

Effectiveness of the ring house strategy in collecting and developing visual thinking

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Abstrac

The present study aims to identify the effectiveness of the Circular House strategy on the achievement and development of visual thinking among student in the preparatory stagy in the Holy Quran and Islamic Education .The research assumed the two hypotheses:

1-There is no significant statistical difference at the level of (0.05) between the average scores of students in the experimental group and the average score of students in the control group in the overall test attributed to effectiveness of the Circular House strategy in the Holy Quran and Islamic Education as a teaching method compared with the traditional metho

2-There is no significant statistical difference at the level of(0.05) between the average scores of students of the experimental group and the average score of students in the control group in the visual thinking attributed to effectiveness of the Circular House strategy in Holy Quran and Islamic Education as a teaching method compared with the traditional method.

The sample of study consisted of (49)students divided to(25)students in the experimental group who studied using the Circular House strategy and (24)students in the control group studied in the traditional method .To achieve the research goal,preparing the post-test consisted of (30)paragraph and the pre and the post test of the visual thinking consisted of(20)paragraph the result showed that there was a statistically significant difference between the two averages in the achievement test for scores of the students of two research groups and for the experimental group. There was also a statistically significant difference between the mean difference for the test scores. Of

the visual thinking skills of pre and post test for two groups of research and for the experimental group.

Key words(Circular House strategy identify visual thinking)

Efectividad de la estrategia de la casa del anillo en la recolección y desarrollo del pensamiento visual.

Resumen

El presente estudio tiene como objetivo identificar la efectividad de la estrategia de la Casa Circular en el logro y el desarrollo del pensamiento visual entre los estudiantes en la etapa preparatoria del Sagrado Corán y la Educación Islámica. La investigación asumió las dos hipótesis:

1-No existe una diferencia estadística significativa en el nivel de (0.05) entre los puntajes promedio de los estudiantes en el grupo experimental y el puntaje promedio de los estudiantes en el grupo de control en la prueba general atribuida a la efectividad de la estrategia de Circular House en el Holy El Corán y la educación islámica como método de enseñanza en comparación con el método tradicional

2-No hay una diferencia estadística significativa en el nivel de (0.05) entre los puntajes promedio de los estudiantes del grupo experimental y el puntaje promedio de los estudiantes en el grupo de control en el pensamiento visual atribuido a la efectividad de la estrategia de la Casa Circular en el Sagrado Corán y la educación islámica como método de enseñanza en comparación con el método tradicional.

La muestra de estudio consistió en (49) estudiantes divididos en (25) estudiantes en el grupo experimental que estudiaron usando la estrategia Circular House y (24) estudiantes en el grupo de control estudiaron en el método tradicional. Para lograr el objetivo de investigación, preparando el la prueba posterior consistió en (30) párrafo y la prueba previa y posterior del pensamiento visual consistió en (20) párrafo, el resultado mostró que había una diferencia estadísticamente significativa entre los dos promedios en la prueba de rendimiento para las puntuaciones de los estudiantes de dos grupos de investigación y para el grupo experimental. También hubo una diferencia estadísticamente significativa entre la diferencia media para los puntajes de las pruebas. De las habilidades de pensamiento visual de pre y post prueba para dos grupos de investigación y para el grupo experimental.

Palabras clave (la estrategia de la Casa Circular identifica el pensamiento visual)

First: Definition of research:

