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EFFECT OF THE STRATEGY OF THE IMPACT OF DIDACTIC IN THE COLLECTION OF FIFTH GRADE STUDENTS IN THE SUBJECT OF QURAN AND ISLAMIC EDUCATION

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Abstract
The aim of this study was to investigate the effect of teaching contract strategy on the academic performance of fifth grade students in Quran and Islamic education. In light of the above, the following hypothesis is hereby posited: There is no statistically significant difference at the .05 level between the mean score of fifth-grade students (experimental group) taught with the teaching contract strategy and the mean score of fifth-grade students (control group) taught with the traditional teaching method in the final examination. With the second-semester approach, the hypothesis is tentatively tried under incomplete control through an experiment. A final test was conducted to measure the performance of the students. The sample of the study included fifth-grade students at Baghdad Education Directorate/Kaher Second Day School. This class was randomly split into two groups. One of them represented the experimental group (40 students) who were taught with the teaching contract strategy and the other represented the control group (34 students) who were taught with the traditional method. A comparison was made between the two groups on the bases of intelligence, age, parents' education level, and previous year grades. The researcher developed a test consisting of 40 items: 19 multiple choice questions, 10 fill-in-the-blanks questions, and 11 short answer questions. Both groups of students were taught by the researchers in person. After the experiment, data were analyzed statistically by researchers. The results of the achievement test indicated that the experimental group of students outperformed the control group of students. On the grounds of these results, the researchers put forward a number of recommendations and conclusions.

Keywords Didactic Contract Strategy, Academic Achievement, Fifth Grade, Female Students, Islamic Education

INTRODUCTION

Research Problem

The world is changing knowledge and information substantially, creating an enormous domain of knowledge and science for people to understand. Educators must move at the same pace as these changes and develop an instructional climate that will facilitate active, effective, and reactive learning on the part of learners. There are teachers who base their teaching on out-of-date strategies, approaches, and methods, which were noticed to miss their educational aim of informing students described by different problems in the educational process: students' disinterest in the learning process, its lack of stimulus, rote memorization sans understanding, and producing tedium of both teachers and learners as it does not train their mental faculties.

This is to cultivate critical thinking skills among the learners for the better that mostly banks on understanding and acquiring the multiple ways of thinking that foster holistic development of an individual. "Improve the learning process through increasing interest in students cognitive development, generating ideas and accelerating learning" (Salman, 301:2016). For this reason, there is emerging literature that underscores secondary school teaching improvement by incorporating contemporary strategies in addressing the difficulties and challenges facing subject teaching at this level (Hassan, 86:2020). This involves the application of teaching strategies and methodologies that underpin critical thinking. Therefore, the task of the teacher is to provoke the thinking of students, teach them how to learn by asking interesting questions. It was emphasized at the local and international conferences and seminars where modern approaches to be implemented in all subjects including Quranic/Islamic studies. The Amman Conference in 1984 recommended the use of various modern teaching methods. The 13th Scientific Conference at the University of Babel took place on November 13-14, 2012, which emphasized improving the educational process by enhancing teacher skills and capabilities and raising students' level through utilization of modern teaching methods.

Importance of the Research

The researchers now have many difficulties and problems to deal with in these modern times. They have approached looking into solutions as well as recommendations for research while the reformers are looking into treatments that will make people live comfortably and safely. But they have not come up with anywhere yet. Implies that it is of importance to understand the core problem and sense at its heart in the human being itself. Important because he must solve each problem brought by the men since human beings place him in the center of the universe. Besides, a person constitutes education, learnt what values and he believes in from principles and shows from behavior. A serious problem is facing Islamic countries today relating to human nature from how it is prepared, bound in its heritage and culture in striving to be equal with the advancement of its times, and working on its community and security issues. The results will be very beneficial for you as a human writer. If a man grows without education, he will be uprooted and lost hence he will uproot and lose those around him. Education is not only an ineluctable necessity of life to keep a civilization's, nation's and

variety of populations' heritage, history but also an entity that shoulders the burden of ensuring social development (Al-Shabini, 22:2000). Education is the development in human life of an individual who is scientific open, morally upright, believes in the Messengers, and human values (Al-Badri, 17:2009).

A course is the way one will follow to fulfill a particular goal and specific objectives. An educational program is what facilitates a body of learners to meet such predetermined educational goals (Al-Qaisi, 39:2018). The curriculum is defined as a scientific translation of educational goals, blueprints, and guidelines and is a basic process that should be erected on scientific and clear grounds in view of all the modern trends in education...taking into account the needs and desires of society and bearing in mind its original Islamic values (Mustafa, 11:2000). Since the subjects on the Quran sciences and Islamic instruction are meant to breathe the right faith into the soul of a juvenile, there must be a good dose of exposition at all levels of education (Al-Tal et al., 479:1994). Islamic education, therefore, is the embodiment of Islamic principles, ideas and truths as enshrined in the texts of the Quran and Sunnah of the Prophet, which jointly form the constitution and laws of Islamic education covering the true beliefs and teachings as well as thoughts that promote feelings and social behavior (Osman, 38:1985). In other words, it is an embodiment of Islamic principles, ideas, and truths as enshrined in the texts of the Quran and Sunnah of the Prophet. The two jointly constitute the constitution and laws of Islamic education.

