The Human Model Intented to be Raised in Project Anatolian Imam Hatip High Schools**
*Proje Anadolu İmam Hatip Liselerinde Yetiştirilmek İstenen İnsan Modeli***

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Öz

Bu çalışma, Türkiye'de son yıllarda din eğitimi politikalarının önemli bir parçası haline gelen Proje Anadolu İmam Hatip Liseleri'nin yetiştirmeyi hedeflediği insan modelini, program çeşitliliği temelinde analiz etmektedir. Araştırmada nitel araştırma yöntemi benimsenmiş ve doküman analizi tekniği ile Milli Eğitim Bakanlığı'nın yayımladığı öğretim programları incelenmiştir. Her program türünde uygulanan seçmeli dersler ve bu derslerin hedefleri doğrultusunda, yetiştirilmek istenen insan modelinin özellikleri kategorize edilerek analiz edilmiştir. Ortak olarak tüm Proje Anadolu İmam Hatip Lisesi programlarında Kur'an-ı Kerim'i tecvid kurallarına uygun okuma, İslami ilimlerde (akaid, fıkıh, tefsir, hadis) temel bilgiye sahip olma ve ahlaki gelişim hedeflenmektedir. Bununla birlikte, her program türü, alanına özgü belirli beceri ve değerleri de ön plana çıkarmaktadır. Teoloji temelli hafızlık ve dil programlarında, öğrencilerin Arapça iletişim becerilerini geliştirmeleri, Kur'an'ı ezberleme ve anlama, dini musiki ve hat sanatı gibi geleneksel sanatlarda beceri kazanmaları beklenmektedir. Klasik sanatlar ve müzik programı, öğrencilerin hat, tezhip, dini musiki gibi İslam sanatları alanlarında yetkinleşmelerini hedefler. Spor programı ise öğrencilerin hem fiziksel hem de manevi açıdan gelişmelerine katkı sunmayı amaçlamaktadır. Fen ve teknoloji programında dijital okuryazarlık, kodlama, yapay zeka, robotik, siber güvenlik gibi çağdaş alanlarda bilgi ve beceri kazandırılmakta; öğrencilerin problem çözme, proje geliştirme ve bilimsel düşünme gibi becerileri desteklenmektedir. Çocuk gelişimi ve eğitimi programı, öğrencileri özellikle erken çocukluk dönemi eğitimi, özel eğitim, çocuk psikolojisi gibi alanlarda bilgi sahibi yapmayı hedefler. Fen ve sosyal bilimler programları, öğrencilerin analitik düşünme, bilimsel sorgulama ve toplumsal duyarlılık geliştirmelerine katkıda bulunur. Uluslararası Anadolu İmam Hatip Liseleri, farklı ülkelerden gelen öğrencilerle çok kültürlü bir ortam oluşturur. Bu okullarda çok dilli bireyler yetiştirilmesi amaçlanırken; öğrencilerin hem dini hem de evrensel değerlere sahip, iletişim becerisi yüksek ve küresel vatandaşlık bilinci gelişmiş bireyler olması hedeflenmektedir. Araştırmanın genel bulguları, Proje Anadolu İmam Hatip Liselerinin sadece dini eğitime odaklanan kurumlar olmadığını, aynı zamanda akademik açıdan başarılı, sosyal yönü gelişmiş, mesleki becerilere sahip ve çağın gereklerine uygun donanıma sahip bireyler yetiştirmeyi hedeflediğini göstermektedir. Bu okulların eğitim programları, 1739 sayılı Milli Eğitim Temel Kanunu'nda belirtilen "milli ve manevi değerleri benimsemiş, ahlaki bütünlüğe sahip bireyler yetiştirme" amacıyla örtüşmektedir. Ayrıca çalışmada mevcut literatür incelenmiş ve Proje Anadolu İmam Hatip Liseleri hakkında yapılan önceki araştırmalara katkı sağlanmıştır. Öğrencilerin bu okulları tercih nedenleri, mesleki yönelimleri ve memnuniyet düzeyleri gibi konulara da değinilmiş; özellikle proje okulların eğitim ortamları ve fiziksel imkanları bağlamında yapılan çalışmalarla desteklenmiştir. Sonuç olarak bu çalışma, din eğitiminin modern eğitim yaklaşımlarıyla nasıl bütünleştirilebileceğine dair önemli bir model sunmakta ve Proje Anadolu İmam Hatip Liselerinin Türkiye'nin geleceğine yön verecek çok yönlü bireyler yetiştirme kapasitesine sahip olduğunu ortaya koymaktadır.

Anahtar Kelimeler: Din Eğitimi, Proje Anadolu İmam Hatip Lisesi, Öğretim Programı, Ders Amacı, İnsan Modeli

The Human Model Intented to be Raised in Project Anatolian Imam Hatip High Schools

Abstract
This study analyzes the human model aimed to be cultivated by Project Anatolian Imam Hatip High Schools, which have become a significant part of religious education policies in Türkiye in recent years. A qualitative research method was adopted, and document analysis was used to examine the curricula published by the Ministry of National Education. Based on the objectives of elective courses implemented in each program type, the characteristics of the desired human model were identified and categorized. All Project Anatolian Imam Hatip High School programs commonly emphasize reciting the Qur'an in accordance with tajweed rules, possessing fundamental knowledge in Islamic sciences, and moral development. However, each program also highlights different domain-specific competencies and values. Hafiz and language programs aim to improve students' Arabic communication skills and their abilities in Qur'an memorization, religious music, and calligraphy. The classical arts and music program seeks to develop students' competencies in Islamic arts such as calligraphy, illumination, and maqam-based religious music. The sports program promotes physical development, sports discipline, and a lifestyle grounded in spiritual values. The science and technology program equips students with contemporary technical skills such as coding, artificial intelligence, robotics, and cybersecurity. The child development and education program focuses on early childhood education, special education, and child psychology. Science and social sciences programs aim to foster analytical thinking, scientific inquiry, and social awareness. International programs, with their multicultural structure, aim to raise multilingual individuals with strong communication skills and sensitivity to universal values. The findings show that Project Anatolian Imam Hatip High Schools are not limited to religious instruction; rather, they aim to educate individuals who are academically successful, socially competent, professionally skilled, and equipped to meet the demands of modern society. These educational goals align with the objectives stated in Law No. 1739 on the Basic Law of National Education, which emphasizes nurturing individuals who internalize national and spiritual values and possess moral integrity. This study also contributes to the existing literature on Project Anatolian Imam Hatip High Schools by incorporating prior research on students' motivations, career tendencies, satisfaction levels, and the schools' physical and educational environments. Ultimately, the study presents an exemplary model of how religious education can be integrated with modern educational approaches, highlighting the capacity of Project Anatolian Imam Hatip High Schools to raise well-rounded individuals who can shape the future of the country.