The problem of research: The material of the Holy Quran and Islamic education is an important material in the various stages of education because it represents our Islamic religion, and this article is the important way to consolidate the foundations of this religion in the minds of young people, and despite the repeated attempts by those involved in the educational process to develop curricula This article and in accordance with the scientific and technological development taking place in the world, but we find that there is a low level of student achievement of Islamic concepts as well as not affected by the children of the moral value system of our religion, all felt by the researcher being teaching this important article, The reasons for this are attributed to the role of the traditional teaching method, which is no longer able to play a role in influencing the cognitive, emotional, and cognitive skills of the youth, and to develop their thinking and mental abilities. The time allocated for teaching this article is two weeks a week as well as some of the training based on the summaries available in the markets and libraries without confirmation of their scientific source and focus on providing the learner the largest amount of information, and this led the learner to rely on Remember the deaf without understanding resulting in the loss of information and forget about it and the difficulty of retrieving when needed and thus a decrease in the level of the collection of Islamic concepts. Hence, the problem of research was determined by the researcher trying to use a modern strategy to contribute to the effectiveness of the level of achievement of Islamic concepts and the development of visual thinking for students. (The effectiveness of the House House strategy in collecting and developing visual thinking among middle school students in the Holy Quran and Islamic Education).

Importance of Research: The importance of research is highlighted as follows:

- 1 - The importance of the Holy Quran and Islamic education as it is one of the important materials in the curriculum of the various stages of the study because it depends on the understanding of the Koran and knowledge of its provisions and legislation.
- 2 - Developing methods of teaching the Holy Quran and Islamic education through the use of modern strategies such as the ring house strategy in the Holy Quran and Islamic Education.
- 3 - Enable the teacher of the Koran and Islamic education to deliver what is required to deliver to the student through the use of modern strategies in teaching.
- 4 - Enriching libraries and studies using the ring house strategy in teaching the

Holy Quran and Islamic Education.

5- To the best of the researcher's knowledge, there is no study under this title (Effectiveness of the ring house strategy in the collection and development of visual thinking among students in the preparatory stage in the Holy Quran and Islamic education).

Objective of the research: The current research aims to identify the effectiveness of the ring house strategy in the collection and development of visual thinking among students in the preparatory stage in the Holy Quran and Islamic Education

Research hypotheses: To achieve the goal of the research the researcher put the following hypotheses:

1- There is no statistically significant difference at the level of significance (0.05) between the average score of the students of the group who study the subject of Quran and Islamic education according to the strategy of the circular house and the average collection of students of the group who study the Koran and Islamic education according to the traditional method.

2. There is no statistically significant difference at the level of (0.05) between the mean differences of the test scores. The visual and tribal visual thinking of the students of the experimental group and the average differences of grades to test the tribal and remote visual thinking of the students of the control group.

Search limits: The current search will be limited to the following limits:

1 - students of the fourth grade preparatory in secondary schools and public day preparatory in the Directorate of Rusafa the first of the province of Baghdad.

2 - Topics of the Koran and Islamic education for the fourth grade preparatory for the first semester of the academic year 2017-2018

Terminology: The researcher will try to identify some of the terms of the research, including:

1. Strategy: "It is a set of actions, activities and methods determined by the teacher and plans to implement them one by one and in a sequential manner using the available resources to help his student achieve the goals" (Al-Thailah, 2008: 150)
Operational definition of strategy: A set of integrated and organized steps prepared by the researcher to implement the experience of teaching the Koran and Islamic education for students in the fourth grade preparatory.

2 - Ring House Strategy: "is a set of educational events based on the development of circular visual organizer format helps to display the concept through seven sectors contain the most important ideas of the concept as well as images or symbols of these ideas, which helps the ease of retrieval" (Muhanna, 2013: 10)

The procedural definition of the ring house strategy: A strategy through which the researcher will teach the students of the experimental group according to the title of the main subject and put it in the center of the circular shape divided into seven

sectors that may increase or decrease the adoption of the connecting tools (from, Which is associated with the main title in order to increase their achievement and develop their visual thinking.

3. Collection: "The amount of information, knowledge or skills that the student obtains, expressed in degrees of test that can be measured to the specified levels" (Shehata & Al-Najjar, 2003: 89)

The procedural definition of the achievement: the grades obtained by the students of the experimental and control groups (the research sample) in the achievement test for subjects studied in the Holy Quran and Islamic Education for the fourth grade preparatory.