It is to be noted that studying methods of teaching religion to learners is an essential step for the success of the educational process. The methods of teaching determine the influence of teachers and learners on the education process. In their turn, they define the ways and means to be used, and activities to be done (Al-Wakeel, 99:2001). "Consequently, educators have been developing teaching methodologies and strategies" (Al-Kubaisi, 263:2016).

A contract-based learning strategy is one where learning activities are designed based on what students need. It balances a chance to focus on what individuals want with the imposed needs specified by educational institutions for formal assessments. Informed as they are, learners can identify their learning needs; this activity has to be just what the doctor ordered and ignite their interests (Isha and Ayash, 1432:2013). This very strategy fosters a sense of ownership among students regarding learning materials, which creates a conduit to building a friendly and effective relationship amongst students, improving their academic performance, and raising their motivation levels (Obaid, 286:2020). The researcher chose the intermediate stage due to its importance, as it precedes the university stage and represents the final stage of secondary school learning. It should receive attention from educators and researchers by training learners to use modern strategies that significantly impact their academic performance, preparing them for university stages with adequate academic and cultural proficiency.

Research Objective

To investigate the effect of the didactic contract strategy on the academic achievement of fifth-grade female students in the subject of the Holy Quran and Islamic Education.

Hypothesis: The average scores of fifth-grade female students in the experimental group (who studied according to the didactic contract strategy) and those in the control group (who studied according to the traditional classroom method) with respect to the post-achievement test were not significantly different at the 0.05 level.

A sample of fifth-grade female students (scientific) in one of the girls' schools in the General Directorate of Education in Baghdad, Karkh Second. The second semester of the academic year (2023-2024). The fifth unit of the Holy Quran and Islamic Education textbook for the fifth-grade scientific curriculum for the academic year 2023-2024. Definition of Terms.

Strategy: According to Al-Masoudi and Al-Asadi is a series of managed and planned actions or processes with a common goal or set of specific goals in mind (Al-Masoudi and Al-Asadi, 19: 2015).

Operational Definition of Strategy: It Refers to a set of actions and movements followed by the researcher in the classroom to obtain the desired results with minimum effort and cost, to smoothen the process of transmitting information to fifth-grade female pupils.

Didactic Contract: A set of rules or agreements governing the relationship between the two parties, teacher and learner, with a view to succeeding in didactic practices. (Dibon, 5: 2018).

Operational Definition of the Didactic Contract: A process of contracting and agreeing between the researcher and fifth-grade female students on the strategies and methods used in the educational process, the time required for its progression, activities, tasks, resources, and evaluation methods.

Achievement: Defined by Abdullah as the product of what a learner learns after undergoing an educational experience for assessing the success of the tactics used by the teacher to achieve goals and the knowledge gained (Abdullah, 2022: 80). Operational Definition of Achievement: The mean scores attained by fifth-grade female students on the post-achievement test developed by the researcher after using didactic contract strategy.

Advantages of Didactic Contract Strategy

1. Clarity of Goals: Precisely defined goals known to students. These goals are readily accessible in the contract that is signed.
2. Diagnosis of Learners' Prior Knowledge: The contract accurately identifies the learner's level in educational inputs, hence appropriately determining the starting point for learning; this is recorded in the contract.
3. Interest and Attitude Consideration: Strategies allow learners complete freedom in choosing from various learning alternatives. They can choose content, delivery methods, and educational resources available for a particular course. This enhances the consideration of interests and abilities because learners can define their preferences and styles that best suit them.
4. Ethical Privacy in Learning: This strategy builds upon receiving guidance and support from the teacher wherein the environment is of trust and safety with the addition of sincere advice.
5. Encouragement of Diverse Resources: These can be of use in meeting the required learner commitment with speed and performance accuracy. 6. Providing Feedback:

Informative to learners since it is related to their progress. 7. Time Management Skills: It develops learners' time management skills because by having contract deadlines, they are supposed to come up with a time plan on how they will meet the contract's requirements.

Mastery 8: Behavior modification: Contracts work well for modifying undesired classroom behaviors like introversion, shyness, aggression, or neglecting classroom duties (Salama et al., 2013, p. 169). Teacher's role in didactic contract 1. Guide: The teacher guides learners to draft the contract or while engaging with the educational materials, directing them slowly to develop trust and feel safe.

Teacher as Special Negotiator: The teacher acts as a special negotiator, stating the learner's interests, voicing the advantages and disadvantages of their choices, and offering alternative learning methods and activities. Selecting and Preparing Learning Materials: The teacher provides various learning alternatives regarding content, methods, and activities. It calls for the availability of diverse educational materials from which students can choose.

