

## Developing Reflective Thinking in Female Students Fourth Grade Preparatory School in the Subject of Quran oh Noble and Islamic Education

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### Abstract

*Developing reflective thinking in Female students Fourth-row Preparatory School in the Holy Quran and Islamic education. To achieve this goal, the hypothesis was formulated as Oh Zero. The following two: There are no statistically significant differences at the significance level (0.05) between the average scores of the female students in the group the Experimental Of those whom Y They studied Subject: The Holy Quran and Islamic education. The average grades of female students the Control group of those whom Y They studied Subject: The Holy Quran and Islamic education for method Traditional in Developing reflective thinking. Harmony Community Search present from Schools High school And middle school Daytime Governmental Affiliate For the directorate Public To raise The third Karkh For the year Academic2023/ 2024The research community consisted of (2548) female students. I chose intentionally(High school The Lights For Girls)To be a sample Search To apply Experience and I adopted a tool Search The represented With(a test Thinking Contemplative)For a substance The Qur'an The generous one And education Islamic a test(Mohammed,2017)And the component from(20)paragraph, from type choice from Multiple, It was completed Make sure from Believe it And its stability from during Show it on group from Arbitrators Their number is large(16)An arbitrator in the educational and psychological sciences. All paragraphs were calculated The two types of honesty coefficient (face validity and construct validity), as for Stability has been calculated In two ways : Analysis method Contrast using equation Qudr-Richardson(20)Which You measure bezel Consistency Internal For periods Testing And he found that Stability coefficient Testing It equals(88,0), as It was completed account Factories Constancy In a way Retail Midterm using equation Spearman-Brown So he reached Factories proof(0,82)And he Factories stability High used means Statistics The represented With(square Kay , Testing Al-Tai Damn Independent , equation Factories Difficulty And discrimination , equation effectiveness Alternatives wrong , Factories Link Duo Bullet , equation Qudr-Richardson(20), equation Cohen , square Eta To extract body Impact)And after to treat Data Statistically showed Results May come: excel performance Female students Group empiricism who In developing reflective thinking on Female students Group The female officers who studied on according to method Traditional. In light of the research results, it was presented! A set of recommendations and proposals, the most important. of which are the following: Conclusions: development Thinking Contemplative I have Female students group empiricism more from method Traditional. Recommendations: 1-Including exam questions for the final and unfinished levels in the Holy Quran and Islamic education. 2-Inclusion Curricula material The Qur'an The generous one and education Islamic in Colleges Education, strategic steps, draw your ideas.*

### Introduction

## Research problem

In order to precisely define the research problem, the researcher adopted What comes Y:

Through the researcher's work in the field of teaching the Holy Quran and Islamic education, he noticed TA decrease in student achievement and this decline His reason is to rely on normal teaching methods in founder at an Educational. What the results indicated Research Previous studies indicate that learners are weak in achievement, including the study of A Squid (2012)In Iraq, and study of Ahmed(2013)In Iraq. This decrease is due to SB bh To use traditional methods in teaching, and not Emphasizing modern strategies in the teaching process

In style more scientific DI woke up! With procedures the following:

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1- Conducting interviews with a number of teachers of the Holy Qur'an and Islamic Education to identify the teaching methods used. Most of their answers were that they still use traditional methods in teaching the Holy Qur'an and Islamic Education..

2- Conduct a reconnaissance study in Appendix (1) to ensure the existence of the problem the sample size was (25) Teachers and school around Mada Use them For strategy T Modern, The results of the experiment showed Survey Supplement(2)what Comes:

Total reliance on the use of traditional methods and From the above, the researcher has emerged a problem ThHa With the following question: **Developing reflective thinking I have Fourth year middle school students studying the Holy Quran and Islamic education?**

### The importance of research

Live except millimeter And the mug It was completed Modern times came in an era that is most prominently described as the era of scientific and cultural progress, and one of the characteristics of this is rapid change inAspects of lifeOhAll of themAnd from her EducationThis requires actionEvolutioncontinuing in these areas (Al-Wakil and Muhammad(2012:331)

