The Effectiveness of "Alef" as the digital curricula Educational Program in the Students' Learning Recitation Rules and Their Attitudes Toward it

Prof. Majed Zaki Aljallad [1] ,Mohammad Abdulsalam Suliman Al Arood [2] ,Dr. Nashaat Baioumy[3]

Abstract: *The study aimed to investigate the effectiveness of "Alef" educational program in the students' learning recitation rules and their attitudes toward it. The sample consisted of (87) 8ᵗʰ grade students (41 male, 46 female) in UAE, who were divided into two groups: An experiment group that studied the course using "Alef" program, and control group that studied the same course using the Holley Qur'an. The instrument repressed in: Oral and writing tests in recitation rules, and attitude scale. The results showed a significant difference between the students' achievement on both oral and writing tests due to: Teaching method variable in favor of the experimental group, and gender variable in favor of females. The results also indicated high positive attitudes towards "Alef" educational program. According to these findings, the study recommended the use of "Alef" educational program in all schools with different stages and paths, especially in the future shifting towards the digital curricula.*

Keywords: *"Alef" Educational Program, Recitation Rules, Attitudes.*

I. Introduction

Developments in ICTs have led to a change in the qualifications, roles and abilities expected of students in the current information age. They are expected to be active in building and interpreting knowledge, rather than acquiring it directly, and it is very important that students acquire 21ˢᵗ century skills. Educational institutions seek to encourage individuals to think, criticize, communicate, learn how to acquire knowledge, and acquire these skills, so develop curricula in this regard (Seferoglu & Akbiyik, 2006). Consequently, the teaching methods shifted to focus on the student and make him the center of the educational process, and changed the roles of teachers to take counselor and directed role to students and guide them to participate in activities in the process of building and acquiring knowledge.

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[1] Al Ain University, Yarmouk University, Dean, College of Education, Humanities and Social Sciences Tel: +971-568080915 E-mail: majed.aljallad@aau.ac.ae

[2] University Sultan Zainal Abidin, Faculty of Islamic Contemporary Studies Gong Badak Campus, 21300 Kuala Nerus, Terengganu, Malaysia, Tel: +971557002233 E-mail: alurood2007@gmail.com

[3] University Sultan Zainal Abidin , Faculty of Islamic Contemporary Studies Gong Badak Campus, 21300 Kuala Nerus, Terengganu, Malaysia, Tel: +601123715941 E-mail: nashaatbaioumy@unisza.edu.my

The UAE National Curriculum and Evaluation Standards have emphasized the need to use modern teaching strategies to invest technology through the Smart Learning Program, and to integrate it into education through effective technology integration across all curricula and at all levels, as well as to provide strong evidence supporting technology, as an effective learning tool to enhance student learning and learning outcomes (MOE, 2016).

Based on this, the State has been launching several major educational programs and projects based on artificial intelligence. One of the most prominent of these programs is the "Alef" educational program, which was launched in 2015. The aim of the program was to create a pioneering technological system that meets the needs of the local public school system in the country. However, due to the accelerated development in the world of education, this concept has risen to expand and extend to build an educational system based on advanced technology and artificial intelligence, while at the same time based on building a knowledge economy from the basic stage to the secondary level, in order to achieve the optimal use of smart technologies and harnessed to serve students In the educational system, which reflects positively on their educational level, and equips them with the skills of the twenty-first century.

The program began in the form of a "mini-school" that mimics the schools of the future. It is equipped with an educational platform "Alef Platform" with distinctive characteristics that provide students with skills that increase their competence and educational level. This launch resulted in a great success in providing this platform to (1000) students in a public school in Abu Dhabi one year after its establishment. In 2018, the platform provided services to ten government schools, two private schools in the UAE and two private schools in the United States. Today, the platform is used by more than 50,000 students in 137 government schools, 14 private schools in Abu Dhabi and four in the United States.

A computerized "Alef" educational program features many services for students, teachers and administrators. It works to maximize student interaction, enhance their motivation to learn automatically and increase interest in learning through the application of customized learning systems. It provides them with unique interactive digital content that enables them to follow their specific learning path, and practical experiences allow them to better understand the academic concepts they are learning. Additionally, it is providing more time for teachers to allow more time for each student be able to increase the time to communicate with each student, and to identify what is lacking and provide them with support in a variety of ways, and includes the lessons automatically classified, and reinforced by culturally appropriate media in all lessons.