4. Executor: A teacher implements classroom lessons using the most appropriate teaching approach as per the choice of learners themselves, helping execute educational activities upon students' request. 5. Evaluator: The agreement is all about feedback and constant appraisal that will foster no room for mistakes and misjudgments, leading to timely and quality-based adjustments in learners' educational paths. (Al-Shira and Abu Imran, 2016, p. 767)

Learner's Role in Didactic Contract

1. Negotiator: The learner negotiates with the teacher for information on the best alternatives that make learning easier and facilitate the attainment of educational objectives. The learner should be fully cognizant of their capabilities and comprehend what is being explained by the teacher as they learn to manage their choices efficaciously.
2. Performance of Activities and Tasks: The learner engages actively in performing chosen activities within self-set deadlines agreed upon at the time of contract formulation. He or she has to stick to the attendance and performance deadlines, comprehend the feedback that has been provided by the teacher, adjust his/ her learning path, and then negotiate again to change the contract on the basis of ability.
3. Peer Support: Learners must assist their peers by providing support and facilitating the learning task for their classmates (Abd al-Salam, 2009, p. 511).

Yassin (2023) That this research is based in Iraq and seeks to scrutinize the influence of the didactic contract strategy on rhetoric achievement among fourth literary students as reflective thinking development. The research used partial control design where the experimental group and the control group were handpicked. A total sample of 40 students with 20 students in each group was chosen at random. The study reported that there were significant differences in the results of the achievement test and reflective thinking test in favor of the experimental group (Yassin, 2023, pp. 1-106).

Sajadi et al. (2017): "This study was conducted at Tehran University of Medical Sciences and aimed to determine the effect of learning through contracts on self-directed learning and

nursing student satisfaction. The experimental method was employed, with a sample of 59 nursing students divided into six groups. The findings indicated that there was a significant difference in self-directed learning between the two groups, although the satisfaction scores were higher in the intervention group without statistical significance" (Sajadi et al., 2017, p. 1).

Research Methodology and Procedures

Research Methodology: The researcher adopted an experimental method in verifying the research objectives and hypotheses since it was, according to him, the most effective traditional approach to knowledge discovery, and event prediction and control recommended for use in social and human sciences (Malham, 2010, p. 421).

This Research: This research specifically sets the purpose of data collection and analysis to check an experimental design. Research design aims to test for effectiveness the didactic contract strategy in achieving fifth-grade students in Quran and Islamic Education. Therefore, the researcher chose a partially controlled design wherein randomly selected control group subjects were post-tested only. This design does not require a pre-test; according to Al-Zubaidi and Al-Ghanam (1981, p. 129), individuals can be randomly selected from a group in any experiment.

Figure (1) Experimental Design of the Research

Group	**Equivalence of the Groups**	**Independent Variable**	**Dependent Variable**
		1. Age in months	
		2. Parents' academic achievement	
		3. Raven's IQ Test	
		4. Previous achievement in the Quran and Islamic Education	
	Didactic Contract Strategy	**Achievement**	**Post-test**
Control		Traditional Method	

Second: Identification of the Research Population and Sample Selection:

The study population would include fifth prep grade students at day secondary and preparatory schools for girls under the Directorate of Education in Baghdad/Karkh/Second for the academic year (2023-2024). The researcher visited this directorate (Statistics Division) under facilitation letter (Appendix 1) aiming to collect information about the study population regarding the names of secondary and preparatory schools for girls and their locations in Baghdad/Karkh Second. For implementing the experimental work, the researcher chose Al-Aisha Preparatory School for Girls in Baghdad/Karkh Second (intentionally) for the subsequent reasons:

The proximity of the school to the researcher's residence. The school's administration had shown readiness to coordinate with the researcher in executing the experiment for enhancement of the learning process and departure from the traditional study scope. All the suitable conditions for the experiment were available at school, including physical factors

and others. The school administration made available all the suitable conditions for the researcher to conduct the experiment.

The researcher visited it, and it was found to be a school with three classes for the fifth-grade preparatory. Implementing the research experiment, two classes were selected from them randomly (Classes B and C). The experimental group was class (C) with 40 students, taught using the didactic contract strategy. No student was excluded from the research for failure, so the number of students in the experimental group was 40. The control group was class (B) with 38 students, taught by the traditional learning method. Data from four students were lost from the control group; thus, the number of students left in this group was 34. Therefore, the total sample size for the research was 74 students, as summarized in Table 1.

Table (1) Distribution of the Research Sample from the Experimental and Control Groups

Group	Class	Learning Method	Number of Students	Before Exclusion	Excluded	After Exclusion
Experimental	C	Didactic Contract Strategy	40	40	0	40
Control	B	Traditional Method	38	38	4	34
Total			**78**	**4**		**74**

Equivalence of the Research Groups:

Before commencing the experiment, the researcher statistically equated the students in the research samples regarding several variables that could influence the results of the experiment. The two groups were randomly selected by the researcher, and this was enough for achieving equivalence between the groups. However, she wanted to be sure of the accuracy of the equivalence concerning the variables considered to influence the results. Thus, an information form (Appendix 2) was designed that was filled out after official records and school cards for each member of the research sample, helping to verify matters that would aid in the progress of the experiment. The variables equated by the researcher in the research samples were as follows (age in months, parents' academic achievement, Raven's IQ Test, and previous achievement in the Quran and Islamic Education). The research samples were equivalent at the start of the second semester in the first week of the experiment's running in 31/3/2024. The t-test for independent samples was applied to verify the equivalence of the two groups and according to the statistical conditions of the lean of the frequency distribution of the scores of the research groups toward normality. This was verified by calculating the skewness coefficients for the experimental and control groups as shown in Table (2).