And this development What happened in the eraHe threwOn educationBig responsibilitiesIn numbersindividualAble to go beyond everything that is traditionalLearning toWhat eandbetter And when the soil wasYespart of society,It isShe must provide for her childrenWith potentialWhich enables them to develop their capabilities and competencies to face this progress. (Al-Sanea: 86, 2003)

FA Education at the present time is no longer a process limited to transferring knowledge and information to students only, but rather represents an important role in developing his talents, and it is a process of interaction between the individual and the environment. The Natural and social The thing thatReflect on Personal aspects and attitude formationPsychologicalDesired by him (DavidAnd glorious, 119:1991)

Islamic education is one of the legal sciences that covers...TNd tobookGodAnd a yearNabih Muhammad((peace be upon him)Come on, he saidY:((And he does not speak on behalf of AllahHe liked it(3) Indeed he unless inspiration He is revealed)).(The star/2-4)She isOf a special and distinctive character Mn educational trends. The otherWhich is fromMade by humansAs for Islamic education, it derives its concepts from the Holy Qur'an and the Sunnah of the Prophet and enables them to practice the best behavior (Hammad, 2004:506) andforthatTIslamic education is considered one of the most important academic subjects that students learn, as it is integrated with...ArafaLegitimacy is on its sideDoctrinesYAnd the legislative framework is determined by the value and conceptual system that frames the curriculumYes Dealing withStuff andAFor ideas, construction is donecustomaryAnd the organizational content ofbreedingIslam is based on a set of integrated and interconnected concepts that are distributed On the branches of Islamic education.(The executioner,108:2006) To learn to thinkYIt is an urgent need as a result of the increasing challenges and complexities imposed by the information technology revolutionFor importanceThe mental skills of the learner, it isnecessaryThe interest in teaching him how to think is more important than learning him,What should he think about by providing the appropriate educational environment to develop thinking?.( Mustafa,2007:234)

WeeSunThinking in applied fields is divided into types, the most important of which is thinking critic,AltFakirCreative, WaltFakirAbstract, visual thinking, WaltFakirAbove the paincustomary, contemplative thinkingandthethinkingIn thinking.andYContemplative thinking is one of these patterns that makes the individual always plan! ,And he staysHis styleIn the processes and steps followed to make the decision appropriate,It depends on how the person faces problems, changes in phenomena and events, and the person Who thinks TUnscrewSee meditatively!He has the ability toDMake connections and make summaries And benefit from the information to support his point of view and analyze the introductions Reviewing and searching for alternatives (Abdul Wahab, 2005:160)

Reflective thinking includes many skills and components, and the most important of these skills are the skill of visual vision and deduction, detecting fallacies, and developing appropriate solutions. Comfortable Evaluation and drawing conclusions and lessons. (your Complain, 2005:440) And you see All of (2010, kovalik and olsen) that the tendency to thinking the Ta Usually no Yi it is invaluable to the mind, as it reduces stress and improves learning and decision-making Ezzg performance, And lets For the sake The baht Move from (So what? ) to (How can I use this in the present and future?) and helps himn On storing learning in long-term memory. (Kovalik and olsen, 2010: 4)

That's this kind of thinking maybe Learners acquire self-knowledge No jump IT Their understanding of moral values that are worthy of attention and taking into account the point of view of others n Think about some actions why they are better, and consider alternatives and consequences of actions. (Abu Jado: 105, 2000)

And it has I chose Preparatory stage and Specifically, the fourth year of middle school is a field! To apply the test That's it It is an important stage in understanding the importance of the material of the Holy Qur'an and... breeding Islamic, FT pulp At this stage yct They healed themselves and realized themselves, as well TE Enjoy Student Within this mR suit At a level Suitable for age and aged in Mental which makes them more FT They are for the learning role And its importance In their future lives, the teacher also finds himself in front of... I asked for it More leaching C And more thoughtful. (Al-Husseini, 2015: 14)

This stage is also important because of the growth it is witnessing Oh In growth, mental abilities begin to differentiate and tend towards academic subjects without delay Ray. (Mahmoud, 1981: 38)

#### *Research objective*

The research aims Current to Get to know:-

Developing reflective thinking I have Fourth year middle school students studying the Holy Quran and Islamic education.