Keywords: Religious Education, Project Anatolian Imam Hatip High School, Curriculum, Course Objective, Human Model

Introduction

With the establishment of the Republic of Türkiye, new regulations were made in the field of education as in many other fields. In this context, the Tawhid-i Tedrisat Law, which included regulations on education and training, was announced in 1924. In accordance with Article 4 of this law, Imam Hatip Schools were opened to train religious officials and took their place among the institutions of the Turkish education system (Ayhan, 2014, p. 48; Öcal, 2016, p. 127; Ünsür, 2005, p. 139). Since their establishment, these schools have been the subject of constant debate by political administrations and some segments of society on issues such as the way they emerged, their aims, curricula, and students (Zengin, 2017, p. 41).

Opened in 1924, the number of Imam Hatip Schools decreased for various reasons and were closed in 1930 (Buyrukçu, 2007, p. 37; Dinçer, 1998, pp. 57–60; Öcal, 2016, p. 143). The reasons for the lack of interest in these schools and their closure were issues such as inability to adapt, adherence to customs, traditions, traditions and traditions, worries about the future in terms of finding a job after graduatinuamon, and the fact that the imam and hatip profession was far from promising a future (Dinçer, 1998, pp. 33–34; Doğan, 1999, pp. 270–271). In 1946, with the transition to multi-party life, political competition began. Thanks to this competition, the demands of the people began to be taken into consideration by the party administrations. In this process, religious education was brought back to the agenda as a result of the demands of the people and Imam Hatip Schools were reopened in 1951 (Ayhan, 2014, pp. 182–183; Bozan, 2007, p. 20; Öcal, 2016, p. 186; Zengin, 2002, pp. 277–313).

In the historical process, different programs were implemented in Imam Hatip High Schools. The first of these was the Anatolian Imam Hatip High School program in 1985 with a German foreign language emphasis (Öcal, 2017, pp. 13–46). The first purpose of this school, which continued its education as Kartal Anatolian Imam Hatip High School in the following period, was to bring the children of citizens in Germany to Türkiye and raise them in these schools. Although it served its purpose in the early days, it continued education with students who were taken from Türkiye through exams. As a result of the high success of the students in these schools in university exams, the program was expanded (Bozan, 2007, p. 20). A different practice related to Imam Hatip was the opening of International Anatolian Imam Hatip High Schools in 2004. With this practice, it was aimed to bring successful students in need of religious education from different countries to our country to receive education (Öcal, 2017, p. 20).

In recent years, the practice of "program diversity" has been implemented in order to increase the quality of Imam Hatip High Schools. Accordingly, in 2014, it was aimed for students to receive more intensive education in the fields of science, social sciences, theology, foreign language, hafiz, sports and arts in order to improve themselves and prepare for higher education. In line with these goals, science and social sciences Anatolian Imam Hatip High School, Anatolian Imam Hatip High School with classical/contemporary arts, Anatolian Imam Hatip High School with music and sports program, Anatolian Imam Hatip High School with preparatory class, Anatolian Imam Hatip High School with hafiz education, International Anatolian Imam Hatip High School, and Anatolian Imam Hatip High School with technology program were opened (Meb, 2024a). Later, with the Ministry of National Education Regulation on Educational Institutions Implementing Special Programs and Projects published in the Official Gazette dated 01.09.2016 and numbered 29818, those of the Anatolian Imam Hatip High Schools that met the project school requirements (Meb, 2016) were transformed into project schools and the project school practice was initiated. Those that did not meet the project school requirements continued to implement program diversity. In these schools, hafiz, science and social sciences programs are the main ones, and in some project schools, more than one program can be implemented (Zengin & Karaman, 2020, p. 410).

Project Anatolian Imam Hatip High Schools differ from other schools with some characteristics. Some of these are that the school principal can establish his/her own team, administrators and teachers can work for a maximum of 8 years, students are admitted through centralized exams, and class size is limited to 30. In addition, since these schools are project schools, a project executive commission is established and a coordinator teacher is assigned (Meb, 2016).

When the literature is examined, it is seen that there are a limited number of studies on Project Anatolian Imam Hatip High Schools. Some of these studies are as follows:

• Tarhan and Karateke in their article titled "Evaluation of Project Imam Hatip High Schools According to Student Opinions" tried to reveal the current practices in these schools from the students' perspective and the reasons why students turn to these schools (Tarhan & Karateke, 2021).

• In his article titled "Program Diversity in Anatolian Imam Hatip High Schools according to the Administrators and Evaluation of the Project School Application", Karaman examined the project schools through the eyes of the administrators with qualitative method and concluded that the project school application is a positive development (Karaman, 2021).

• Altıntaş discussed the problems and solution suggestions in project Imam Hatip High Schools in his article titled "Problems and Solution Suggestions Encountered in Project Imam Hatip High Schools with Foreign Language Preparatory Class - A Qualitative Research" (Altıntaş, 2019).

• In their article "Students' Reasons for Preferring Project Anatolian Imam Hatip High Schools and Vocational Orientations", Zengin and Karaman aim to examine the program diversity and project school application in Imam Hatip Schools as a new application, students' reasons for preferring Project Anatolian Imam Hatip High Schools and their vocational orientations. According to the data obtained, it was determined that the most prominent factors in the preferences of the students who chose to study at the Project Anatolian Imam Hatip High School were family wishes and guidance, the fact that the school was a project school, TEOG-LGS exam score, the desire to be from Imam Hatip, the idea that the school would provide a good university and the demand for a good religious education. In terms of vocational orientation, it is seen that students tend to choose fields related to science and mathematics sciences such as medicine, pharmacy, dentistry, engineering and architecture (Zengin & Karaman, 2020).

• Öcal gave general information about Imam Hatip High Schools and Project Imam Hatip High Schools in his study titled "The Place and Importance of International and Project Anatolian Imam Hatip High Schools in the Construction of Türkiye and the Islamic World" (Öcal, 2017).

• In his master's thesis titled "Evaluation of Project Imam Hatip High School Students' Attitudes Towards Vocational Courses According to Student Opinions", Yücel evaluates the attitudes of Project Imam Hatip High School students towards vocational courses in line with student opinions. According to the results, it was determined that students' attitudes towards vocational courses were at a medium level. It was also observed that as the level of satisfaction with the school increased, the positive attitude towards vocational courses also increased (Yücel, 2024).

• In her master's thesis titled "A Research on the Factors Affecting the University Preferences and Vocational Choices of Final Year Students of Project Imam-Hatip High Schools", Ayten analyzed the factors affecting the university and vocational preferences of 30 final year students (15 girls, 15 boys) studying in project imam-hatip high schools in Antalya with qualitative research method. As a result, it was determined that factors such as the location of the school, brand value, social environment, education and career opportunities were effective in students'

university preference; while family, social environment, professional prestige, economic reasons and personality traits were determinant in department preference (Ayten, 2024).

