ideas of intellectual security and national identity into curriculum sections and kindergarten exercises.

advancing children's knowledge and abilities through blended learning.

SUGGESTED RESEARCH

Teachers' perspectives on the importance of the family in helping children develop their sense of intellectual security and national identity.

How well a gamification-based program works to help kindergarteners establish their sense of intellectual security and national identification.

ACKNOWLEDGEMENT

The two researchers thank the Ministry of Education and the Deanship of Scientific Research, Najran University, Kingdom of Saudi Arabia for their financial and technical support for the research under the symbol (NU/NRP/ SEHRC/ 12/ 3).

REFERENCES

- Abbas, N., (2023). A program in citizenship education to develop some values of intellectual security and their impact on the social responsibility of kindergarten children, 2 (25), 69- 185.
- Abd al-Muttalib, Umm H. (2018). The role of classroom activities in providing kindergarten children with some concepts of intellectual security and the obstacles to that from the point of view of female teachers in the city of Dammam. *Journal of Reading and Knowledge, Faculty of Education, Ain Shams University*, (206), 274-320.
- Abdel Hamid, F. (2014). A program based on blended learning to develop some mathematical concepts among kindergarten children. *Journal of Mathematics Education*, 17(8), 319-337.
- Abdel Hamid, F., (2014). A program based on blended learning to develop some mathematical concepts among kindergarten children. *Journal of Mathematics Education*, (17) 8, pp. 319-340.
- Abdel Muttalib, Umm H., (2018). The role of classroom activities in providing kindergarten children with some concepts of intellectual security and the obstacles to that from the point of view of female teachers in the city of Dammam. *Journal of Reading and Knowledge*, (206), 274-320.
- Abd Rabbo, A.& et al . (2020). A proposed vision for enhancing the values of digital citizenship and national identity using 3D technology for kindergarten children from the point of view of teachers. *Journal of Specific Education Research, Mansoura University, Faculty of Specific Education*, (60). 1 -37.
- Abu Al-Nour, M., & Muhammad, H.,(2017). A proposed strategy for developing a program to prepare kindergarten teachers to contribute to achieving intellectual security for young people and educating them on citizenship, *Fayoum University Journal of Educational and Psychological Sciences*, 8(4), 219-256.
- Abu Al-Nour, M.& Muhammad, H., (2019). A proposed plan to develop a program to prepare kindergarten teachers to contribute to the formation of the child's national identity. *Research in Specific Education*, (35), 494-532.
- Ahmed, A. (2017) The effectiveness of a program based on dramatic and home activities to provide the kindergarten child with national identity. *Journal of Childhood and Education*, 9(27),
- Al-Aifan, A. (2016). Developing a blended learning environment according to the "Thinking Hand" strategy and its impact on developing some scientific concepts and basic thinking skills for kindergarten children (unpublished master's thesis). Arabian Gulf University, Manama.
- Al-Badia, M. & et al. (2023). The impact of blended learning on the achievement of Omani students with mathematics learning difficulties (Unpublished master's thesis). Sultan Qaboos University Muscat
- Al-Ghamdi, A. & Al-Hilali, N. (2021). The expected role of public education schools in promoting Islamic values and national identity among students in light of the Kingdom of Saudi Arabia's Vision 2030. *Al-Baha University Journal of Humanities*, (28). 527 – 565
- Al-Harbi, A. (2023). The role of children's theater in strengthening national identity in early childhood in accordance with the Kingdom's Vision 2030 from the point of view of female teachers. *Journal of Educational and Psychological Sciences*, 7(15), 19-34.
- Ali, A.& et al.,(2020). The effectiveness of a training program based on the narrative approach in developing religious values and national identity among pre-school children in Taif Governorate.
- Ali B. (2021). The effectiveness of a training program based on blended learning in developing digital citizenship skills among female student teachers in kindergarten. *Journal of Childhood Research and Studies*, (3) 5 994 – 1041
- Al-Majali, W. (2019): The degree of use of the blended learning strategy among basic stage teachers in Wadi Al-Dawasir District, unpublished master's thesis, Faculty of Educational Sciences, Middle East University, Jordan.
- Al-Morsi H. (2019): The role of the family in achieving intellectual security among its children, a field study in Dakahlia Governorate. A magister message that is not published. Faculty of Education, Mansoura University.
- Al-Saidi, T. (2022). The effectiveness of an electronic journalism program based on blended e-learning in achieving learning outcomes for media students: an experimental study. *Scientific Journal of Journalism Research*.(24)
- Al-Shafiqi, J., & Abdel Fattah, F. (2008). The effectiveness of educational situations based on the integrated education model in developing scientific concepts and scientific behavior among kindergarten children with a cognitive style: (dependence - independence from the cognitive level). *Journal of Education*, 1 (136), 151-189.
- Al-Shorbagy, A., &et al. (2021). The effectiveness of a theater program to develop some dimensions of national identity for primary school students, *Journal of Specific Education Research, Mansoura University*, (63), 51-92.
- Elfeky, A. I. M., Najmi, A. H., & Elbyaly, M. Y. H. (2023). The effect of big data technologies usage on social competence. *PeerJ Computer Science*, 9, e1691.
- Elfeky, A. I. M., & Elbyaly, M. Y. H. (2023). THE EFFECT OF E-TUTORIAL PROGRAMS ON IMPROVING THE PRODUCING DIGITAL CONTENT SKILL. *European Chemical Bulletin*, 12, 6581-6587.
- Elfeky, A. I. M., & Elbyaly, M. Y. H. (2023). MANAGING DRILL AND PRACTICE PROGRAMS WITH A MOTIVATIONAL DESIGN AND THEIR EFFECTS ON IMPROVING STUDENTS'ATTITUDES TOWARD INFORMATION AND COMMUNICATION TECHNOLOGY COURSES. *European Chemical Bulletin*, 12, 6567-6574.
- Elfeky, A. I. M., & Elbyaly, M. Y. H. (2023). THE IMPACT OF PROJECT-BASED LEARNING ON THE DEVELOPMENT OF COGNITIVE ACHIEVEMENT IN THE COURSE OF APPLICATIONS IN EDUCATIONAL TECHNOLOGY AMONG STUDENTS OF THE COLLEGE OF EDUCATION AT NAJRAN UNIVERSITY. *European Chemical Bulletin*, 12, 6643-6648.