In order to achieve this goal, the hypothesis was formulated Oh Zero Oh The following: There are no statistically significant differences between the average grades of female students in the fourth year of middle school (experimental group). And come They studied accordingly Reflective thinking The average grades of female students in the fourth year of middle school (the control group). And come lesson The same material using The traditional method of developing thinking Contemplative.

#### *Research Limits*

YTHE extend the current search as follows:

1- Human limits: a sample of female students in the fourth year of middle school (science Y) in the center of Baghdad Governorate within a day school Affiliated with the General Directorate of Poultry Breeding Kh/ Third.

2- Temporal limits: The first semester of the academic year 2023/ 02024

3- Scientific Frontiers: The first, second and third units of the material book Koran and Islamic education, taught course For the fourth grade (scientific), Fifth edition, year 2021M

4- Objective boundaries: Developing contemplative thinking among fourth-year middle school female students in the subject of the Holy Qur'an and Islamic education.

*Define Terms*

*Development Ob*

*Definition is a term*

*Everyone knew her: Jaballah et al. (2005):*

“One of the educational activities that relies on the representative linguistic performance of some stories and poetic texts, which was achieved in a dialogical manner among a group of characters whose roles the students play in light of their inclinations and abilities” (Jaballah et al., 2005: 2)

*Zayer et al. (2013)*

"The development and progress achieved by the learner as a result. To expose it into active variables (Zayer et al., 2013: 157)

*Reflective Thinking*

*Definition is a term*

*Everyone knew him:*

*ABou Jadou and Nanfal (2007)*

The process of reconstructing previous experiences  
Sleep A new one  
Oh From the picture  
The mentality available in A  
To build  
The individual's knowledge of the topics and events that take place in the environment in which the individual lives (Abu Jado and Nofal (36:2007)

**Al-Zuhairi (2017)**

One An  
Mat thinking about that  
He takes refuge  
To which the individual faces when faced with a situation  
MDoubt for him  
You need to find a suitable solution. (Al-Zuhairi, 491:2017)

*Theoretical definition to think about TaMilli*

I was adopted Definition of Abu Jada And Nawfal (2007)  
A theoretical definition!  
To search.

*Operational definition of reflective thinking:*

The total score that the student obtains by answering the items of the reflective thinking test.

*Preparatory stage*

*Ministry of Education (1977)*

An academic stage that falls within the secondary stage after the intermediate stage  
D This (3) years, aims to consolidate  
What's done? Discover it  
Of the students' abilities, inclinations, and ability to achieve. Touched  
It is a higher level of knowledge and skill, with diversity and deepening of some intellectual and applied fields (Ministry of Education (4:1977)

*Koran:*

*Definition is a term*

*Everyone knew him:*

*Al-Zuhaili and others (2010)*

speech God Almighty is the home to the heart of our master Muhammad ((peace be upon him)) In the Arabic pronunciation, by wasit Oh The revelation was given to Gabriel (peace be upon him), who was worshiped by reciting it between the two books of the book H The beginning b S The meaning of Al-Fatihah and Al-Fatihah Kh Tom for Surah An-Nas (Al-Zuhaili and others, 962:2010)

*Islamic education*

*Definition is a term*

*Everyone knew him*

*Al-Ayasrah (2010)*

A system of immutable divine truths and values and human experiences and skills Changing, stemming from the Islamic perception of the universe And for humans With the aim of educating a person and bringing him to the level of perfection that... He managed e From carrying out the duties of the Caliphate on earth, by populating it And improving life on its back, according to M approach God. (Alai Asra, 453:2010)

*Reflective thinking*

*A historical overview of contemplative thinking*

The great credit goes to the Islamic religion in establishing the roots of contemplative thinking. The reader of God's book, the Holy Qur'an, finds that there are many Qur'anic verses that talk about contemplative thinking, as contemplative thinking is mentioned in multiple meanings, by way of reference, thinking, and contemplation in the Almighty's saying: Those who remember God standing, sitting, and on their sides, and think about the creation of the heavens and the earth. Our Lord, You did not create this in vain. Glory be to You Save us from the torment of the Fire.).