4 - Visual thinking: "is a mental activity and skill helps the learner to obtain information and interpretation and representation and awareness and conservation and then express them and his own ideas visually and verbally" (Afana, 2009: 41)

The procedural definition of visual thinking: A set of visual thinking skills that the researcher draws from previous literature and studies that enable the learner to be able to visualize, perceive, interpret and analyze information, and derive the meaning. Prepared by the researcher for this purpose.

Second: theoretical framework and previous studies

Theoretical framework

The Ring House Strategy: "The circular house strategy is one of the strategies of constructive teaching proposed by Wandersi. It is a proposed strategy for representing the subjects of the course, its activities and activities, through which the learner can link the information, identify the relationships, explain and describe the subjects. Separates it into parts starting from year to year. " Mintzes, Wandersee and Novak, 2005)

"The circular house is a two-dimensional circular geometrical shape, a central disk divided by an optional line surrounded by seven outer sectors. Miller says that the magic number (7) may increase or decrease two and the information acquired by individuals is stored in memory, Collected and organized and the relations between them. " (McCartney and fig, 2011)

Objectives of the ring house shape:

1 - "helps to develop the following intelligences (linguistic intelligence, logical intelligence, visual intelligence, external intelligence)"

2 - "helps to make some operations of science"

3 - "helps the teacher to identify what the learner knows and to explore the wrong understanding of the learner."

4 - "Training learners to convert many scientific information to easy information simplified and easy to read and recall"

5 - "Developing the ability of learners to draw, because of the great relationship between science and art when using the shape of the ring house." (Ward and Wandersee, 2001-2002)

Steps to implement the ring house strategy in the classroom

1- "The teacher presents the lesson with one of the common teaching methods (discussion, explanation, practical presentation, etc.)"

2. "The teacher will divide the students into cooperative learning groups if desired."

3 - "The teacher with students identify the idea or the main ideas that are explored and the design of the form."

4. "Students write the title of the form (formulation of the main concept)"

5 - "Students will write the objectives of the shape of the circular house at the bottom of the paper on which the shape will be drawn."

6. "Students will break down information related to the concept into seven main parts or less or more than two and write the information for each part identified with words or fees that are easy to remember and retrieve."

7. "Each group presents the form it has designed to the other classmates with the comments of the teacher and colleagues." (Ambusidi and Balochi, 2009: 491)

Visual thinking: "Visual thinking is one of the types of thinking that can be developed by students based on the shapes, drawings, pictures presented in the situation and the real relationships involved in them (Collis and Watson, 1995). "The development of the visual aspect of the learner is one of the factors that helps to develop his thinking, improve his performance and thus strengthen his learning process, within the theory of intelligences Which is based on eight strategies for the development of intelligence, the most important visual exploration through the use of different forms and fees and answer the questions of the teacher in the classroom, relying on visual photography and the processes of educational representation and recall images from memory (Ibrahim, 2003: 25), " Of the processes translate the ability of the individual to read the visual form and convert the visual language carried by the form into a verbal language (written or spoken) and extract information from it "

Visual Thinking Skills: "Visual thinking skills are a set of skills that encourage students to visualize scientific information by combining their perceptions with their knowledge experiences to reach skills" (Nazzal, 2016: 494), as follows:

1 - the skill of visual discrimination: "means the ability to recognize the visual form displayed and distinguish it from other forms.

2 - The skill of understanding spatial relations: "means the ability to recognize the position of objects in the vacuum, and the difference in location of different location of the person watching them.

3 - the skill of information analysis: "It means focusing on fine details and attention to data partial and macro"

4 - the skill of interpretation of information: "and refers to the ability to interpret each part of the molecules of visual form"

5 - the skill of the conclusion meaning: "means to reach the concepts and principles of science through the form presented." (Afaneh, 2001: 33)

previous studies :

Due to the absence of previous studies according to the researcher's knowledge, the strategy of the ring house in the collection and development of visual thinking in the Holy Quran and Islamic Education, so the researcher will try to focus on studies that dealt with a variable of research variables in different subjects.