Table (2) Skewness Coefficients for the Experimental and Control Groups for the Equivalence Variables

Variable	Group	Mean	Median	Standard Deviation	Skewness
Intelligence	Experimental	40.62	42	5.18	-0.80
	Control	39.12	40	6.69	-0.39
Age in months	Experimental	192.3	192	12	0.08
	Control	194.82	192	11.08	0.76
Previous Year Grades	Experimental	89.45	91	7.916	-0.59
	Control	89.82	92	8.764	-0.75

The skewness coefficient for all groups is proper as the skewness may take both negative and positive values between -3 to +3 on the scale of skewness. The more closer to zero this measure is, the more closer the frequency distribution is to normality. One of the requirements for the t-test application is the homogeneity of the two samples, which is checked by the ratio of the biggest variance to the smallest variance with the help of the value of significance of this ratio (Murad, 238, 2000), as can be seen from Table (3).

Table (3) F-Ratio Between the Variance of the Experimental and Control Groups for the Equivalence Variables

Variable	Groups	Variance	Degrees of Freedom	Calculated "F"	Statistical Significance
Intelligence	Experimental	26.80	39	1.67	Not Statistically Significant
	Control	44.77	33		
Age in months	Experimental	144	39	1.17	Not Statistically Significant
	Control	122.70	33		
Previous Year Grades	Experimental	62.66	39	1.23	Not Statistically Significant
	Control	76.81	33		

The above table shows that the calculated "F" value was not statistically significant, which indicates homogeneity between means of the two groups. In this situation, the "t" test for means of two samples can be used that are homogeneous at a significance level of (0.05). When applying the independent samples t-test, the findings give no statistically significant differences because the calculated t-value was less than the critical t-value of (2) at a significance level of (0.05) and degrees of freedom (72) for variables (age in months, pre-reading skills test, age in months). Therefore, the two groups are considered equivalent, as shown in Table (4):

Table (4) The mean, standard deviation, variance, calculated t-value, and table value for the research groups

Variable	Group	Sample Size	Mean	Standard Deviation	Variance	Degrees of Freedom	Calculated t-value	Statistical Significance
Intelligence Test	Experimental	40	40.63	5.18	26.80	72	1.09	1.99 Non-significant
	Control	34	39.12	6.69	44.77			
Age in Months	Experimental	40	192.3	12	144	72	-0.93	1.99 Non-significant
	Control	34	194.82	11.077	122.70			
Last Year Grades	Experimental	40	89.45	7.92	62.66	72	-0.19	1.99 Non-significant
	Control	34	89.82	8.76	76.81			1.99 Non-significant

Parental Academic Achievement Father's Academic Achievement Level: The researcher obtained data related to fathers' academic achievement through an information form (Illiterate – Primary – Intermediate – Secondary – Institute – Bachelor's – Graduate Studies) as shown in Appendix (2), which has been reorganized as follows:

Table (5) Frequencies of Father's Academic Achievement for Students in the Research Groups

Group	Sample Size	Education Levels	Degrees of Freedom	Chi-Square Value	Level of Significance (at 0.05)
		Illiterate	Primary	Intermediate	Secondary
Experimental	40	1	5	15	10
Control	34	0	6	7	8
Total	74	1	11	22	18

The following equation was used to verify the statistical equivalence of the research groups (experimental and control) with respect to fathers' academic achievement. Chi-Square value = 8.75, which is less than the tabulated Chi-Square value (12.95) at 6 degrees of freedom with a significance level of 0.05. The result is an infers that is not statistically significant, meaning that the experimental and control groups are equivalent in terms of fathers' academic achievement.

Mother's Academic Achievement Level:
As for the maternal academic achievement level, after data was collected from the information forms that were distributed to the students about the mothers of students in the experimental and control research groups, the levels were as follows (Illiterate – Can read and write – Primary – Intermediate – Secondary – Bachelor's), as shown in Appendix (2), were reorganized as follows:

Table (6) Frequencies of Mother's Academic Achievement for Students in the Research Groups

Group	Sample Size	Education Levels	Degrees of Freedom	Chi-Square Value	Level of Significance (at 0.05)
		Illiterate	Primary	Intermediate	Secondary
Experimental	40	1	6	9	9
Control	34	1	8	10	7
Total	74	2	14	19	16

Mothers' academic achievement was verified to be statistically equivalent as a basis of the research groups (control and experimental), using the Chi-Square equation. A value of 7.15 was obtained for the Chi-Square, below the tabulated Chi-Square value (11.07, at 5 degrees of freedom) at a significance level of 0.05. This, therefore, implies that the results were not statistically significant and indicated equivalence between the experimental and control groups in terms of mothers' academic achievement.