• In their study titled "A Qualitative Research on the Educational Environments and Physical Facilities of Anatolian Imam Hatip High Schools with Science and Social Sciences Programs (Kocaeli Case)", Şalcı and Gürel conducted semi-structured interviews with the administrators of 7 project Anatolian Imam Hatip High Schools in Kocaeli and analyzed the physical and educational environments of the schools. As a result of the research, it was revealed that the majority of project Imam Hatip High Schools use the branch system, school buildings are enriched with visual and educational materials, the number of students varies between 20-30, and school facilities are suitable for disabled students. However, it was also found that there were differences between schools in terms of facilities such as boarding houses, masjids, libraries and special classrooms (Şalcı & Gürel, 2021).

Other studies on Project Anatolian Imam Hatip High Schools are not included because they are similar to the above research topics. As a result of the examinations, no study was found in the field of religious education science on the human model that project schools want to raise. For this reason, the main problem of the study is what is the human model desired to be raised in project schools? It constitutes the main problem of the study. In line with this problem, it is aimed at examine the subject in the context of the following sub-questions.

1. What are the qualities of the human model desired to be raised in the context of program-specific course objectives in Anatolian Imam Hatip High Schools implementing different programs?

1. 1. What are the qualities of the human model desired to be raised in the context of program-specific course objectives in Project Anatolian Imam Hatip High Schools that implement theology-oriented hafız and language education programs?

1. 2. What are the qualities of the human model desired to be raised in the context of program-specific course objectives in Project Anatolian Imam Hatip High Schools implementing classical arts and music programs?

1. 3. What are the qualities of the human model desired to be raised in the context of curriculum-specific course objectives in Project Anatolian Imam Hatip High Schools implementing science and social sciences programs?

1. 4. What are the qualities of the human model desired to be raised in the context of program-specific course objectives in Project Anatolian Imam Hatip High Schools implementing child development and education programs?

1. 5. What are the qualities of the human model desired to be raised in the context of program-specific course objectives in Project Anatolian Imam Hatip High Schools implementing science and technology programs?

1. 6. What are the qualities of the human model desired to be raised in the context of curriculum-specific course objectives in Project Anatolian Imam Hatip High Schools implementing sports programs?

1. 7. What are the qualities of the human model desired to be raised in the context of program-specific course objectives in International Anatolian Imam Hatip High Schools?

The aim of this research is to determine to what extent Project Anatolian Imam Hatip High Schools fulfill their purpose and the human model that these schools want to raise through curricula and course objectives. The research is important because it scientifically deals with the human model that the Project Anatolian Imam Hatip High Schools want to raise, about which there are a limited number of studies. This study is expected to contribute to the vision and mission development process of the Project Anatolian Imam Hatip High School application developed by the Ministry of National Education, General Directorate of Religious Education.

According to the 24.08.2023 dated 39 numbered weekly course schedule of Anatolian Imam Hatip High Schools, there are 8 types of Project Anatolian Imam Hatip High Schools: science and social sciences, sports, classical

arts and music, science and technology, child development and education, theology-oriented hafiz, language and international Anatolian Imam Hatip High Schools. In this context, all types of Project Anatolian Imam Hatip High Schools were examined in the study. The research was designed as qualitative and conducted through document analysis. Document analysis is the provision of data by analyzing written documents containing information about the facts and events related to the subject under investigation (Şimşek & Yıldırım, 2013, p. 189). The data obtained as a result of the researches were evaluated with the content analysis technique. Content analysis is to bring together similar data within the framework of certain concepts and themes and to interpret them by organizing them in a way that the reader can understand (Şimşek & Yıldırım, 2013, p. 195). In general, the research aims to determine the characteristics of the human model desired to be raised through the program-specific course objectives of Project Anatolian Imam Hatip High Schools. In this framework, firstly, common courses and applied programs were examined according to school type. Then, by revealing the general objectives of the courses selected according to the applied program, the characteristics of the human model desired to be raised were categorized and tried to be determined.

1. Qualities of the Human Model to be Raised in the Context of Program Specific Course Objectives in Imam Hatip High School Programs Implementing Different Programs

The qualities of the human model desired to be raised in the context of program-specific course objectives in the project school types subject to the research were examined under the following headings. Since general vocational courses are the same in all program types, they are not included separately in the tables.

1.1. Qualities of the Human Model Desired to be Raised in the Context of Program-Specific Course Objectives in Anatolian Imam Hatip High Schools Implementing Hafiz and Language Program with Theology Emphasis

The courses and objectives of Project Anatolian Imam Hatip High Schools, which implement a theology-focused hafiz and language program, are categorized in Table 1 below.

Table 1. Courses and Objectives of Anatolian Imam Hatip High Schools Implementing Theology-Oriented Hafiz and Language Program

Category	Lessons	General Objectives
	Arabic	It is aimed at develop Arabic communication skills.
	Religious Music	Recognizes maqams and applies them on the Quran, Adhan, Iqamah.
	Islamic Calligraphy	By learning the materials used in the art of calligraphy, it is aimed to have the ability to write at the beginning level in at least one type of writing.
Courses Selected According to the Program Implemented	Main Topics of the Qur'an	It is aimed that students explain the messages that the verses want to give with the right methods and techniques.
	Qur'an Reading Techniques	It is aimed for students to read the Qur'an according to the rules of tajweed.

* Reference:(Meb, 2023, 2024b)

As can be seen in Table 1, Project Anatolian Imam Hatip High Schools, which implement theology-oriented hafiz education, include elective courses in addition to general vocational courses. The elective courses of the program are Arabic, Religious Music, Calligraphy, Main Topics of the Qur'an and Qur'an Reading Techniques. When the aims of the vocational courses are examined one by one, it can be stated that their common aim is to train students in the field of basic Islamic sciences. In this context, in line with the objectives of general vocational courses and elective courses, it is aimed to educate students who have the skills of reading the Qur'an according to the rules, understanding the Qur'an, learning and applying the maqams, communicating in Arabic and hafiz skills in the theology-oriented hafiz program. The qualities expected to be possessed by the human model raised in Project Anatolian Imam Hatip High Schools, which provide theology-oriented memory and language education, can be categorized as follows when evaluated in terms of the skills to be gained:

1. Reading the Qur'an According to the Rules and Hafiz Skill

To be able to read the Qur'an with correct pronunciation and in accordance with the rules of tajweed

Being disciplined in maintaining and consolidating memory

2. Competence to Understand and Interpret the Qur'an

To be able to comprehend the main topics and basic messages of the Qur'an

The ability to evaluate today's issues from the perspective of the Qur'an

3. **Ability to Communicate in Arabic**

To be able to read and understand the Qur'an and basic Islamic sources in their original language

To have oral and written communication skills in Arabic

4. Religious Music and Maqam Knowledge

To be able to learn and apply different maqams in Qur'anic recitation

Gaining competence in religious music forms such as adhan, hymn and ode

5. Artistic and Aesthetic Perception

To have knowledge and skills in traditional art branches such as calligraphy

Recognizing Islamic arts and gaining application competence

In this context, the human model desired to be raised in Anatolian Imam Hatip High Schools implementing the Theology Focused Hafiz and Language program can be summarized as individuals who have academic knowledge, are committed to religious and spiritual values, have strong communication skills, have artistic sensitivity, and are equipped to provide religious guidance in society.