1- Khasbak study (2015)

Title of the study (the impact of the ring house strategy in the achievement of students in the second intermediate grade in the Arabic grammar). The study aimed to demonstrate the use of the ring house strategy in the achievement of the second grade students in the average Arabic grammar. The sample consisted of two groups, one experimental, 30 students studied using the ring house strategy, the other 30 students studied in the usual way, In order to achieve the objective of the study, an educational material was prepared according to the strategy of the ring house and the achievement test in Arabic grammar for the second grade was average. The results showed that there was a statistically significant difference between the arithmetical averages of the students' Experimental Beast.

(Khasabak, 2015: 429)

2- Tarawneh Study (2014)

The purpose of the study was to show the effect of using the ring house strategy in the development of visual thinking among the ninth grade students in physics. The sample of the study consisted of two groups, one of which is experimental The number of its members (25) students studied using the strategy of the ring house, and the other officer of the number (26) students studied in the usual way, and to achieve the goal of the study prepared an educational material in accordance with the strategy of the House ring, There is a statistically significant difference between the intermediate Alhassabeyen signs students in my research to test the visual thinking in favor of the experimental group, the study recommended that include house-ring shape teaching strategy for the Study of physics, conducting similar studies on rows and other topics.

(Tarawneh, 2014 AD: 798)

3- The Calcutta Study (2012)

Title of the study (Effectiveness of employing the ring house strategy in the development of concepts and visual thinking skills in the geography of the 11th grade students in Gaza). The study was designed to investigate the effectiveness of the ring house strategy in the development of concepts and visual thinking skills in the 11th grade students in Gaza. The sample consisted of (76) students distributed in the first two experimental groups, studied the circular house strategy and the second was studied and studied in the traditional way. The strategy of the ring house in the development of concepts and skills of visual thinking in the experimental group students compared to the control group students (Kalhoot, 2012: 213)

4- The study of the spoiler (2011)

Title of the study: The effect of the strategy of the circular shape of the house in the academic achievement and the survival of the effect of learning among the second grade students in the science course in the governorate of Majma in Saudi Arabia. The results of the study consisted of (46) student dispensers in the first two experimental groups and studied the strategy of the ring house and the second control and studied in the traditional way. The results of the study showed that there were statistically significant differences between the experimental and control group averages in the post- There were statistically significant differences between the mean scores of the experimental group and the control group in the delayed post-test to measure the effect of learning.

Indicators and evidence derived from previous studies

1- Previous studies emphasized the importance of visual thinking and the necessity of developing it among students in different stages of education and different subjects.

2 - The previous studies confirmed the importance of the ring house strategy and its impact on the educational process and this is confirmed by the current experience.

3. The experimental approach was the common denominator of all previous studies as well as the current experiment used the experimental approach.

4. Previous studies have varied in place of agencies:

- A study conducted in Gaza as the study of Alkhalhot 2012.
- A study conducted in Jordan as a study of Tarawneh 2014.
- A study conducted in Saudi Arabia as a study of the spoils 2011.
- A study conducted in Iraq as the study of Khasabak 2015 as well as the current study conducted in Iraq.

Usefulness of previous studies

- 1 - Selection of the appropriate research methodology is experimental design based on two groups (experimental and control)
- 2. Determine the procedural definitions of search terms
- 3 - Identification of statistical treatments used in the testing of hypotheses and analysis of data and results
- 4 - Prepare the tools of research preparation sincerely
- 5. The researcher's horizons through the identification of many books and scientific journals and references that serve the research.
- 6- To assist in interpreting the findings of the present research in scientific and objective terms

Third: Research procedures

Experimental Design: In experimental and semi-experimental research, the researcher uses the appropriate design for the purposes of his research and its conditions for the inevitability and necessity of experimental design, namely, "to plan the circumstances and factors surrounding the phenomenon we study in a particular way and to observe what is happening" (Aziz and Anwar, 1990: 256)