Controlling for Some Extraneous Variables (External Validity of the Experimental Design): Variables are the variables researcher must consider all these variables from the beginning of the experiment through all its stages such as sample, representativeness to the community, experimental procedures, measurement, equivalence between groups as well as All Variables by using control methods and adhering to objectivity in all procedures of the experiment. (Atiya, 2009: 180)

Research integrity is one of the reasons due to which the researcher was prepared to control every extraneous variable that has the potential of influencing the dependent variable, the validity of the experiment, results' reliability, and later generalization to the population from which the sample was drawn. This was achieved by using control measures and applying objectivity to all processes in the experiment. The following were the most important extraneous variables and how they were controlled:

1. Sample Selection:

The differences between the students in the sample were tried to be controlled by the researcher by executing equivalency processes among them in certain variables that might interact with the independent variable affecting the dependent variables. It was also considered the homogeneity of the sample members in social, economic, and cultural aspects since they are from a common social environment which nullifies the effect of this factor.

2. Accompanying Incidents:

Experimental and control group members were not subjected to any situations or events that could disrupt the experiment; hence this factor was not an issue, as it was controlled.

3. From the first day of running the experiment, the researcher checked the absences of the students in both research groups and noted them down. It was observed that in both research

groups there were no interruptions, no shifting and no withering away of the students except for a few individual absences which happened in both groups at very low rates, almost equal.

4. Maturation:

This factor was controlled by subjecting both research groups to similar conditions and the specified duration for both groups. The researcher also achieved equivalence in the ages of the students in both groups, which would help reduce the impact of this factor as well. Consequently, the researcher did not observe any effect of this factor on either research group.

5. The researcher applied this variable by using a tool that was previously standardized among the research groups, the oral reading skills test, valid, reliable, and objective. The researcher prepared and gave the tool to both research groups at the same time and under the same conditions and she corrected the answers herself.

6. Effect of Experimental Procedures:

The researcher tried to apply this variable through the following procedures:

A. Research Confidentiality:

In the second semester of the academic year (2022024) the researcher agreed with the school administration and all teaching staff not to inform the students about the nature of the research to ensure the accuracy of the experimental results and guarantee that the students continued to interact with the experiment naturally.

B. Study Material:

The study material for the experiment met the specified requirement of being common to both research groups for topics covered in the second semester of the academic year 2023-2024 such as (Surah Al-Qasas, Hadith on the Integrity of the Employee, the Story of Dhul-Qarnayn, Forbidden Transactions, Islam Leading Us from Darkness to Light).

C. Instructor:

To minimize this factor's influence, the researcher herself taught both research groups, thereby introducing some objectivity into the results of the experiment and ensuring their accuracy.

D. The students in both research groups were taught in a fairly homogeneous educational setting, whereby the classroom environment in the First Group is the same as that in the Second Group concerning lighting, temperature, ventilation, number of doors and windows, and other environmental conditions.

E. Duration of the Experiment:

The duration was equal and the same for both groups (experimental and control) beginning on Sunday, March 31, 2024, and concluding on April 28, 2024.

F. Distribution of Class Sessions:

This variable was controlled by distributing equally the lessons between the research groups, as agreed with the school administration for the two groups (experimental and control) ensuring equivalence and both groups will be taught on the same day by averaging two lessons per week for each group at equivalent times as illustrated in Table (7).

Table (7) Distribution of Quran and Islamic Education Lessons Between the Research Groups

Day	Group	Lesson	Time
Sunday	Experimental	Fourth	2:45
	Control	Fifth	3:40
Thursday	Experimental	Fourth	11:45
	Control	Fifth	12:40

Sixth: Research Requirements

The present research calls for:

A. Determination of Scientific Material:

The researcher, before he started his experiment, defined his study material which included the second semester study material (academic year 2023-2024). The researcher adhered to the book content and did not add anything not mentioned in it to ensure equivalence of the achievement test for both groups.

B. formulation Behavioral Objectives:

He selected the study material and lessons and the number of classes for each subject of Islamic education and Quran for the fifth preparatory grade. After that, he formulated the behavioral objectives for the topics covered in the experiment based on Bloom's Taxonomy of Cognitive Domain. The objectives were distributed across the six cognitive levels: remembering, understanding, applying, analyzing, synthesizing, evaluating. The initial number of behavioral objectives was (56 objectives) (Appendix 3). These were presented to a panel of experts in education, psychology, and methods of teaching (Appendix 4) to elicit their views on the accuracy of the behavioral objectives and their compatibility with the nature of the study material. Depending on this feedback, the researcher made small adjustments but kept them to be put into practice, not deleting any of the behavioral objectives.