The Effectiveness of a Program Based on Blended Learning in Developing National Identity and Concepts of Intellectual Security Among Kindergarten children in the Najran Region

- Elbaly, M. Y. H., & Elfeky, A. I. M. (2023). THE EFFECT OF A SIMULATION PROGRAM ON STUDENTS AT THE COLLEGE OF EDUCATION'S ACQUISITION OF HAND EMBROIDERY SKILLS. *European Chemical Bulletin*, 12, 6575-6580.
- Elbaly, M. Y. H., & Elfeky, A. I. M. (2023). FLIPPED CLASSROOM: ENHANCING FASHION DESIGN SKILLS FOR HOME ECONOMICS STUDENTS. *European Chemical Bulletin*, 12, 6559-6566.
- Elbaly, M. Y. H., & Elfeky, A. I. M. (2023). THE IMPACT OF PROBLEM-SOLVING PROGRAMS IN DEVELOPING CRITICAL THINKING SKILLS. *European Chemical Bulletin*, 12, 6636-6642.
- Elbaly, M. Y. H., & Elfeky, A. I. M. (2023). COLLABORATIVE E-LEARNING ENVIRONMENT: ENHANCING THE ATTITUDES OF OPTIMAL INVESTMENT DIPLOMA STUDENTS TOWARDS THE DIGITAL SKILLS COURSE. *European Chemical Bulletin*, 12, 6552-6558.
- Elfeky, A. I. M., & Elbaly, M. Y. H. (2023). THE IMPACT OF MOBILE LEARNING ON DEVELOPING THE SKILLS OF INTEGRATED SCIENCE OPERATIONS AMONG STUDENTS OF THE OPTIMUM INVESTMENT DIPLOMA. *European Chemical Bulletin*, 12, 6629-6635.
- Elbaly, M. Y. H., & Elfeky, A. I. M. (2023). THE EFFECTIVENESS OF USING ADVANCED ORGANIZATIONS WITHIN THE VIRTUAL CLASSROOM TO ENHANCE THE ACCEPTANCE OF TECHNOLOGY DURING DISASTERS. *European Chemical Bulletin*, 12, 6603-6612.
- Elbaly, M. Y. H., & Elfeky, A. I. M. (2023). THE EFFICIENCY OF ONLINE LEARNING ENVIRONMENTS IN FOSTERING ACADEMIC MOTIVATION. *European Chemical Bulletin*, 12, 6622-6628.
- Elbaly, M. Y. H., & Elfeky, A. I. M. (2023). THE EFFICIENCY OF INSTRUCTIONAL GAMING PROGRAMS IN STIMULATING CREATIVE THINKING. *European Chemical Bulletin*, 12, 6613-6621.
- Elfeky, A. I. M., & Elbaly, M. Y. H. (2023). THE EFFECT OF SIMULATION PROGRAMS ON ENHANCING SKILLS OF DIGITAL APPLICATIONS. *European Chemical Bulletin*, 12, 6588-6594.
- Elbaly, M. Y. H., & Elfeky, A. I. M. (2023). THE EFFECTIVENESS OF EMPLOYING MOTIVATIONAL DESIGNED E-LEARNING SITUATIONS ON DEVELOPING ACHIEVEMENT IN COMPUTER SCIENCE CURRICULA FOR OPTIMAL INVESTMENT STUDENTS. *European Chemical Bulletin*, 12, 6595-6602.
- Fallata, A., & Al-Ansari, W., (2020) The effectiveness of an educational unit based on good citizenship in imparting concepts and values of national identity to kindergarten children in Al-Qunfudhah Governorate. *Arab Studies in Education and Psychology*, 122, June, 285-330
- Hassanein, A.,(2020). The effectiveness of integrating the concepts of intellectual security into the sociology curriculum at the secondary stage to enhance national identity. *Journal of the Educational Association for Social Studies, Educational Association for Social Studies*, (124), 11-33.