"Since the designs with tight control are difficult and are not possible in all cases so that the educational research did not reach the experimental design to achieve perfection of perfection due to the importance of the phenomenon of education" (Van Dalben, 1993: 40) and since the current research includes one independent variable The experimental and partial experimental design of the experimental and intermediate groups with pre-and post-test tests was used to measure the skills of visual thinking and the post-test in the measurement of achievement as shown in the chart (1)

experimental design for researc Build 1 Schema

Variable Dependent	Variable Independent	Search Tools	Group
Post Acquisition testing and visual thinking skills testing	Ring Building Strategy	Test of visual thinking skills Tribal planning	Experimental
	Traditional Method		Control

Search community and design:

1 - Community Research: The current research community represents all students of secondary schools and government preparatory to one of the three directorates in the Rusafa side of the city of Baghdad (General Directorate for the education of the first Rusafa, Directorate General of the Education of Rusafa II, Directorate General of Education Rusafa III) Al-Mustansiriya Preparatory School for Boys is intended to be a teacher for the owners of this preparatory school so that he can conduct the experiment himself.

2. The research sample: After selecting the preparatory researcher to conduct his research experiment, the researcher chose the fourth stage, which consists of four divisions. Two divisions were selected in a quasi-organizational manner. And Islamic education strategy House ring, and selected Division (C) to be the control group that teaches the Koran and Islamic education in the traditional way. The number of students of the two divisions was 57 students with 30 students in the experimental group and 27 students in the control group. After the exclusion of the students who were rejected and the students of the dhimmis were (8) students, (5) students in the experimental group and (3) In the control group. The number of students in the experimental group (25) students and the number of students in the control group (24) students, and the reason for the exclusion of students retarded from the bold experiment, the researcher believes that students retarded with prior knowledge and knowledge of the vocabulary of the material to be studied by the researcher during the experiment, which affects the results of the experiment, Has left them in the classroom to benefit from experience and to maintain the school system.

The two groups of research: Before starting the experiment, the researcher was keen to carry out the process of parity between the experimental group and the control group with the variables related to the research:

1- The intelligence of the students of the two groups: The Raven test was adopted for successive successive matrices of the Iraqi environment consisting of five parts. Each part included (12) question. The test was applied to the students of the two groups before the experiment was started (3/10/2017). The mean and variance of the scores of the students in the two groups. The use of the tit test for two independent independent samples showed the results to the two groups (experimental and control) in this variable as shown in Table 2.

shows the parity of the two groups in the IQ variable Table 2

Statistical significan t	Tabula r T value	Calculat ed T value	Freedo m degree	Variance	Arithmet ic Mean	Number of sample	Group
0,05 Non significan t	2.000	0,0695	47	80,41	35,28	25	Experime ntal
				64,21	32,85	24	Control

The age of students in years is calculated as the age of the students calculated in years. Data on the age of the students were taken from their school cards and after the calculation of the mean and variance of the age variable in years for both the experimental group and the control using the independent test of two independent samples. The results showed that the two groups were equal in the time- In table (3).

shows the time in years for the students of the two groups 3 Table

Statistical significan t	Tabula r T value	Calculat ed T value	Freedo m Degree	Variance	Arithmet ic Mean	Sample Number	Group
0,05 Non significan t	2.000	0,0874	47	20,32	15,3	25	Experime ntal
				19,65	14,8	24	Control

3 - Previous degrees of achievement in the Holy Quran and Islamic Education:

shows the arithmetic mean and the variance of the grades of the students of Table
the two research groups in the Holy Quran
And Islamic education in the third grade

Statistical Significa nt	Tabula r T Value	Calculat ed T value	Freedo m Degree	Variance	Arithmet ic Mean	Sample Number	Group
0,05 Non significan t	2.000	0,921	47	119,20	72,25	25	Experime ntal
				132,12	70,30	24	Control

The researcher has tried to control the external and external variables, especially those that are related to the internal variables. Which can affect the search procedures and follow them, including:

1- Exotic variables (internal honesty)

A - Selection of the members of the research sample: Despite the selection of the sample of the research at random and to increase the concern for the integrity of the internal truth of the research was conducted the process of equivalence between the two research groups variables related to research as previously.