Moreover, school's principals and administrators receive data that will enable them to improve the quality of the teaching process at the school. The company has developed a school management system which is one of the most advanced systems in terms of monitoring, information and comments. This system provides instant, accurate and comprehensive information about the learning environment in each semester during the academic day.

The Holley Qur'an is the eternal miracle that God supported by His Prophet (Peace be upon him), which is the first source of legislation in Islam, who survived it, and who followed him, and those who follow him are strayed and miserable, which is the method of Muslim life in every matter. Allah Almighty has ordered us to

contemplate, worship us with his recitation and intonation, and warned us against abandoning him or taking him back, Allah said: ⦃*And recite the Qur'an in slow, measured rhythmic tone*⦄ [Al-Muzzammil: Verse 4].

The recitation and intonation of the forensic science of high status, and high degree, and the noble end of the noble, by worshiping man, and understand the Koran, and the tongue, and refine souls and morals. The Shariah urged the glue to learn the Qur'an and perfect its recitation, and made it the greatest reward, Allah said: ⦃Those to whom We gave the Book recite it as it should be recited, they are the ones that believe therein. And whoso disbelieve in it, those are they who are the losers⦄[Al-Baqarah: Verse 121].

On the other hand, the Messenger of Allah (Peace be upon him) said: "*Who reads the Koran skilled, he is with the trip dignified justified, who reads the Koran difficultly, faced some difficulties, he has two Rewords*" [Sahih Al-Bokhary]. The best Salaf worked to serve the Holy Qur'an and its care, and exerted precious and precious times and ages in revealing its meanings and words, and established from the maid science of the Koran arts were a matter of pride in the history of the eternal Islamic civilization, and the science of recitation (Al-Jallad, 2007).

The Islamic and educational curricula in the UAE have been interested in reciting the Holy Qur'an, as it has assigned lessons in Islamic education curricula for each grade aimed at enabling students to learn the provisions of recitation and intonation. The curriculum included theoretical provisions, including the provisions of recitation and intonation in full. The curriculum of Islamic education took into account the ease of presentation of the provisions of recitation and intonation of students, and simplified by showing multiple examples, and take into account the previous learning of students, in addition to providing many of the questions of evaluation and activities and exercises.

There are many studies deal with the provisions of recitation and intonation, Saleh & Alayasrah (2001) conducted a study aimed at revealing the impact of the use of educational computer in learning the recitation of the Koran and general achievement, and achievement in Islamic education among students. The sample consisted of (56) students from the tenth grade, who were distributed to two control and experimental groups. The results showed a significant differences in the mean of recitation achievement in favor of experimental group studied computer assisted, while showed no differences in the overall achievement and achievement in Islamic education between the two groups.

Matar (2004) aimed to investigating the impact of a multimedia program on developing the intonation skill of the students of the Holy Qur'an Center at the Islamic University in Gaza. To achieve this, the researcher applied two theoretical and practical tests on a sample of (60) students who were distributed to three groups, one of which studied using multiple means and with the help of the teacher, the second using video, and the third in the usual way. The results showed a significant differences between the performance of students in the intonation skill between the three groups due to the teaching method, in favor of both experimental groups compared to the usual method, as well as in favor of the use of multimedia compared to the use of video.

Hammad's study (2007) aimed to reveal the effectiveness of the use of the colored Koran as an educational medium in the provisions of recitation and intonation of students at Al-Quds Open University. The sample consisted of (72) students who were divided into two groups: control and experimental. The results showed a

significant differences in the results of the two tests between the two groups in favor of the experimental group that use the colored Koran.

Similarly, Al-Jallad's study (2007) aimed to reveal the impact of the use of the color of the Koran in the students learning the provisions of recitation and intonation compared to the regular Koran, and to know the attitudes of students towards the use of the colored Koran. Four tools were used: The colored Qur'an, two theoretical and oral achievement tests, and a scale of trends, which were applied to a sample of 131 students from the 9th grade in Jordan. The results showed a significant differences in the students 'achievement in recitation and intonation due to the learning method in favor of the experimental group, and a significant differences between the students' achievement on the post-oral and theoretical test due to gender in favor of females. The results also showed high positive trends towards the use of the colored Qur'an.