(Al Imran / 191), and the Almighty says: (Do they not contemplate the Qur'an? Had it been from other than God, they would have found in it much disagreement.). (An-Nisa' / 82), and the Almighty says: (Have they not seen how God initiates creation and then repeats it? Indeed, that is easy for God. (Al-Ankabut / 19), and the Almighty says: (So consider it first 2. Oh To see). (Al-Hashr/2), The one who contemplates and contemplates the verses Quranic What you call for can be extracted Curriculum The Holy Qur'an in urging thinking about this universe is a look of contemplation and contemplation in order to reach the greatness of the Creator in His creatures, and not a speech. Quranic A speech! And Z Hey! Hungary D Rather, it is essentially a demonstrative speech that relies on a detailed statement Flour for flour CC and the proofs as stated in the Almighty's saying: (And they said, "There will be no hand." vinegar Paradise unless Whoever was a Hud or Christians that Their wishes Say They came Your proof that You were bodice Qain (Al-Baqarah / 111). (Al-Kubaisi (14:2012)

How much? A T and D The origins of speculative thinking go back to both Plato and Aristotle, but the theoretical basis for the concept of or Meditation term It goes back to John Dewey, whose works provided the basis of knowledge about reflective thinking, then A His studies indicated that reflective thinking should determine the goal of education to become T Note! It is better to pay the student about Learn more Th R father-in-law Asa (His uncle 153:2012)

John Dewey linked contemplation to the practical method because contemplation creates a state of confusion and doubt that confronts the student Then it becomes the base of T n for Th It includes the process

of thinking and then arriving at solutions that contribute to getting rid of this confusion (Abdel Qader, 2017:18)

While some researchers believe that reflective thinking goes back to the scientific efforts of cognitive psychologists like (Badall, Musa and Kakan), who aimed their studies knowing the methods that individuals prefer while learning. (Al-Sharqawi (14:1988)

And in the seventies over the past century, interest in this type of thinking has increased. Yes, Donald Shawn through his book entitled (March Reflective) which he said through it, it helps practitioners develop their ability to think reflectively about the world in order to improve it through contemplation of the action before it happens (Abu Ashma, 4: 2008)

As and Yes, irrigation. Some theoreticians: Proverbs: (Flavell, 1984) (Ghatala, 1988) (Hielbert and Weame, 1988)

that Reflective thinking means metacognition and its consequences what RSAT. (His uncle 175:2012)

But Begovic believes that reflective thinking is an effort. Let me get to know myself, and that contemplation as a result, it leads to wisdom and civility and reassurance. Oh, and to internal cleansing. (Khalifa, 2:2011)

#### *Characteristics of a Contemplative Person*

See "Kirk" that there are several features for the person contemplative which are:

1. Reduces impulsiveness or recklessness.
2. Increases flexibility of thinking.
3. Accuracy in the use of linguistic vocabulary.
4. Recall previous knowledge and apply it to new situations.
5. Being aware of what is happening and being able to think about it.

#### *Stages Thinking Contemplative*

Select "John Dewey" stages Thinking Contemplative Balati:

1-Feeling With the problem.

2-to set The problem.

3-suggestion Solutions And put Assumptions For the problem.

4-collection information or Elicit results Solutions proposed in a light what He has from facts.

5-a test health Assumptions And procedure Experiments different possible. (Dewey ,45:1986)

#### *Levels Thinking Contemplative*

Select all from "I traded Wellion" levels Thinking Contemplative With three levels she:

1-level Literal Contemplative: And he simpler levels Meditation And it relates With ability teacher on to choose Methods And the means Necessary To achieve Goals.

2-level Contextual Contemplative: He represents this level With understanding what behind Practices from Assumptions And theories And clarification Relationship between Theory And the application.