1.2. Qualifications of the Human Model Desired to be Raised in the Context of Program Specific Course Objectives in Anatolian Imam Hatip High Schools Implementing Classical Arts and Music Program

The courses and objectives of the Project Anatolian Imam Hatip High School, which implements a classical arts and music program, are categorized in Table 2 below.

Table 2. Classical Arts and Music Program Courses and Objectives of Anatolian Imam Hatip High Schools

Category	Lessons	General Objectives
	Islamic Calligraphy	By learning the materials used in the art of calligraphy, it is aimed to have the ability to write at the beginning level in at least one type of writing.

Courses Selected According to the Program Implemented	Types of Islamic Calligraphy Writing	It is aimed to improve students' skills in the art of calligraphy.
	Illumination	It is aimed that students learn application techniques by learning about the art of illumination.
	Religious Music	Recognizes maqams and applies them on the Quran, adhan, iqama, hymn.

Reference: (Meb, 2024b)

As seen in Table 2, Project Anatolian Imam Hatip High Schools implementing the classical arts and music program include elective courses in addition to general vocational courses. The elective courses of the program are Islamic Calligraphy, Islamic Calligraphy Types, Illumination and Religious Music. In this context, in line with the aims of general vocational courses and elective courses, the classical arts and music program aims to educate students with the skills of reading the Holy Quran properly, comprehending Basic Islamic Sciences, learning and applying maqams, and writing calligraphy. When we evaluate the human model targeted by this program through skills, the following qualities come to the fore:

1. Competence in Reading the Holy Qur'an Properly

To be able to read the Holy Qur'an in accordance with the rules of Tajweed and maqam knowledge

To have the discipline of Qiraat and to gain familiarity with different ways of reading

2. Knowledge in Basic Islamic Sciences

Being equipped in basic Islamic disciplines such as Akaid, Fiqh, Tafsir and Hadith

To have the ability to understand and interpret religious knowledge and concepts correctly

3. Maqam Knowledge and Religious Music Competence

Learning and practicing the basic maqams of classical Turkish-Islamic music

To be able to perform adhan, ode, hymn and other religious music genres

4. Expertise in Islamic Calligraphy and Types of Writing

Mastering traditional Islamic calligraphy and developing aesthetic understanding

Gaining the ability to recognize and apply different types of calligraphy writing

5. Illumination and Traditional Art Perception

Gaining artistic competence by learning basic techniques in illumination art

In this context, the classical arts and music program offers a structure that aims to educate students in terms of both religious knowledge and artistic and aesthetic sensitivity. It is aimed that the graduates of this program will be individuals who are knowledgeable in traditional Islamic arts, have developed musical knowledge and performance skills, are committed to religious values, and have the awareness of protecting cultural heritage.

1.3. Qualifications of the Human Model Desired to be Raised in the Context of Program Specific Course Objectives in Anatolian Imam Hatip High Schools Implementing Sports Program

The courses and objectives of the Project Anatolian Imam Hatip High School, which implements a sport program, are categorized in Table 3 below.

Table 3. Courses and Objectives of Anatolian Imam Hatip High Schools with Sports Program

Category	Lessons	General Objectives
Courses Selected According to the Program Implemented	Athletics	It is aimed to have knowledge about the historical development of athletics, to apply technical movements and to recognize their abilities related to athletics.
	History of Physical Education and Sports	It is aimed to comprehend the history and types of physical education and to learn its purpose.
	Individual Sports	The course does not have a separate teaching program.
	Educational Games	It is aimed to have knowledge about the development of the game, to understand the difference between the game and educational games and to use educational games in different sportive forms.
	Traditional Sports	The course does not have a separate teaching program.
	General Gymnastics	It is aimed to comprehend and apply the general gymnastics competition tools and basics.
	Sports Anatomy and Physiology	It is aimed for the student to recognize the systems of the body and to understand the effects of exercise on the systems.
	Sport Psychology and Sociology	It is aimed that the student comprehends sports psychology and sociology and uses them correctly and appropriately, transfers learning theories to daily life, and has knowledge about ways to cope with stress.
	Sport Apps	The course does not have a separate teaching program.
	Sports and Nutrition	It is aimed for the student to recognize the basic nutrients and their properties, to have knowledge about the basic principles of sports nutrition, to have knowledge about the use of nutrients according to the type of sport, to understand what prohibited substances are and their harms.
	Athlete Health	It is aimed to learn and apply first aid and pre-treatments in injuries by understanding the necessity of protecting the health of the athlete.
	Team Sports	It is aimed that the student comprehends the rules of team sports and applies basic techniques.
	Basic Sport Education	It is aimed that students adopt national, moral, humanitarian, cultural and sportive values, have knowledge about the historical development of sports, gain the habit of interpreting sportive organizations and apply the rules of sports.

Reference: (Meb, 2024b)

As seen in Table 3, Project Anatolian Imam Hatip High Schools implementing a sports program include elective courses in addition to general vocational courses. There are 13 elective courses in the sports program. In this context, in the sports program, in line with the aims of general vocational courses and elective courses, students who can read the Holy Quran according to the rules, comprehend basic Islamic sciences, perform athletics movements, have knowledge about physical education and sports, learn and apply educational games, It is aimed to train students who can apply gymnastics techniques, recognize the human body, cope with stress, learn sports nutrition, recognize sports injuries, learn and apply first aid, learn and apply team sports, apply sports rules. The qualifications that these students are expected to have in line with the skills they are expected to acquire can be summarized as follows:

1. Religious and Academic Qualifications

To be able to read the Holy Qur'an according to the rules (with knowledge of Tajweed and Qiraat)

Having knowledge in basic Islamic sciences (Fiqh, Tafsir, Hadith, Akaid etc.)

2. Physical and Sportive Skills

To be able to do athletics movements (Running, jumping, throwing techniques, etc.)