Al-Raqab's study (2009) aimed to investigate the effectiveness of a computerized program in developing the skills of recitation among 11th grade students in Palestine. The sample consisted of (60) students distributed into two groups: Experimental group (28 students) and control group (32 students). The results showed a significant differences between the two groups in favor of the experimental group in the pre- and post-test of the achievement and performance tests.

Al-Faqih (2010) aimed to identify the reality of the performance of students of science and technology at the University of Sana'a in the recitation of the Qur'an, and their strengths and weaknesses in this aspect. The sample consisted of (50) first level students in the Faculty of administrative and human sciences. Preliminary list of basic recitation skills was monitored contains of seven dimensions distributed into 27 intonation skills. The results showed that the students' performance in the intonation skills was moderate, and showed a significant differences in the degree of attainment of the intonation skills due specialization in favor of Islamic studies students.Al-Matroudi (2011) conducted a study aimed at detecting the impact of proposed teaching steps in mastering recitation and intonation skills among sixth grade students in Saudi Arabia. The results showed a significant differences between the average achievement of the experimental and control groups, in each skill, and in the total skills in favor of the experimental group studied using the steps proposed in the study.

Al-Sharaa & Al-Zu'bi (2016) aimed to reveal students' attitudes towards recitation and intonation, and to show ways to improve these attitudes. The sample consisted of (360) students and (55) teachers. A scale of attitudes towards recitation and intonation has been designed, An open question on ways to improve students' attitudes was addressed. The results showed that students' attitudes towards recitation and recitation were low. It was also showed a significant differences due to gender in favor of females. Additionally, the study found a list of ways to improve students' attitudes towards recitation and intonation, within three axes (teacher, curriculum and teaching methods, extra-curricular activities).

Al-Dhafiri & Salem (2017) aimed to investigate the effect of using colored hints on intonation achievement among students. The sample consisted of (54) students from the fifth grade in Saudi Arabia, who were distributed into two groups: Control and experimental groups, and applied a two-part test (written and oral). The results showed no significant differences in the average performance of students on the intonation achievement test between the two groups at the level of remembering, understanding and application due to the teaching method

(use of color hints, the usual method).Al-Jarrah Study (2018) aimed to investigate the impact of using multimedia instructional software in the improving of recitation and intonation skills among eighth grade students. The sample consisted of (41) students in Jordan, distributed into two groups: Experimental (23 students) and control (18 students) groups. The results showed a significant effect of using the proposed instructional software in improving the students' recitation and intonation skills.

From the previous presentation of the previous studies, it has noted that they dealt with the impact of the use of different methods and strategies in students' learning of the rules of recitation and intonation, such as: The use of computers in general (Al-Raqab, 2009; Saleh & Alayasrah, 2001), and multimedia educational software (Al-Jarrah, 2018; Matar, 2004), The use of the colored Qur'an (Al-Jallad, 2007; Hammad, 2007), the use of colored hints (Al-Dhafiri & Salem, 2017), and the strategy of teaching steps (Al-Matroudi, 2011). In addition to the research in the evaluation of the performance of recitation among students (Al-Sharaa & Al-Zu'bi, 2013; Al-Faqih, 2010).

It is also noted the absence of studies that dealt "Alef" educational program achievement in Islamic education. So, this study is distinct in its objective that represented in investigate the effectiveness of "Alef" educational program in the students' learning recitation rules and their attitudes toward it, and in the sample of students in the eighth grade in the United Arab Emirates.

Problem Statement

The Holy Qur'an occupies a great place in the Islamic religion, and the turnout, recitation and management is a duty of every Muslim, and this is achieved only by mastering the skills of the provisions of recitation and intonation. However, several studies have indicated that students have low levels of recitation and intonation skills (Al-Zu'bi, 2013; Shaheen, Shendi & Alloush, 2013; Al-Faqih, 2010), as well as their weak attitudes towards recitation and intonation (Al-Sharaa & Al-Zu'bi, 2016).

On the other hand, the researcher noted that most students face many difficulties in learning the recitation and intonation rules in both theoretical and practical, in addition to their weak link to the Qur'an, and many of them reluctance to participate in the Qur'an competitions, and recitation in the morning school program, and often borrow some copy of Qur'an of their classmates in other classes to share the recitation. Hence the desire of the researcher to study the effectiveness of "Alef" educational program in the students' learning recitation rules and their attitudes toward it. Specifically, the study tried to answer the following questions:

1. Is there a significant effect (α = 0.05) on the use of "Alef" educational program and gender in the achievement of eighth grade students in the post-oral and theoretical test in the course of recitation and intonation?