3-level Dialectical:in this level I mean Students By wondering Continuous For his interests And look to matters And defense on His options in a light Evidence that He collects it. (cream ,52:2016)

*Steps the duty Follow her To develop Thinking Contemplative*

from Okay acquisition skill Thinking Contemplative He should on Students help teacher By following Steps The following:

1-Meditation in Attitude:any Reading minute To be sure from Terminology And concepts that It contains it Attitude in order to Be Familiar.

2-to examine expressions Attitude well from before Students To determine Data Given In it then to set What is required Find it(Discrimination between Data And what is required).

3-that He chooses teacher method The occasion that Helps With it Students on to set Steps that You deliver them to the solution.

4-to set method that I followed in to treat position, And choose road better To avoid They fall in Mistakes. (Al-Kubaisi ,2000:2012)

*The foundations that should Consider it in development Thinking Contemplative*

maybe Totality The foundations that He should that He takes it into consideration teacher in development Thinking Contemplative:

1-an offer Information in image Problems on that Be This is amazing Problems Clear in Minds Students in order to Get used to it what may He intercepts them from Problems.

2-sharing Students in Thinking And put Plans For situations And the problems that You face them in Their lives Scholarship.

3-directing teacher For students Guidance intact during Their observation For things because Observation make Students They mean it Looking With what It is happening Turn them around then Access to depth matters.

4-directing Questions that Excite interest Students in Attitude because And this Questions development from capacity Students on Thinking Contemplative.

5-supply Students With attitudes Readability Includes discussions And conclusions.

6-incentivize Students on Interaction Social on road Positions Social. (Returns ,2006: 75-76)

*Handicaps Thinking Contemplative*

A-lack presence Teachers Meditating qualified before Service in Schools For strategies The two teachers.

2-lack Research Related By thinking Contemplative.

3 -Adoption Teachers Preservation And indoctrination.

4-Monopoly Teachers For a time Lesson And few Care With development skills Thinking Contemplative.

5-lack response Teachers To evolve Cognitive And scientific.

6-Adoption stomachic Curricula on Tests You measure Preservation And remember when Students(Algebra ,2:2004)

*Axis the second: studies precedent*

Includes this Axis an offer For studies Previous Self Relationship With variables Search present And balance it from where Goals-methodology And procedures And sides Benefit From her , so It was completed Show it according to Two axes They are:

*First axis: Reflective thinking*

*Study theloveR (2012) Iraq*

The study aimed to identifying the effect of using the discovery method in acquiring Islamic values and developing reflective thinking among fifth grade scientific students. She was proud researcher. The study sample consisted of (40) students, by (21) students in the experimental group, which was taught according to the wave detection method, while the number of members of the control group was (19) students. Which was studied according to the usual method, repeat the chapter. A test of Islamic values, which may consist of (30) multiple-choice items, choosing the correct one and the correct one. And you tendency. Please about the reflective thinking test, which consists of (25) Paragraph of choice type of pleasures. DD, the researcher used statistical methods represented by (choosing) test. Two samples independently, the Kuder-Richardson equation (20) and together ml Discrimination and difficulty. After processing the data statistically. The results showed: There is a statistically significant difference between the average scores of the experimental group and the average scores of the control group in choosing contemplative thinking, in favor of the group. empiricism. There is also a significant difference between the average scores of the experimental group and the average scores of the control group in the test of acquiring Islamic and righteous values Experimental group.

*Ahmed's (2013) study Naked Q*

This study sought to determine the effect of the model Renzulli (RDM). In creative writing and reflective thinking among fifth-grade female students Preparatory school For the distinguished ones .

The researcher chose the appropriate experimental design that achieves. In the search. And its hypotheses. The research sample included (60) female students (30) A female student in the experimental group And in fact (30) A student in the control group, the experimental group studied using the Rizzoli model: while the control group studied the traditional method, sufficient. The researcher uses a number of the following variables (chronological age In months. Alt. A harvest. Academic. For parents, Arabic grammar scores for the previous year, pre-test scores for reflective thinking, and grades ability. Linguistic). It works. researcher. A tool to measure creative writing and reflective thinking among female students. My group. The researcher also prepared a series of achievement tests to be applied to the female students of my group. Search. Use the finder. Statistical methods represented by (test Al-Taito. Two samples Independents, Pearson correlation coefficient, chi-square). After processing the data statistically, the results showed: the female students of the experimental group excelled following. They studied the subject of expression using the Renzulli model on the female students of the control group. They studied Creative writing in the traditional way also outperformed the experimental group's female students who. They studied Creative writing subject. With a model irrigation. Follow the control group students who studied expression in the traditional way.