- Hashem, M. (2017). E-learning: its concept, tools, and strategies, Egypt: Dar Flowers of Knowledge and Blessing.
- Hashem, S. (2020). The role of the creative leadership style in achieving the dimensions of intellectual security among kindergarten teachers. *Kindergarten College Journal*, 16, 694-823
- Hussein, H. & et al. (2020). The effectiveness of a proposed educational program for artistic activities to enhance the national identity of Saudi kindergarten children in light of Vision 2030. *Journal of Scientific Research in Education, Ain Shams University - Girls College of Arts, Sciences and Education*, 21 (13), 418- 441.
- Hussein, S. & Al-Saghir, L. (2020). The effectiveness of a program based on documentary films in developing and strengthening the national identity of kindergarten children. *Journal of Childhood and Education*, (12) 21.
- Ismail, AL-G, (2009). E-learning from application to professionalism and quality. Cairo: World of Books.
- Kamel, H. (2020) A proposed vision for instilling the elements of a sustainable national identity for kindergarten children in light of cultural globalization. *Kindergarten College Journal*, (17), 889- 978. .
- Katasila, P., & Poonpon K., The Effects of Blended Learning Instruction on Vocabulary Knowledge of Thai Primary School Students, *English Language Teaching*; Vol. 15, No. 5; 2022
- Khames, S. (2020). The role of creative leadership style in achieving the dimensions of intellectual security among kindergarten teachers, *Scientific Journal of the Faculty of Early Childhood Education in Port Said*, 16 (16). 694- 823.
- Muhammad N. (2021) A program based on blended learning to achieve some goals of preventive education and develop the components of awareness of mechanisms to confront the Covid-19 virus among kindergarten children. *Journal of Childhood and Education*, (13), 48, 17-102.
- Nasser, I. (2002). Citizenship. Jordan: Al-Raed Al-Amiya Library.
- Rabie, I. (2022). The digital story as an introduction to motor activities to enhance the intellectual security of a pre-school child. *Assiut Journal of Physical Education Sciences and Arts*, (63), 4, 1954 - 1989.
- Saeed, M., & Eid, A. (2018). Developing some concepts of intellectual security among kindergarten children in light of theories of moral development: a proposed interactive unit. *Scientific Journal of the Faculty of Education, New Valley University*, (27). 158 – 193.
- Shaheen, A.& et al. (2021). A proposed strategy for developing concepts of intellectual security among general education students in the Kingdom of Saudi Arabia in light of Vision 2030. *Journal of Security Research, King Fahd Security College*, 30 (79), 105- 176.