2. What are the attitudes of eighth grade students towards using "Alef" educational program?

Study Objectives

The study aimed investigate the effectiveness of "Alef" educational program in the students' learning recitation rules and their attitudes toward it.

Study Importance

The current study derives its importance from the importance of the subject addressed. Learning recitation and intonation rules provides students with the basic religious knowledge and performance skills that enable them to recite the Holy Qur'an correctly. It is hoped that this study will contribute to the development of methods of teaching recitation and intonation rules, and propose solutions that may help improve the performance of students and raise the level of knowledge, skills and emotional performance towards the recitation of the Qur'an.

It is hoped that this study will clarify the most prominent and modern educational methods that affect the teaching of recitation and intonation, in addition to providing decision-makers, and those interested in the field of educational technology in general, and those in charge of "Alef" educational program in particular, feedback on the effectiveness of this program and students' attitudes towards it. In order to disseminate this experience to the educational field, and seek to search for other future experiences that will raise the level of educational outcomes, academic, psychological and social alike.

Terminology

- **"Alef" Educational Program**: An integrated interactive digital educational content available to all students in Abu Dhabi schools online through the "Alef" educational platform..

- **Written Test**: A test designed to measure students' achievement in the theoretical recitation and intonation rules, named: Al-Edgham, Al- Edhhar, Al-Eqlab, Al-Ekhfaa`, Al-Qalqalah and Al-Mad. Which consists of (25) items of multiple choice type.

- **Oral Test**: A test that measures the degree of students' proficiency in the recitation of the Qur'an, which represented in recitation of (1-15) verses form Surah As-Saff and prescribed to the 8th grade students in the first semester, which included all recitation and intonation rules.

- Attitudes: They are interests, tendencies, and desires that lead to positive or negative attitudes toward a particular thing, situation, or tool. A special questionnaire was prepared to measure the attitudes of students towards "Alef" educational program, which consisted of (24) items.

Study Limitations

The results of this study are determined as follows:

- **Temporal Limitations:** This study was applied in the first semester of 2019/2020 academic year.

- **Spatial Limitations:** This study was implemented in Remah school for boys, Al Taliah school for girls, and Emirates Private school for Boys and girls in Al Ain in the United Arab Emirates.

- **Human Limitations:** The current study was limited to 8th grade students.

- **Objectivity Limitations**: The results of the study are determined by the six theoretical rules: Al-Edgham, Al- Edhhar, Al-Eqlab, Al-Ekhfaa`, Al-Qalqalah and Al-Mad. The outcome of the study is determined by its tools of written and oral tests, the scale of attitudes, and the signs of its validity and reliability.

II.   Method and procedures

Methodology

The semi-experimental approach was used to demonstrate the effectiveness the effectiveness of "Alef" educational program in the students' learning recitation rules and their attitudes toward. The following diagram illustrates the design of the study:

Experimental Group   EG R O1 O2 × O3 O4 O5

Control Group   CG R O1 O2 – O3 O4

Where, the symbols above were refer as hollow: EG: The experimental group; CG: The control group; O_1: Oral pre-test; O_2: Written pre-test; O_3: Oral post-test; O_4: Written post-test; O_5: Attitude scale; ×: Experimental treatment;

Study Individuals

The study population consisted of all 8th grade students in Al Ain city schools during the first semester of 2019/2020 academic year. Rumah, Al Taliah schools were selected for the experimental group and the Emirates Private School for boys and girls for the control group, because of the availability of several classrooms for the 8th grade in these schools. The sample of the study consisted of (87) students, who were distributed into two experimental groups, one for males and the other for females, which were taught using "Alef" educational program, and two control groups, one for males and the other for females, which were taught using the regular Qur'an. Table (1) shows the distribution of the study sample.