*Research Methodology*

I followed researcher experimental method. To verify its research objectives and hypotheses, This requires testing the experimental design, as it is one of the most powerful traditional methods by which you can discover and develop knowledge, as well as predict and control events. These methods have proven successful in verifying many of the hypotheses proposed in the social and human sciences. (Melhem, 2010:421)



*Second: Defining the research community and choosing its sample*

Meaning: Research community: All individuals, objects or elements related to the problem of the study to which the researcher seeks to generalize her results (Abbas et al, 2009:217)

The current research population included girls' secondary school and middle school students in the fourth year of middle school, and affiliated to the Directorate of Education Baghdad/Al-Karkh 3rd, For general Academic (2023/2024)

The researcher visited the third Karkh Education Directorate/Department Educational planning (circle statistics) For the purpose of knowing the numbers of female students in the secondary and preparatory day schools for girls affiliated with it through the book to facilitate the task, their number reached (2548). Female students distributed among (45) schools, including (31) secondary schools and (14) middle schools.

*Search sample*

Sample means: part of the original population. It must be selected in a specific way and include a number of elements, and hence the sample must be representative of the original population. The generality of the results reached (Al-Maani et al., 2012:87)

has been determined Sample of the current research According to the following steps:-

**A. School sample:** Choices The researcher The study sample was conducted in a purposive manner to achieve the research objectives. A school was chosen from among the secondary and middle schools affiliated with the Third Karkh Education Directorate in Baghdad Governorate as a purposive sample for research and application of its experience for the academic year (2023/2024) for the following reasons:

1. The school is close to the researcher's residence.
2. help School administration And cooperation With the researcher, and facilitating the task of conducting Research it and give it Private data With students Research sample.
3. Some schools do not allow the researcher to implement her research experience.
4. School containment on Suitable conditions For a purpose Conducting an experiment, including physical and other factors.

*Search tool**Reflective thinking test*

1- The thinking test requires complete for me For a substance Koran And education Islamic For my group Research is a test you adopt! The researcher to measure Reflective thinking For a substance Koran And education Islamic, and after informing the researcher about Literature and review of studies Yes Related to thinking contemplative Among them: Crown scale (2012) To think about it My hope for development Parsing skill among ninth grade students in Gaza, And Ali's (2013) measure of dissociation Ytl Reflection on the subject of Arabic grammar among second-year intermediate school students And Ahmed's (2013) scale for thinking contemplative to This Fifth grade middle school students with distinction, and Muhammad's (2017) thinking scale AMelli in the subject of the Holy Qur'an and Islamic education for the fourth year of middle school, which was taught in Arafa, based on the definition (Abu Jado and Nofal (2017) that (The process of recomposing previous experiences in an New forms of mental image available in the individual's cognitive structure about the topics and events that take place in the environment in which he lives (Abujad and Nofal (36:2007)

And I have RepentNet researcher measure (Muhammad,2017) among the previous standards that were mentioned For a number of reasons:

1-The previous standards differ in their treatment of other academic subjects.

2-Eat it for different age stages.

3-Conducted in different environments.

4- Changing the curriculum

*Difficulty factor equation for test items*

$$\times 100 \quad \frac{S}{n} \quad \text{Question difficulty factor}$$

So:

Q: The number of female students who answered the question incorrectly.

N: Total female students. (Solomon and Raja, 2010: 313)

**4-Discrimination coefficient equation:-**It was adopted to find the discrimination coefficient for multiple-choice type items as follows

$$T = \frac{p - p_d}{(p + d)}$$

So:

T = Paragraph discrimination power index.

YZ = the set of correct answers in the top group.

R D = the set of correct answers in the lower group.

P = number of members of the upper group.