To be able to apply gymnastics techniques (Flexibility, balance, coordination development)

To have knowledge about physical education and sports science

3. Athlete Health and Body Awareness

To be able to recognize the anatomy and functioning of the human body

Having knowledge about sports nutrition and application

Recognize sports injuries and develop prevention strategies

To be able to learn first aid practices and apply them when necessary

4. Games and Team Sports Competencies

Learning and practicing educational games

Learning team sports (soccer, basketball, volleyball, etc.) and applying them effectively

To be able to learn the rules of sports and apply them correctly in the game

The human model trained within the framework of this program is individuals who are equipped both physically, mentally and spiritually. It is aimed to bein dividuals who adopt Islamic values, care about physical health, act in accordance with sports ethics, have developed leadership skills, adopt a healthy lifestyle and guide the society in a beneficial way.

1.4. Qualifications of the Human Model Desired to be Raised in the Context of Program Specific Course Objectives in Anatolian Imam Hatip High Schools Implementing Science and Technology Program

The courses and objectives of the Project Anatolian Imam Hatip High School, which implements a science and technology program, are categorized in Table 4. below.

Table 4. Courses and Objectives of Anatolian Imam Hatip High Schools Implementing Science and Technology Program

Category	Lessons	General Objectives
	Computerized Design Applications	In this course, it is aimed to provide the student with the knowledge and skills related to technical drawing and printing three-dimensional drawings on the computer.

Courses Selected According to the Program Implemented	Robotics and Coding	In this course, it is aimed to provide the student with the skills of creating functional devices with input and output devices, sensors, indicators, displays and motors.
	Internet of Things	In this course, it is aimed to provide students with skills related to programming, security and applications of networking devices.
	Mobile Apps	In this course, it is aimed to provide students with the knowledge and skills related to the development of mobile applications.
	Web Based Application Development	In this course, it is aimed to provide students with skills related to web site design, dynamic programming, database operations and web site publishing.
	Cyber Security Fundamentals	In this course, it is aimed to provide students with the knowledge and skills related to information gathering methods, network security and implementation in the field of cyber security.
	Nano Technology and Materials Science	The course does not have a separate curriculum.
	Open Source Operating System	The aim of this course is to provide students with basic knowledge and skills related to open source operating system.
	Network Project	In this course, it is aimed to provide students with the knowledge and skills related to network project preparation.
	Block Chain	In this course, it is aimed to provide the student with the knowledge and skills related to the basic concepts of blockchain technology, consensus protocols, blockchain 1.0 and 2.0 architecture, blockchain software development and smart contracts.
	Game Programming	In this course, it is aimed to provide students with programming, design and development processes in areas such as cinema, film, cartoons.
	Web Based Content Management	In this course, it is aimed to provide students with web-based content software and web page preparation skills.
	Digital Design	In this course, it is aimed to provide students with the skills of technical drawing, creating and managing websites using ready-made web content on computer, and preparing animation.
	Artificial Intelligence and Machine Learning	In this course, it is aimed to provide students with the knowledge and skills related to artificial intelligence and machine learning.

Aviation and Space Technologies	It is aimed to gain knowledge and skills related to the basics of aviation and space technology.	
Social Media	In this course, it is aimed to provide students with knowledge and skills related to collecting news messages in the media, collecting news about an organization and making a public relations campaign, e-commerce applications, data analysis and graphics.	
Energy Technologies	In this course, it is aimed that students have knowledge about renewable energy technologies.	
Project Preparation	The course does not have a separate curriculum.	

Reference: ('MTEGM Öğretim Programları Portalı', 2024)

As seen in Table 8, Project Anatolian Imam Hatip High Schools implementing a science and technology program include elective courses in addition to general vocational courses. There are 18 elective courses specific to the program. In this context, in line with the objectives of general vocational courses and elective courses in the science and technology program, it is aimed to educate students who can read the Holy Quran according to the rules, comprehend basic Islamic sciences, design devices by coding, make three-dimensional design, develop mobile applications, collect news in the media, prepare projects and web pages. The qualifications that students are expected to have in line with the skills that the program aims to gain are as follows:

1. Religious and Academic Qualifications

To be able to read the Holy Qur'an according to the rules (with knowledge of Tajweed and Qiraat)

Having knowledge in basic Islamic sciences (Tafsir, Hadith, Fiqh, Akaid, etc.)

2. Technology and Engineering Competencies

Designing devices by coding (Arduino, robotic programming, etc.)

To be able to make three-dimensional design (To be able to use modeling software)

To be able to develop mobile applications (Learning basic software languages and project design)

Project development and innovative solutions

3. Digital Literacy and Media Skills

To be able to collect and analyze news in the media

To be able to design a web page and create content

Gaining the ability to access information on digital platforms and assess reliability

4. Project and Productivity Oriented Thinking

Developing scientific thinking skills and problem solving ability

Having an entrepreneurial spirit and being able to produce innovative projects

The human model trained within the framework of this program is individuals who are competent in both religious and scientific and technological fields, researchers, analytical thinkers, productive and contributing to society.

1.5. Qualifications of the Human Model Desired to be Raised in the Context of Program Specific Course Objectives in Anatolian Imam Hatip High Schools Implementing Child Development and Education Program

The courses and objectives of the Project Anatolian Imam Hatip High School, which implements a child development and education program, are categorized in table 5. below.

Table 5. Courses and Objectives of Anatolian Imam Hatip High Schools Implementing Child Development and Education Program

Category	Lessons	General Objectives
Courses Selected According to the Program Implemented	Professional Development Workshop	The course does not have a separate curriculum.
	Maternal and Child Health	In this course, it is aimed to provide students with knowledge and skills related to prenatal and birth process, postnatal development stages, pediatric diseases, lactation period.
	Child Mental Health	In this course, it is aimed to provide students with knowledge and skills related to child mental health, methods of creating child-friendly environments and prevention of child abuse.
	Music and Dramatic Activities Workshop	In this course, it is aimed to provide students with the knowledge and skills to prepare and apply music, dramatic activities and tools that support the development of children.
	Child Development	In this course, it is aimed to provide students with the knowledge and skills to prepare activities for 0-72 month children according to their development.
	Self-Care in Early Childhood and Special Education	In this course, it is aimed to provide students with the knowledge and skills to meet the self-care skills of 0-6 year old children, to gain independent living and social adaptation skills for those with special needs.
	Game and Toy Workshop	In this course, it is aimed to provide students with the knowledge and skills related to the preparation of games and game tools that support children's developmental areas.
	Religious Education	The course does not have a separate curriculum.
	Child Education in Islam	The course does not have a separate curriculum.
	Types of Disability and Inclusive Education	The aim of this course is to provide students with the knowledge and skills related to the disability groups, characteristics and inclusive education of 0-72 months old special needs children.