Table-1: The distribution of the Individuals of the study

Group	Gender		Total
	Male	Female	
Experimental	20	24	**44**
Control	21	22	**43**
Total	41	46	**87**

Study Instruments

Four instruments were used, as follows:

1) "Alef" Educational Program

It is an integrated interactive digital educational content available to all students in Abu Dhabi schools online through the "Alef" Education Platform. It was established jointly by the Department of Education and Knowledge and Microsoft Corporation. It includes the curriculum of Islamic education for the second cycle and its various paths, supported by activities, means, educational games and various technical media, including a copy of the Qur'an supported by a detailed theoretical explanation on the provisions of recitation and intonation, and its oral applications through distinct readings and recitations.

2) Written Test

The researcher prepared a special test to measure achievement in the six recitation rules in the study, which is consest of (25) items of multiple choice type, each of four alternatives, one of which is only valid. In order to verify validity of the content of the test, it was presented to a group of jury members of the faculty of Islamic education, Islamic education curricula, and specialists in recitation and intonation, where they asked to give an opinion on the extent to which the items of the test and its relevance to its objectives, and language and scientific accuracy. According to the arbitrators' observations, the wording of some items was amended.

The reliability of the test was also verified using the test-retest method. And the reliability coefficient was calculated using Kronbach Alpha equation (0.86), which indicates the quality of the reliability of the test.

In addition, difficulty and discrimination coefficients were calculated for each test item (Table 2). The difficulty coefficients for the test items ranged between (0.27-0.74), while the coefficient of discrimination ranged between (0.33-0.85). Accordingly, all indicators of difficulty and discrimination of the test paragraphs are acceptable for the study purposes.

Table-2: Difficulty and discrimination coefficients of the items

Item	Difficulty Coefficient	Discrimination coefficients	Item	Difficulty Coefficient	Discrimination coefficients
1	0.62	0.76	13	0.58	0.78
2	0.64	0.60	14	0.43	0.68
3	0.63	0.45	15	0.30	0.50
4	0.64	0.83	16	0.68	0.64
5	0.58	0.51	17	0.74	0.57
6	0.50	0.76	18	0.28	0.36
7	0.32	0.71	19	0.58	0.37
8	0.39	0.68	20	0.40	0.64
9	0.68	0.83	21	0.35	0.29
10	0.68	0.79	22	0.31	0.42
11	0.58	0.85	23	0.42	0.50
12	0.45	0.81	24	0.27	0.72

3) Oral Test

The researcher selected a Holy Text consist of (1-15) verses from Surat al-Saff, where the Holy Text included the recitation and intonation riles included in this study, where the total recurrence was (66) rules distributed as follows: Al-Edgham (19), Al- Edhhar(15), Al-Eqlab (4), Al-Ekhfaa' (9), Al-Qalqalah (8), and Al-Mad (11).

4) Attitudes Scale

After reviewing the educational and psychological literature and previous studies related to Attitudes, the scale prepared by the Al-Jallad (2007) was used to measure students' attitudes towards "Alef" educational program, which consists of (24) items, after adjusting its items to suit the purposes of this study. The original

researcher verified the indications of its validity and reliability, where the coefficient of reliability of Kronbach Alpha (0.81). Response to the scale items is done by a five-point Likert gradient (strongly agree, agree, neutral, disagree, strongly disagree), which are given weights (5, 4, 3, 2, 1), after addressing the negative direction. The provisions of the scales are judged as follows: If they get (4) and above very high; (3.5 - less than 4) high; (2.5 - less than 3) neutrality; less than (2.5) low.

The content validity of the scale has been verified by presenting a preliminary picture to a group of arbitrators specialized in Islamic education curricula and psychology, in order to determine the extent of the items representation of the attribute to be measured, and to ensure the language of the items, and modify any items they deem appropriate in the light of the opinions of the arbitrators. Formulate some paragraphs. The construction validity of the scale was also verified by the repetition method. The values of the correlation coefficients of the items with the total score ranged between (0.32-0.68), all of which are statistically significant. So, the values refer to the quality of the building items of the scale (Odeh, 2010).