D = number of members of the minimum group. (Al-Dulaimi and Adnan, 2005: 84-89)

**5-Point-wise correlation coefficient** Point Biseral Correlation To find the correlation between the score of each item and the total score of the reflective thinking test.

6-The T-value of the correlation coefficient to test the significant significance of a correlation coefficient  
The relationship of the paragraph grade to the total grade To test reflective thinking

**Equation of the coefficient of effectiveness of alternatives:**-It was adopted to find the effectiveness of alternatives to the paragraphs as follows:

$$\frac{NMA - NMD}{n} \quad t m =$$

Since:

TM = coefficient of effectiveness of alternatives.

NMA = number of people who chose the incorrect alternative from the top group.

NMD = number of people who chose the incorrect alternative from the lower group.

N = number of students in one of the groups (Back, 2010: 291)

*8-Kuder-Richardson equation -20kuder – Richard son equation-20*

$$R_{20} = \frac{n}{n-1} \left( 1 - \frac{\sum p.q}{S_x^2} \right)$$

Since:

Stability coefficient

The percentage of those who answered the paragraph correctly, multiplied by the percentage of those who answered incorrectly.

Number of test items.

Overall test variance. (Al-Azzawi, 2008: 100)

9-The new formula for the Spearman-Brown equation in calculating stability using the split-half method.

$$RS = 2 (1 - 2p_1p_2)$$

$$P2 = (P1 - P2)^2$$

where :

RS = stability coefficient

P1 = standard deviation of the first half

P2 = standard deviation of the second half

P2 = total variance of the scale (Ghoneim, 1985, 403-408)

10-Cohen's equation for two independent samples using a t-test, according to the following equation:

$$\frac{1}{2N} + \frac{1}{1N} \sqrt{\frac{T^2}{2}} = \text{Effect size}$$

So: T is the calculated T-value, N1 is the size of the first group, and N2 is the size of the group. (Cohen, 1988 pp. 21-23). Second

### Show results

**First hypothesis:** There is no statistically significant difference at the level of (0.05) between the average grades of the female students of the experimental group who study the Holy Qur'an and Islamic education and the average grades of the female students of the control group who study the Holy Qur'an and Islamic education in the usual way in developing thinking. Contemplative.

To achieve this hypothesis, the arithmetic means and standard deviations of the performance of the two research groups on the thinking test were calculated. Contemplative Post-test, the average score of the experimental group students was (16,28), and with a standard deviation (1,922). While the average grades of the control group students were (14,13), and with a standard deviation (4,831), and using the T-test for two independent, homogeneous samples of equal size, the calculated T-value was (2,30), which is greater than the tabular t-value of (1,98) at a significance level (0.05), and with a degree of freedom (62), which indicates the presence of a statistically significant difference, in favor of the experimental group in applying the post-contemplative thinking test, and this means that the performance of the female students in the experimental group who studied was superior to the female students in the control group who studied according to the traditional method, and thus the null hypothesis is rejected and the alternative hypothesis is accepted, and just as it is shown in the table (1) and Figure (1).

**Table(1):** Results of the T-test indicating the difference between the average scores of the experimental and control groups on the contemplative thinking test Al-Baadi

Statistical significance	Significance level	Degree of freedom	T value		Standard deviation	Arithmetic average	number	Group
			Tabulation	Calculated				
Function Statistically	0,05	62	1.98	2.30	1.922	16.28	32	empiricism
					4.831	14.13	32	Female officer