Developing Teaching Outlines:

He prepared (5) teaching programs for the experimental group and another (5) for the control group, both in line with the didactic contract strategy and its opposite “teaching” “method” respectively. He submitted an outline of the experimental program and the control to a panel of judges and experts (Appendix 5), whose ideas he intended to tap in verifying the success of the experiment. Some very slight modifications were made, and they were keyed for practice (Appendix 5).

Seventh: Research Tool

The current research requires preparing an achievement test to measure the dependent variable. The researcher prepared a test consisting of (40) items: (19) multiple-choice items that the student answers by underlining the appropriate word among the answers and leaving no item unanswered, (10) fill-in-the-blank items, and (11) short answer questions. Table (8) shows the test map for the achievement test.

Table (8) Test Map for the Achievement Test of Unit Five

total	Cognitive Level						Relative Importance of the Content	Number of Pages	Lesson
	Evaluation	Synthesis	Analysis	Application	Comprehension	Recall			
%100	%7.14	12.50 %	%5.36	%14.29	%26.79	33.93 %			
10	1	1	1	1	3	3	%25	8	first
4	0	0	1	1	1	1	%9.38	3	second
8	1	1	0	1	2	3	%18.75	6	third
8	1	1	0	1	2	3	%21.88	7	fourth
10	1	1	1	1	3	3	%25	8	fifth
40	4	4	3	5	11	13	%100	32	total

It was later administered by a number of specialists in Islamic education and Quran sciences and their teaching methods (Appendix 4), and items which obtained agreement rate (80%) or more at confidence level (0.05) were considered valid from their point of views. Based on their observations and comments, the required modifications were done.

Test Instructions:

The researcher formulated the test instructions clearly at the level of the research sample, clarifying the concept to be answered and how to answer it. The instructions included: Answering Instructions:

A. Read the question's introduction.
B. Don't leave any item unanswered.
C. Answering with a pencil is better.
D. For multiple-choice questions, circle the correct answer.
E. Answer on the answer sheet.

Correction Instructions:
Questions one and two were each given one point for each correct answer and zero for each incorrect answer. Also, any item left blank or that has more than one response provided was considered an incorrect item on the multiple-choice type. For question three, two points were each given for each correct answer and zero for each incorrect answer, while only one point was given for a mean answer. Hence, a student can gain at most 51 points, and the least 0. An answer key was also prepared by the researcher (Appendix 7).

Pilot Test the Exam:
To determine the time taken by the students to answer the test and to ensure its items and instructions were clear, the researcher had the test applied to a pilot sample of (30) students from the fifth preparatory grade at Al-Asalah Secondary School for Girls, affiliated with the Baghdad Directorate of Education, Al-Karkh II. It was found concentration test items and answering instructions were clear. The average time taken to answer the test items was calculated by recording the time each student took to complete the test, Arithmetic Mean Average being (45) minutes.

Statistical Analysis:
He applied the test for another sample equivalent to the research sample, that was composed of (300) fifth- level female students, from the same community of the research Two sections from Omar Mukhtar Secondary School (for boys), Mahmoudiya Secondary School, and Al-Ribat Secondary School for Girls. The test was corrected, and scores arranged by the researcher in descending order from highest to lowest then chose the extreme upper and lower samples at a percentage of (27%) as best two groups to be representative of whole sample. The following are the procedures for the statistical analysis of the test items:

A. Level of Difficulty of the Items:
The difficulty index of each item on the test was computed. The difficulty index for multiple-choice items and fill-in-the-blank items ranged between (0.21 - 0.64), while that for essay questions ranged between (0.24 - 0.72). Optional items are considered acceptable if their average difficulty is between (0.15 – 0.85) (Alam, 2006: 114), i.e. all test items are acceptable.

B. Discriminatory Power of the Items:
In each item of the multiple-choice and fill-in-the-blank test, the discriminatory power was estimated using the item discrimination formula. The discriminatory power of items ranged between (0.33 - 0.71), the discrimination being estimated using the formula for essay questions, which provided a discriminatory index that ranged between (0.32 - 0.81). That is why all items were retained by the researcher without deletion or modification, as (Alam, 2006: 116) stated that items are acceptable, and really show discrimination if their discriminatory power is (20%) or more. (Alam 2006: 116).

C. Effectiveness of Incorrect Alternatives:

The researcher conducted the following necessary statistical operations. The alternatives (to the first question of the test) attracted a larger number of students from the lower group than those from the upper group. Therefore, she decided to keep them without deletion or modification. Psychometric Properties of the Achievement Test:

- Validity of the Test: A good test should be characterized by its validity. This means that the test measures what it is intended to measure (Sabir and Khafajah, 2002: 167). The concept of validity is related to the appropriateness of the test for use; so when a test is valid, it is appropriate for use in light of the objectives it was designed to measure (Malhamm, 2010: 353). In the current research, the researcher relied on content validity of the test and construct or internal consistency validity.
- Reliability: The reliability coefficient was reached by variance analysis using the Kuder-Richardson Formula (KR-20) that yielded (0.84), indicating good reliability compared with previous studies.