B. Maturity: There were no biological, psychological or mental changes on the members of the two groups that have a negative or positive effect on the results of the research.

C) Research tools: The research tools used were highly accurate, where a pre-test was prepared after the visual thinking skills, and it was set in terms of honesty and consistency, as well as preparation of a post-achievement test for the Holy Quran and Islamic Education.

D - leakage of members of the research group: During the experiment did not get leakage or interruption of the experimental groups and control, but continued regularly throughout the period of time to search.

2 - External variables (external honesty)

A - The researcher agreed with the school administration not to inform the students of the nature of the research and its objectives in order to ensure the

accuracy of the results and to not be the students to change their activity and treatment, which affects the integrity of the results and accuracy, which helped that the researcher taught the school owners.

Interaction with experimental conditions

The researcher studied the two research groups by himself, which gives the experiment a certain accuracy and objectivity because the individual teacher of each group makes it difficult to return the results to the independent variable because of the ability and strength of a teacher on his article without the other or the enthusiasm of the teacher and his bias to his students or other factors.

Course Material: The study material was distributed between the experimental and control research groups equally and uniformly in the subjects studied.

Environmental and physical conditions: The experimental and control groups were taught in two adjacent chambers with almost the same specifications.

Educational means: The educational means were similar between the two research groups in terms of the similarity of the whiteboard and the use of colored pencils.

Configure experiment requirements:

1- Determining the scientific material: The researcher identified the scientific material he is studying for the sample of the research during the first semester of the academic year 2017-2018. The unit included five units, each of which includes five topics in the Holy Quran and Islamic Education according to the course of Quran and Islamic Education for the year 2017.

2. The formulation of behavioral goals: "The formulation of behavioral goals is not a random process or personal judgment, but rather a process that takes place in the light of the study of the sources of goals" (Al-Amin, 1986: 55). The Bloom's knowledge classification by its six levels of objectives is one of the most common and used classifications, Subjects to be studied in the experiment The researcher derived (70) cognitive behavioral goals. Distributed across six levels

To ascertain the validity of the behavioral goals and their conformity with the specific levels of each of them were presented with the content of the scientific article on a number of experts specialized in education and methods of teaching the Koran and Islamic education Annex (1), and after the use of the agreement Cooper agreement to determine the proportion of the agreement of arbitrators in the validity of behavioral goals emerged as a result of their views on The ratio of the agreement is not less than 80%, and thus the goals of the behavior are valid with some adjustments to some of the goals in the light of observations.

3 - Preparation of teaching plans: The researcher prepared (20) model pilot plan for each group (10) teaching plans were all presented to the experts and former arbitrators and some of them have been modified according to the observations and opinions of experts and arbitrators. Annex (2)

Setting Up Search Tools:

1 - Prepare a test to measure the skills of visual thinking

In spite of the study of many of the studies that dealt with visual thinking, a test was prepared to serve the objectives of the research and to suit the nature of the stage and the subject matter. After the researcher learned some studies and literature that The objective of the study was to identify the skills of visual thinking, namely, five skills (visual excellence, understanding of relationships, interpretation of information, analysis of information, conclusion of meaning). After defining the skills of visual thinking, (1), and using the Cooper equation was agreed upon (1). The test was carried out in a preliminary form by a group of experts and specialists in the field of education, teaching methods, measurement, the Holy Quran and Islamic education. (83%) of the opinions of the experts and amended some paragraphs in terms of language and scientific, then the visual test was applied to a sample of 30 students (B) for the fourth grade of the same school, (45) minutes, and then the answers were corrected i In the visual test, one score was given for each complete response and zero for each wrong answer. The difficulty factor was calculated for the test paragraphs through the difficulty equation. It was found to range from 26% to 54% The coefficient of stability of the test paragraphs applied to the survey sample was calculated using the Koder-Richardson equation. 20 The stability coefficient (81) This indicates that the test has a high degree of stability