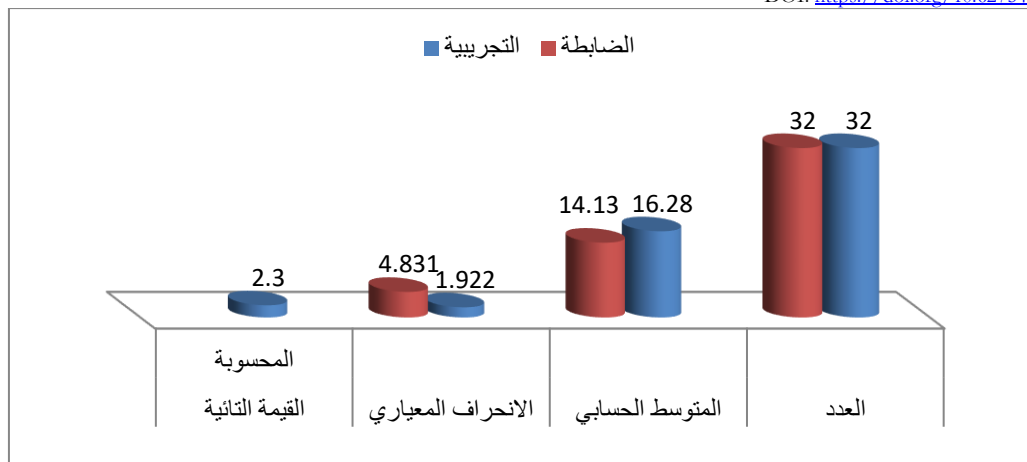


Figure (1)

T-test results for the significance of the difference between the average scores of the experimental and control groups On the thinking testContemplativeAl-Baadi

In order to determine the size of the effect of the independent variable in making the difference to the dependent variable (reflective thinking). The Eta square was used from the calculated (t) value, as the Eta square indicates a percentage of the variance of the dependent variable that is due to the independent variable, while the effect size indicates the percentage difference between the means of the two groups in standard units, and as shown in the table (2)

**Table (2):** value of "t",  $\eta^2$ , d and the effect size for the thinking scale Contemplative

Effect size	valued	value " $\eta^2$ "	T value
middle	0.58	0.079	2.30

The value reached  $\eta^2$  calculated (0.79) and valued(0,58), which indicates that the effect size of the independent variable on the dependent variable (thinkingContemplative)It falls within the very large effect size range for effect size levels, as shown in the table (3).

**Table (3) Reference table for determining effect size levels**

Effect size				
Very big	big	middle	small	Tool used
1.1	0.8	0.5	0.2	D2
0.20	0.14	0.06	0.01	$\eta^2$

**Interpretation of results:** By displaying the resultsYZeR

*Explanation results*

*Hypothesis development*

### Interpretation of the hypothesis result

The results of the current research resulted in superior performanceAThe experimental group became female students in the control group Who studiednAccording to the traditional method.

And the researcher sees thatThe reason goes back to Mayati:

- 1- The steps to develop their reflective thinking helped in a positive way.
- 2- development skill The drawing when Female students the line Fourth in Curriculum material The Qur'an The generous one And education Islamic.
- 3- that application steps stimulated Female students about Share The actor in Activities And events topic Lesson And love them For the material Scientific that progress according to.

And this Result spend with results Studies Previous that I had study(Squid ,2002),(Ahmed,2018), Which She indicated Its results With existence difference in strategy Draw Your thoughts between Female students Group empiricism And female students Group Female officer And for the benefit of Female students Group empiricism

## Conclusions

In light of the results of the current research, the researcher reached:ConclusionsThe following:

- 1-Development Thinking Contemplative I have Female students group empiricism more from method Traditional .
- 2-That ideas were fl'm sorryIn developmenttheMeditation thinkingYDistanceY.
- 3-It influenced the development of contemplative thinkingYThe female students of the experimental group had more results than the usual method
- 4-Female students tend to practice drawing and enjoy itHelp themWith this skill and increased excitementAnd desireFor a lesson on the Holy Quran and Islamic education.

## Recommendations

In light of the results of the current research, the researcher recommends:OhBalati:

- 1-Including the curricula of the Holy Qur'an and Islamic education in all curriculaatEducation and trainingnTo use itnHow to prepare it.
- 2-Including exam questions for the final and unfinished stages of the Holy Quran and Islamic education.
- 3-inclusion Curricula material The Qur'an The generous one And education Islamic in Colleges Education.

## Proposals

- 1- Developing contemplative thinking at other educational levels.
- 2-Including final exam questions in the final and unfinished academic stage in the curriculum of the subject of the Holy Qur'an and Islamic Education, more than one question related to the skill of drawing and developing comprehensive thinking.for me.

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