The researcher administered the final form of the achievement test (Appendix 6) to both research groups concurrently on the same day (28/4/2024) with the help of the subject teacher at school's center and then corrected the answers of students for both experimental and control groups. Afterward, the researcher collected and analyzed the results of the two groups based on the description of statistics and data analysis.

It was then administered to several experts in Islamic education, Quranic sciences, and pedagogy (Appendix 4). Those items with a percentage agreement of 80% or more at a significance level of (0.05) were considered valid. It underwent modifications based on their observations and comments.Test Instructions:

The researcher formed the test instructions very clearly, up to the sample level, enunciating the idea and answering method. It included:

1. Answering Instructions:

- a. Read the introduction of the question while answering.
- b. No item should be left unanswered.
- c. It is better to answer with a pencil.
- d. For multiple-choice questions, circle the option that you think is the correct answer.
- e. Answer on the test paper.

2. Correction Instructions:

Scoring was as follows: one point for each of the first two questions answered correctly and zero for each incorrect answer; any item left blank or with more than one answer was treated as incorrect in multiple-choice items. For the third question, two points were given for each correct answer and zero for each incorrect answer; average answers received only one of those points. Thus, the highest score a student could achieve is (51) points and the lowest is (zero). An answer key was also prepared by the researcher (see Appendix 7).

Here is the exam pilot:

She applied the exam to test its time duration of answering by students and the clarity of their items and instructions for a pilot sample of 30 fifth-grade students from Al-Usala Secondary

School for Girls, Directorate of Education in Karkh II, Baghdad Province. It was then found that items were understandable and answering instructions were clear. The average time taken to answer the test items was calculated by recording the time each student took to complete the test. It was found to be (45) minutes.

Statistical Analysis:

He then applied the test to another sample similar to the study sample, which included 300 fifth-grade students belonging to the same research community and selected from two sections each of Omar Al-Mukhtar Secondary School, Al-Mahmoudiya Secondary School, and Al-Ribat Secondary School for Girls. The test was then graded, after which the researcher arranged the scores in descending order and selected the upper and lower extreme samples at a frequency of 27% as the best groups that represent the whole sample. The procedures for statistical analysis of the test items are given as follows:

A. Level of Difficulty of the Items: The difficulty index for the multiple-choice items and fill-in-the-blank questions ranged between (0.21-0.64), whereas the difficulty index for essay questions ranged between (0.24-0.72). An acceptable range for multiple-choice items is between (0.15-0.85) (Alam, 2006: 114). This makes all test items within the acceptable range.

B. Discriminatory Power of the Items: For multiple-choice and fill-in-the-blank type items, item-wise discriminatory power was calculated using the formula provided, and the index ranged between (0.33-0.71). Item-wise discriminatory power for essay type items was calculated using the appropriate formula, and the index ranged between (0.32-0.81). Hence, the researcher retained all the items without deletion or modification since it was mentioned that items are considered acceptable, and the discrimination is real if in their case, the item discriminatory power is 20% or higher (Alam, 2006: 116).

C. Effectiveness of Incorrect Alternatives: It was found after the researcher performed the necessary statistical operations that the alternatives for the first question of the test attracted a larger number of students from the lower group than from the upper group. Therefore, she decided to keep them without deletion or modification.

Test Validity: A good test should be characterized by its validity. In other words, the test measures what it is designed to measure (Sabir & Khafaja, 2002: 167). The concept of test validity is related to how well the test is appropriate to be used. A test is said to be valid if it is fit for use in views of the objectives for which it was developed (Malham, 2010: 353). In the present research, the researcher depended on content validity and construct validity or internal consistency.

Reliability: The reliability coefficient was calculated via variance analysis following the method of variance analysis and KR formula (KR-20) to obtain a coefficient of (0.84), which is a good reliability coefficient as compared to previous studies.

Application of the Experiment: The researcher applied the final version of the achievement test (Appendix 6) to two groups of the current research at the same time on (April 28, 202202), with the subject teacher's assistance at school. She corrected the students' answers for both experimental and control groups according to the prepared answer key.

Statistical Methods: To attain the goals of the current research, the researcher used the following statistical methods:

Chi-square test for one sample. The significance of the differences between the two research groups (control and experimental) when performance statistical equivalence in the variables of (academic achievement of fathers and mothers) and to extract the percentage of agreement among the judges' opinions. (Ahmed, 1998: 284).

2. The t-test for independent samples of equal variance and unequal sizes that ensures the adequacy of equivalence between the research groups (experimental and control) in relation to the following variables: Chronological age; Intelligence; Analysis of results; Verification of research hypotheses.

3. Difficulty index formulas to get at the difficulty index for multiple-choice test items and short answer questions. (Suleiman & Abu Alam, 2010: 313). (Rawashda et al., 2000: 15).

4. Discriminatory index formula for finding the discrimination index for multiple-choice test items. (Al-Dulaimi & Al-Mahdawi, 2005: 84-89).