2 - Preparation of the achievement test

In order to measure the achievement of students and to know the extent of achieving the limited objectives of the course material is necessary to have a means of assessment that this purpose for this is an integral part of the curriculum and educational tests is one of the most important means of assessment used in the collection of students and the most common for ease of preparation and collection (apparent , 1999: 51). Therefore, the researcher prepared the achievement test in the Holy Quran and Islamic Education for the fourth grade preparatory

(30) thematic test paragraphs of the type of test multi-four alternatives to Annex 4 because of its advantages as they are often used to measure the level of knowledge of learners from the reminder of information and facts and the absorption of scientific concepts and applied and analyzed and it is desirable and can answer the most in a timely manner, In order to achieve the test repre

sensation of the content and to indicate the extent to which the paragraph is related to the target content and the correctness of the paragraph format and its relevance to the level of objective we measure, the test was presented with the content and behavioral objectives of the experts and specialists. (1) Using the Cooper equation, 80% Some paragraphs in the light of their views and did not delete any paragraph. After that, the researcher applied the achievement test on the sample of 30 students who represent Division (B) of the same school in which the experiment was applied. For the purpose of verifying the clarity of the paragraphs and the instructions and the time taken to answer them, (0.45-0.53) and the strength of its characteristic ranged from (0.68-0.77) and thus the test is suitable and valid. The stability coefficient of the experimental sections was calculated using the internal homogenization method and the application of the Koder-Richardson-20 equation, 0.87).

After preparing the requirements of the physical experiment and adjusting some of the variables that may be available in the experiment and after the application of the test of the skills of visual thinking tribal students of experimental and control groups, the researcher began on Tuesday 10/10/2017 in the light of the following procedures:

1 - The implementation of the teaching plans of the experimental group on the strategy of the House ring in the Koran and Islamic education for the fourth grade preparatory.

2 - Implementation of the teaching plans allocated to the control group according to the normal way of teaching the Koran and Islamic education for the fourth grade preparatory.

The experiment ended on Thursday, 21/12/2017. The test of post-training was carried out on Wednesday, 20/12/2018, on both groups at one time. The test of visual thinking skills was applied on Tuesday, December 12, 2018 on both groups at the time One also, in collaboration with the school administration, ended up answering everyone on time for the two tests.

Statistical means

The researcher adopted the following statistical methods in the treatment of research data

1- The measures of centralism and dispersion (arithmetic mean, variance, standard deviation) for the grades of each group

2 - The final test of two independent samples

3 - The test of two interrelated samples to determine the differences between the tribal test of visual thinking skills

4 - Difficulty factor calculation of the difficulty of each paragraph of the test

achievement

5. The power of discrimination to calculate the power of discrimination in each paragraph of the test

6 - Koder Richardson-20 equation to calculate the coefficient of stability of the objective questions in the test of visual thinking skills and collection
 $(N / N-1) (1)$

7 - Cooper's equation for agreement arbitrators = (number of times of agreement / total number of arbitrators) \times 100%
(Al-Nadhar, 2007: 11)

8. T-test to find the significance of correlation coefficients
 $T = R \times Y (N -2)$ where $R = Y$ = correlation coefficient (Ahmad and Khalil, 1988: 305)

Fourth: Presentation and interpretation of the results

The researcher will attempt to present the results and explain them with the main conclusions of the research as well as the recommendations and suggestions.

View results:

1. The results of the post-test achievement: For the purpose of verifying the objective of the research through its first zero hypothesis, the mean and variance of the experimental and control group scores were found in the post-test and by using the T-test for two independent independent samples, 5)

Table5 shows the arithmetical mean and T calculated and tabular values of the experimental and control group scores in the post-

Statistical significant t	Tabular T value	Calculated T value	Freedom Degree	Variance	Arithmetic Value	Sample Number	Group
Significant	2.000	2.85	47	20.32	25.21	25	Experimental
				17.65	21.32	24	Control

It is clear from the above table that the calculated T value (2.85) is greater than the numerical value of (2.000) at the level of 0.05 and the degree of freedom (47). Therefore, the first null hypothesis, which states: There is no statistically significant difference at the level of (0.05) Collecting the students The study group studying the Holy Quran and Islamic Education according to the strategy of the circular house and the average of the students' collection of the officer who study the Quran and Islamic education according to the traditional way.