Program Workshop in Early Childhood and Special Education	In this course, it is aimed to provide students with the knowledge and skills related to the preparation and implementation of plans, programs, activities applied in early childhood education institutions and individual and group education plans in accordance with the characteristics of special needs in special education institutions.

Reference: ('MTEGM Öğretim Programları Portalı', 2024)

As seen in Table 5, there are elective courses as well as general vocational courses in Project Anatolian Imam Hatip High Schools implementing child development and education programs. There are 11 elective courses in the child development program. In this context, in line with the objectives of general vocational courses and elective courses, the child development and education program aims to educate students who can read the Holy Quran in accordance with the rules, comprehend basic Islamic sciences, have knowledge about child and maternal diseases, create a suitable environment for children, prepare music that supports children's development, prepare activities and games according to children's developmental periods, and design activities for children with special needs. In this context, the qualities of the human model raised in line with the skills students are expected to acquire can be summarized as follows:

1. Religious and Academic Qualifications

To be able to read the Holy Qur'an according to the rules (with knowledge of Tajweed and Qiraat)

Having knowledge in basic Islamic sciences (Tafsir, Hadith, Fiqh, Akaid etc.)

Developing a child education approach in the light of Islamic values

2. Knowledge on Child Health and Care

To have knowledge about child and maternal diseases

Being conscious about child health protection and hygiene

Understanding child psychology and developmental needs

3. Preparing Environments and Materials to Support Child Development

Create appropriate physical and emotional environments for children

To be able to prepare games and activities suitable for developmental periods

To be able to design appropriate educational materials for children with special needs

4. Artistic and Educational Skills

To be able to prepare music that supports children's development

Developing children's creativity through artistic activities

To be able to organize storytelling, drama and theater activities for children

The human model trained within the framework of this program is individuals who are competent in both religion and child development and education, who know child psychology and educational methods, who are sensitive to children with special needs, and who can produce artistic and educational materials.

1.6. Qualifications of the Human Model Desired to be Raised in the Context of Program Specific Course Objectives in Anatolian Imam Hatip High Schools Implementing Science and Social Sciences Programs

The courses and objectives of the Project Anatolian Imam Hatip High School, which implements a science and social sciences, are categorized in tables 6. and 7. below.

Table 6. Courses and Objectives of Anatolian Imam Hatip High Schools Implementing Science Program

Category	Lessons	General Objectives
Courses Selected According to the Program Implemented	Elective Mathematics	It is aimed to develop students' mathematical thinking and problem solving skills and to recognize scientists who contributed to the development of mathematics.
	Elective Physics	It is aimed that students will be able to associate the principles and principles of physics with daily life and recognize the contributions of physics to society.
	Elective Chemistry	It is aimed that students will be able to use their knowledge about chemistry in daily life and be aware of the contributions of chemistry to society.
	Elective Biology	It is aimed that students gain the knowledge skills of making innovations and changes in the light of the laws, theories, practices and concepts of biology, researching and questioning, using information technologies, establishing a relationship between biology and daily life, and creating social awareness.
	Science Applications	In this course, it is aimed that students can see science and technology as a whole and comprehend the impact of science and technology on the development of countries.

Reference: (Meb, 2024b)

As seen in Table 6, Project Anatolian Imam Hatip High Schools implementing the science program include elective courses in addition to general vocational courses. There are 7 elective courses in the science program. In this context, in line with the aims of general vocational courses and elective courses, the science program aims to educate students who can read the Holy Quran in accordance with the rules, comprehend basic Islamic sciences, have mathematical thinking and problem solving skills, associate physics, biology and chemistry with daily life and recognize their contributions to society, and comprehend the integrity of science and technology. The qualities of the human model raised in line with the skills that the program aims to gain can be summarized as follows:

1. Religious and Academic Qualifications

To be able to read the Holy Qur'an according to the rules (with knowledge of Tajweed and Qiraat)

To be able to comprehend basic Islamic sciences (Tafsir, Hadith, Fiqh, Akaid, etc.)

2. Competence in Science

Gaining mathematical thinking and problem solving skills

To be able to relate physics, chemistry and biology sciences to daily life

Learning experimentation and scientific research processes

Recognizing the contributions of science to society and following scientific developments

3. Understanding the Integrity of Science and Technology

Understanding the impact of technology on scientific developments

Developing research and projects using scientific methods

The human model trained within the framework of this program is individuals who are equipped in both religious and scientific sciences, can think analytically, follow scientific developments and combine them with moral and ethical values.

Table 7. Courses and Objectives of Anatolian Imam Hatip High Schools Implementing Social Sciences Program

Category	Lessons	General Objectives
Courses Selected According to the Program Implemented	Elective Mathematics	It is aimed to develop students' mathematical thinking and problem solving skills and to recognize scientists who contributed to the development of mathematics.
	Elective Geography	It is aimed for students to conduct research using the method of geography, to gain geographical skills, to develop applications for protection and prevention of natural disasters and environmental problems, and to have knowledge about developed and developing countries.
	Turkish Language and Literature	It is aimed for students to comprehend the importance of literature for the individual and society and to improve their communication and reading skills.
	Logic	It is aimed to raise individuals who reflect the right ways of thinking to life, think coherently and independently, recognize contradictions, and produce solutions to the problems they face in daily life.
	Sociology	In this course, it is aimed to raise individuals who have adopted national and spiritual values, who can make objective evaluations about the society they live in and different societies, and who are open to differences and innovations.
	Psychology	It is aimed to raise individuals who are aware of the change in themselves and their environment, open to learning, participatory in social issues, positive criticism, harmonious, productive, psychologically healthy and happy.
	Social Science Applications	It is aimed to create awareness in students about the use of basic ideas, thoughts, concepts and principles of social sciences in daily life and to reinforce what they have learned in other courses with practice.
	Contemporary Turkish and World History	It is aimed for students to gain knowledge about the developments in the world and Türkiye from the beginning of the 20th century to the present day and to gain equipment according to the changing needs of the time, to gain a perspective that can evaluate the historical background of global scale events.

History of Islamic Science	It is aimed for students to comprehend the contributions of Islamic civilization to world history in the field of science and technology.
Ottoman Turkish	It is aimed to recognize and read the works written in Ottoman Turkish by comprehending the importance of Ottoman Turkish and to comprehend the relationship between Turkish Arabic Arabic Persian.