5. Formula of discriminatory index to find out the index of discrimination for the essay test items (Al-Yaqoubi, 2013: 117).

6. Formula for effectiveness of incorrect alternatives to find out the effectiveness of the alternatives for the multiple-choice items and fill-in-the-blank questions (Awda, 2010: 291).

7. Cohen's formula for independent samples with the t-test (Cohen, 1988 pp. 21-23).

8. Eta square in the t-test case to determine the size of the effect (Kiess, 1989: 513).

Table (9) Results of the t-test for the significance of the differences between the mean scores of the experimental and control groups in the achievement test.

Group	**Sample Size**	**Mean**	**Standard Deviation**	**Variance**	**Degrees of Freedom**	**t-value**	**Statistical Significance**
Experimental	40	44.28	7.68	58.98	72	3.03	Statistically Significant
Control	34	39.09	6.93	48.02			

From Table (9), the calculated t-value (3.03) exceeds the tabulated t-value (1.99) at a significance level (0.05) with degrees of freedom (72). This suggests a statistically significant difference at the level ($0.05 \geq \alpha$) in the post-application, in the favor of the experimental group. Meaning that the performance of the students in the experimental group taught using the didactic contract strategy was better than those in the control group taught using traditional classroom methods in the post-achievement test. Consequently, we reject the null hypothesis and accept the alternative hypothesis.

For purposes of determining the effect size of the independent variable (didactic contract strategy) in causing the variance in the dependent variable, Eta-squared was used from the calculated t-value, which indicates what portion of the variance in the dependent variable is actually specifically attributed to the independent variable. The other aspect of the effect size shows what portion of the difference between the means of the two groups is reflected in standardized units, as shown in Table (10):

Table:-(10)

Values of "t", h², d, and effect size for the achievement test.

t-value	h²	d	Effect Size
3.03	0.113	0.703	Large

Table (10) The calculated η²- value (0.113) shows that the effect size of the independent variable (didactic contract strategy) on the dependent variable "achievement test" is within the range of medium effect size as determined in ref table (11) to determine levels of effect size.

Table:-(11)

Reference table for determining effect size levels.

Effect Size	Small	Medium	Large	Very Large
D²	0.2	0.5	0.8	1.1
h²	0.01	0.06	0.14	0.20

Second, interpretation of the research result.

The research result is that the students from the experimental group performed better than those from the control group at the test, which means that there is a statistically significant difference between the two research groups favoring the experimental one taught with the didactic contract strategy in the dependent variable “achievement test.” This may be explained by the fact that the didactic contract strategy embodies both the subject matter (knowledge), the teacher, and the learner. Within this triangle we can make reference to three important poles related to the teaching- learning process: the epistemological pole— it refers to the relationship of didactic transfer of subject matter by the teacher, constructed from analysis of knowledge content by the teacher; the pedagogical pole— it is manifested in the didactic contract relationship between teacher and learner; and, finally, the psychological pole— it reveals how the learner comes into contact with the subject matter. It is a relation based on: the issue of self-learning as personal acquisition of knowledge; the issue of barriers to epistemological, from which students fail to acquire scientific knowledge; and the issue of representations or perceptions. It can be those of didactic relations, the didactic contract that binds a student to his teacher and the images that a teacher retains on various educational situations to enable the teaching process. The didactic contract relationship elopes all rules, manners, pacts, norms that explicitly or implicitly specify the duties, role, and tasks of both teacher and student owed or due to the accomplishment of learning things, knowledge gaining, and skill acquisition. It includes everything that frames the interaction between the teacher and the student and the conditions imposed by the subject matter for the required tasks, as well as the forms of reward, and the reference frameworks for assessment that determine the conditions for fulfilling commitments and performing tasks and roles allowing for the success of the didactic act in achieving its goals and objectives.

Recommendations:

Some recommendations based on the findings of the present study include:

1. Educational Handbook Publication: An educational handbook on strategy, steps, and methods of applying the didactic contract should be published and distributed to all directorates of education throughout Iraq and relate to those engaged in the educational process.
2. Incorporation into Teacher Guides: The didactic contract strategy should be incorporated into teacher guides for enhancing the professional performance of educators.
3. Adoption as a Core Strategy: The didactic contract strategy shall be adopted as a core strategy in Islamic education and Quranic teaching units for the simple reason that it has lot more relevance to most of the topics in the curriculum units.
4. Integration in Teaching Methods: The didactic contract strategy should be worked out in practical exercises concerning methods of teaching Islamic education and the Quran.

Training Programs for Teachers: Training programs should be initiated for teachers on didactic contract strategy and its application in teaching Islamic education and the Holy Quran. Suggestions:

For future researchers who may wish to further expatiate on this work, the following are areas in which additional studies can be focused:

1. Developing Analytical Thinking Skills: A study in the effects of the didactic contract strategy in developing the analytical thinking skills of middle-school students.
2. Investigation on Creative Thinking Development: Conduct of a study to assess the effect of the didactic contract strategy on developing creative thinking.

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