2 - Test the skills of visual thinking tribal and remote: For the purpose of verification of the hypothesis of the second zero, the comparison between the experimental groups and control the differences between the Tribal and Remote tests to test the skills of visual thinking in the Koran and Islamic education by subtracting (the degree of post-test - tribal test) In the two groups. The mean and variance of the differences in scores for each group were calculated by using the T-test of two separate independent samples and then finding the T value as in Table (6).

Table6 The arithmetic mean, variance differences, and the calculated T value of the scores for the experimental and control groups to test the skills of pre-and post-

Statistical Significant	Tabular T Value	Calculated T value	Freedom Degree	Variance	Arithmetic Value	Sample Number	Group
Significant	2.000	3.80	47	15.55	14.43	25	Experimental
				13.52	10.64	24	Control

The above table shows that the calculated T value (3.80) is greater than the numerical value of (2.000) at the level of (0.05) and the degree of freedom (47). This means that there is a statistically significant difference between the experimental and control groups and for the experimental group, The second, which states that there is no statistically significant difference at the level of (0.05) between the mean differences of the test scores, the visual and tribal visual thinking of the students of the experimental group and the average differences of the grades to test the tribal and remote visual thinking of the students of the control group Visual D. Experimenting for those who have studied using the House House strategy on their peers who have studied in the usual way.

Explanation of the results: The superiority of the students of the experimental group who studied according to the strategy of the House ring to their peers who studied the usual way of academic achievement and visual thinking can be attributed to the following:

1 - The strategy of the House ring and the mechanism of submission to the students stimulated their motivation towards the lesson and urged them to retrieve information from memory in a timely manner, which led to the employment of thinking skills in general and the skills of thinking. By the special in that led to better learning students and helped him the skill of visual excellence to recognize The components of the subject are then revealed and identified the relationships between concepts and Islamic terminology down to conclusions with logical analysis and give compelling explanations for those conclusions, in addition to the integration of students into the learning process by recording difficult observations led to concentration. Ntbaham what to be learned and then dealing directly with the educational situation.

2 - The strategy of the House ring removed the students from the state of Sarhan and decided to relax in the cycle of laziness and stagnation and transferred to the circle of vigilance and activity based on active participation in the process of learning.

3. The students of the experimental group in the ring house strategy found the way to a thorough understanding of the lesson, enabling them to respond to the items of the tests with marked distinction and strong language in comparison with the performance of their peers in the control group.

4 - The ring house strategy of modernity and serious facts, all of which led to a focus in the development of visual thinking skills.

This result is consistent with the results of previous studies that dealt with the effectiveness of the ring house strategy in the development of visual thinking skills such as the study of the drum in 2014, and the study of Kalhoot 2012, which showed the effectiveness of the ring house strategy in the development of visual thinking skills.

CONCLUSIONS: In light of the results of the research, the following conclusions were reached

1 - Using the strategy of the House ring in teaching the Koran and Islamic education for students in the fourth grade preparatory to the impact of raising the educational achievement for them.

2 - Using the strategy of the House ring in teaching the Koran and Islamic education for the fourth grade preparatory students have an impact in the development of visual thinking skills.

Recommendations: In light of the results of the current research, the researcher recommends what comes

1 - Using the ring house strategy in teaching the Koran and Islamic education

for students in the fourth grade preparatory because it has an impact in raising the academic achievement and develop the skills of visual thinking and try to include as a teaching strategy for that article.

2 - Attempt to train teachers at different stages on the strategy of the House ring and use in teaching.

Suggestions: In the light of the research results, the researcher suggests Maa-yati

1- Conduct a similar study for the current study to find out the effect of the ring house strategy in other variables

2 - Conduct a similar study to the current study in the stages of study and other materials.

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