Reference: (Meb, 2024b)

As seen in Table 7, Project Anatolian Imam Hatip High Schools implementing the social sciences program have elective courses in addition to general vocational courses. There are 10 elective courses in the social sciences program. In this context, in line with the aims of general vocational courses and elective courses, in the social sciences program, reading the Holy Quran in accordance with the rules, comprehending basic Islamic sciences, mathematical thinking and problem solving, developing ways of protection from natural disasters, having knowledge about countries, developing the ability to read and understand, transferring the correct ways of thinking to daily life, solving problems encountered in daily life, It is aimed to educate students who have assimilated the values of the society in which they live, respect different opinions, are aware of the development of their environment and themselves, are harmoniously productive, can use social sciences in daily life, react to current events in the world, understand the contributions of Islamic civilization to science and technology, recognize and read Ottoman works. The qualities of the human model raised in line with the skills that the program aims to gain can be summarized as follows:

1. Religious and Academic Qualifications

To be able to read the Holy Qur'an according to the rules

To be able to comprehend basic Islamic sciences (Tafsir, Hadith, Fiqh, Akaid etc.)

2. Analytical Thinking and Problem Solving Skills

Develop mathematical thinking and problem solving skills

Transferring the right ways of thinking to daily life

To be able to produce solutions to problems encountered in daily life

3. Social and Cultural Awareness

Assimilating the values of the society in which they live and protecting cultural heritage

Respect different opinions and adopt an understanding of tolerance

Having knowledge about countries and recognizing world cultures

Recognizing and reading Ottoman works

4. Using Social Sciences in Daily Life

Understanding the place of social sciences (history, geography, philosophy, psychology, sociology, etc.) in daily life

To be sensitive to current events and to react consciously

Being aware of the development of themselves and their environment and taking steps towards it

Being productive in a harmonious way and developing projects for the benefit of society

The human model trained within the framework of this program is individuals who are equipped in both religious and social sciences, can think critically, are sensitive to social events, protect cultural heritage and respect different opinions.

1.7. Qualities of the Human Model to be Raised in the Context of Program Specific Course Objectives in International Anatolian Imam Hatip High Schools

The courses and objectives of the International Anatolian Imam Hatip High School are categorized in table 8 below.

Table 8. International Imam Hatip High Schools Courses and Objectives

Category	Lessons	General Objectives
Turkish Islamic Arts	Religious Music	It is aimed to have skills in the relevant art branch in line with their talents.
	Islamic Calligraphy	
	Marbling	
	Illumination	
Language And Expression	Turkish Language and Literature	Acquire language and speaking skills.
	Diction and Oratory	
	Ottoman Turkish	
Math And Science	Elective Basic Mathematics	
	Elective Mathematics	
	Elective Physics	To gain the necessary knowledge and skills in the field of science and mathematics and to reflect them in their daily lives.
	Elective Chemistry	
	Elective Biology	
	Astronomy And Space Sciences	
	History and Applications of Mathematics	
	History and Applications of Science	
	Elective History	
	Contemporary Turkish and World History	It is aimed to gain the necessary knowledge and skills in the field of social sciences and to reflect them in their daily lives.
	History of Turkish Culture and Civilization	
	Elective Geography	

Social Sciences	Social Science Studies	
	Psychology	
	Sociology	
	Mantik	
	Information Theory	
	Democracy and Human Rights	
	Business	
	Economy	
	Entrepreneurship	
	Management Science	
	International Relations	
Foreign Languages And Literature	Elective First Foreign Language	To acquire the ability to read, write and speak a foreign language.
	Elective Second Foreign Language	
	Foreign Language Literatures	
Sports And Social Event	Elective Physical Education and Sports	To learn the necessary gymnastics and first aid rules.
	Social Activity	
Fine Arts	Elective Visual Arts	
	Elective Music	It is aimed to have skills in the relevant art branch in line with their talents.
	Art History	
	Drama	
Information And Technology	Computer Science	To be able to use a computer and learn the stages of project preparation.
	Project Preparation	

Reference:(Meb, 2018, 2024b)

As seen in Table 8, there are elective courses in 8 different categories other than basic Islamic sciences in International Anatolian Imam Hatip High Schools. When the objectives of the elective courses in the program are evaluated collectively in categories, the following can be said: In addition to being able to comprehend basic Islamic sciences, in the category of Turkish Islamic Arts, to be able to develop oneself in classical art branches in line with one's field of interest; in the category of Language and Expression, to be able to read and write Turkish and Ottoman Turkish; in the category of Mathematics and Science, to be able to comprehend basic knowledge in the fields of science and mathematics and to be able to relate them to daily life; In the Social Sciences category, to comprehend social sciences and reflect them on daily life; in the Foreign Languages and Literature category, to read, speak and

write in a language other than their mother tongue; in the Sports and Social Activities category, to practice gymnastics and first aid rules; in the Fine Arts category, to develop themselves in the branches of art they are interested in; in the Informatics category, to use computers and prepare projects. International Anatolian Imam Hatip High Schools have an education model that aims to raise well-rounded individuals with academic, artistic, scientific and social skills in addition to religious sciences. The basic qualities of the human model raised in line with this program can be summarized as follows:

1. Religious and Academic Competencies

To be able to comprehend basic Islamic sciences (Tafsir, Hadith, Fiqh, Akaid etc.)

To be able to read the Holy Qur'an properly

2. Artistic and Cultural Competencies

To be able to develop himself/herself in classical art branches (calligraphy, illumination, etc.)

Gaining competence in the field of fine arts (music, painting, handicrafts, etc.) in the art branch of interest

3. Language and Communication Skills

To be able to read and write Turkish and Ottoman Turkish

To be able to read, speak and write a foreign language (Arabic, English, etc.) other than mother tongue

4. Scientific and Analytical Thinking Competence

To be able to comprehend basic knowledge in mathematics and science

Developing the ability to use scientific knowledge in daily life and problem solving skills

5. Social Awareness and Social Contribution

To be able to comprehend social sciences and reflect them to daily life

Being an individual sensitive to social values and protecting cultural heritage

6. Physical and Health Awareness

To be able to apply gymnastics and sports activities

To know and apply first aid rules

7. Technology and Digital Literacy

Gaining the ability to use computer and project preparation

Being productive by using information technologies effectively

The human model raised within the framework of this program is individuals who are competent in the fields of science, social sciences, art and technology as well as religious sciences, can speak different languages, protect cultural heritage, think scientifically and analytically, and have a high sense of social responsibility. International Anatolian Imam Hatip High Schools aim to raise individuals who are multicultural, sensitive to universal values, academically equipped and have strong communication skills.

Conclusion

After 2016, the introduction of the project school practice in Anatolian Imam Hatip High Schools is an important development in preserving and diversifying the variety of programs. How these new and important developments affect the aims of Imam Hatip High Schools is important in terms of the human model intended to be raised. In this context, it is possible to summarize the results of the research as follows:

In the most general sense, the human model that these schools want to raise is defined in the Imam Hatip High School curriculum within the scope of Article 2 of the National Education Basic Law No. 1739. Within the scope of Article 2 of the Basic Law of National Education No. 1739, it is stated as "*To ensure that students who complete high*

school become individuals who have adopted national and spiritual values and transformed them into a lifestyle, who contribute to the economic, social and cultural development of our country as productive and active citizens, who have gained basic level skills and competencies expressed in the 'Turkish Qualifications Framework' and also in discipline-specific fields, and who are ready for a profession, higher education and life in line with their interests and abilities"(Milli Eğitim Temel Kanunu, 1997). In this context, when evaluated in general, it can be said that in parallel with the Basic Law on National Education No. 1739 and the vision document of Anatolian Imam Hatip High Schools, Imam Hatip High Schools primarily aim to raise a human model who is loyal to his/her nation, adopts spiritual cultural values, knows his/her duties and responsibilities, is prepared for life in line with his/her abilities, is constructive, creative, has acquired foreign language skills, and has the qualifications to use educational technologies.

Within the scope of the research, when the qualities of the human model desired to be raised in these schools in the context of the courses selected specific to the program in Project Anatolian Imam Hatip High Schools were examined in detail, the following results were reached:

The qualities of the human model desired to be raised in Anatolian Imam Hatip High Schools implementing theology-oriented hafiz and language programs were determined as Reading the Holy Qur'an according to the rules and Hafizah Skill, Competence in Understanding and Interpreting the Qur'an, Ability to Communicate in Arabic, Knowledge of Religious Music and Maqam, Artistic and Aesthetic Perception in the context of course objectives.

In Anatolian Imam Hatip High Schools implementing classical arts and music programs, the qualities of the human model desired to be raised in the context of course objectives were determined as the Competence of Reading the Holy Qur'an Correctly, Knowledge in the Field of Basic Islamic Sciences, Knowledge of Maqam and Religious Music Competence, Expertise in Islamic Calligraphy and Writing Types, Illumination and Traditional Art Perception.

In Anatolian Imam Hatip High Schools implementing a sports program, the qualities of the human model desired to be raised were determined as Religious and Academic Qualities, Physical and Sportive Skills, Athlete Health and Body Awareness, Games and Team Sports Competencies in the context of course objectives.

In Anatolian Imam Hatip High Schools implementing Science and Technology programs, the qualities of the human model desired to be raised were determined as Religious and Academic Qualities, Technology and Engineering Competencies, Digital Literacy and Media Skills, Project and Productivity-Oriented Thinking in the context of course objectives. The research conducted by Şalcı and Gürel on the educational environments and physical facilities of Imam Hatip High Schools implementing Science and Social Sciences programs shows that the schools have the capacity to raise individuals in accordance with the requirements of the age in the field of science and technology with active learning environments such as physics, chemistry, biology laboratories, robotic-coding workshop, writing workshop, gymnasium, library, z-library, music classroom, painting classroom, conference hall, chess room, computer / information technology laboratory, mini cinema hall, geography classroom(Şalcı & Gürel, 2021).

The qualities of the human model desired to be raised in Anatolian Imam Hatip High Schools implementing the Child Development and Education program were determined as Religious and Academic Qualities, Knowledge about Child Health and Care, Preparing Environment and Materials to Support Child Development, Artistic and Educational Skills Focused Thinking in the context of course objectives.

The qualities of the human model desired to be raised in Anatolian Imam Hatip High Schools implementing the science program were determined as Religious and Academic Qualities, Competence in Science, Understanding the Integrity of Science and Technology in the context of course objectives.

The qualities of the human model desired to be raised in Anatolian Imam Hatip High Schools implementing social sciences programs were determined as Religious and Academic Qualities, Analytical Thinking and Problem Solving Skills, Social and Cultural Awareness, Using Social Sciences in Daily Life in the context of course objectives.

Tarhan and Karateke, in their study evaluating Project Anatolian Imam Hatip High Schools according to student opinions, stated that it is a positive situation that these schools have moral and religious education. However, they determined that academic success is prioritized more in these schools and that Project Anatolian Imam Hatip High Schools prioritize vocational courses(Tarhan & Karateke, 2021).

In his study in which the project school implementation was evaluated according to the administrators' views, Karaman concluded from the statements of the Project Anatolian Imam Hatip High School administrators that program diversity is a positive practice for Anatolian Imam Hatip High Schools. However, two administrators expressed a negative view of program diversity because they thought that it decreased the interest in vocational courses(Karaman, 2021).

According to Ay and Keskiner's study, Project Anatolian Imam Hatip High Schools largely meet students' expectations for academic education. However, the priority given to academic success in these schools leads students to focus more on science courses and less interest in vocational courses. This causes religious education to take a back seat and is considered mediocre by parents. Especially in the 11th and 12th grades, the emphasis on other subjects in preparation for the university exam leads to a weakening of religious education. For this reason, it is stated that measures should be taken to prevent academic anxiety from negatively affecting religious education in project schools. It is also emphasized that academic achievement should not get in the way of students' awareness of living as Muslims(Keskiner & Ay, 2023).

The qualities of the human model desired to be raised in International Anatolian Imam Hatip High Schools were determined as Religious and Academic Competencies, Artistic and Cultural Competencies, Language and Communication Skills, Scientific and Analytical Thinking Competency, Social Awareness and Social Contribution, Physical and Health Awareness, Technology and Digital Literacy in the context of course objectives. International Imam Hatip High Schools offer a multicultural education environment by bringing together students from different cultures. This contributes to individuals gaining global citizenship awareness. Öcal emphasizes that these programs play an important role in religious education both in Türkiye and internationally(Öcal, 2017).

These findings coincide with the findings of the research when Project Imam Hatip High Schools are evaluated in terms of curriculum, but the fact that vocational courses are not emphasized in practice shows that there are deficiencies in terms of gaining religious qualifications.

In general, when the qualities of the human model desired to be raised in Project Anatolian Imam Hatip High Schools are evaluated, it can be said that the category of Religious and Academic Qualities is included in all program types, while other types of qualities differ according to the program implemented. Altıntaş and Yücel reveal in their studies that these high schools support academic thinking while transferring religious knowledge and practices(Altıntaş, 2019; Yücel, 2024). However, Altıntaş revealed that there are some problems in the process of achieving the goal of these schools since the issues in the vision document are not adhered to in the implementation process in his study on Imam Hatip High Schools that apply foreign language preparatory class. This issue reveals that Imam Hatip High Schools that implement Foreign Language Preparatory Classes have deficiencies in raising the human model with the qualities identified in the research findings. In the light of these findings, it is concluded that the educational approach of Project Anatolian Imam Hatip High Schools offers a multi-dimensional model that

combines both religious values and academic success. Literature reviews and research findings reveal that these schools offer a contemporary model that synthesizes religious and academic education, but there are general deficiencies in religious education in practice.

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