Table-3: Correlation coefficients values between items and attitudes scale

No.	Coefficients with the scale	No.	Coefficients with the scale	No.	Coefficients with the scale
1	0.66**	9	0.61**	17	0.64**
2	0.54**	10	0.50**	18	0.56**
3	0.62**	11	0.56**	19	0.38**
4	0.32*	12	0.54**	20	0.62**
5	0.52**	13	0.68**	21	0.33*
6	0.64**	14	0.36**	22	0.54**
7	0.55**	15	0.67**	23	0.65**
8	0.45**	16	0.63**	24	0.46**

** Sig. at (p≤ 0.01)

* Sig. at (p≤ 0.05)

Study procedures

After reviewing the research literature and previous studies related to the study subject, Study Instruments were prepared and verified the indications of its validity and reliability, then the study population was determined from the 8th grade students, and three schools were selected Remah school for boys, Al Taliah school for girls, and Emirates Private school for Boys and girls in Al Ain in the United Arab Emirates to be the subject of study, where the selection of two divisions from each school to be one experimental group and the other control. The researcher obtained two written facilitation assignments from MOE, and then applied the study tools to the sample members. Finally, the data was entered into the computer memory, the appropriate statistical analysis was conducted using the SPSS program, and the results were extracted, interpreted and discussed.

III.   Results and Discussions

The results of the first question, which states: "Is there a significant effect (α = 0.05) on the use of "Alef" educational program and gender in the achievement of eighth grade students in the post-oral and theoretical test in the course of recitation and intonation?"

To answer this question, means and standard deviations of the two study groups' scores on the post-oral and written tests were calculated according to the study variables (teaching method, gender) (Table 4)

Table- 4: Means and standard deviations for the students' performance of the groups on the two post-tests according to teaching method and gender variables

Group	Gender	No.	Mean		Std. Dev.	
			Oral*	Written**	Oral*	Written*
Control	Male	20	33.92	13.07	12.23	4.87
	Female	24	39.76	15.19	7.06	5.21
	Total	**44**	**36.84**	**14.13**	**10.62**	**2.17**
Experimental	Male	21	49.39	17.50	12.90	5.28
	Female	22	58.47	22.12	6.63	3.02
	Total	**43**	**53.93**	**19.81**	**9.50**	**5.83**
Total	Male	41	41.66	15.29	17.66	4.54
	Female	46	49.12	18.66	8.12	5.23
	Total	**87**	**45.39**	**16.97**	**13.23**	**5.86**

  * Higher degree = 66

  ** Higher degree = 25

Table (7) shows that there are apparent differences between the mean scores of the 8th grade students in the experimental and control groups on the two oral and written tests according to the teaching method and gender variables, where the achievement of the experimental group in the oral test (53.93) exceeded the control group achievement (36.84), the mean achievement of male and female students in the experimental group was higher than their peers in the control group.

With regard to the written test, the experimental group students outperformed the control group students, where the mean of the experimental group is (19.81), while the mean of the control group is (14.13). It is also noted that the mean achievement of male and female students in the experimental group was higher than their peers in the control group.

In order to detect the significant differences between the means in the post-oral and written tests, and the effect of the teaching method and gender, the associated (2-Way ANCOVA) was used (Table 5).

Table- 5: 2-Way ANCOVA results of students performance on the tow post-tests according to the teaching method and gender variables

Variance Source	Test	Sum Of Squares	df.	Mean Squares	F- Value	Sig.
Teaching Method	Oral	963.816	1	963.816	38.528*	0.000
	Written	72.420	1	72.420	7.064*	0.000
Gender	Oral	1742.890	1	1742.890	69.671*	0.000
	Written	130.601	1	130.601	12.739*	0.000
Error	Oral	2101.344	84	25.016		
	Written	861.168	84	10.252		
Total	Oral	4808.050	86			
	Written	1064.189	86			

* Sig. at $(\alpha = 0.05)$

Table (5) shows a significant differences ($\alpha = 0.05$) between the students' achievement on the two oral and written post-tests due to the teaching method in favor of the experimental group that studied using "Alef" educational program. This result indicates that the use of the "Alef" program has a positive effect on the students' oral and written achievement in learning recitation and intonation rules, where the achievement of students of the experimental group exceeded their peers in the control group. This result can be attributed to the characteristics of "Alef" educational program in terms of ease of use, flexibility to use anytime, anywhere, from any digital device, taking into account individual differences among students, as well as the vitalization of the material, through the images, illustrations, videos, activities and software supporting the recitation and intonation course, all contributed to raising the level of achievement of the experimental group students compared to the control group students.

This result may be due to the fact that the positive interaction between the students and the teaching material on one hand, and the students, their peers and the school on the other hand, provided by "Alef" computerized platform, has contributed to make learning meaningful to students, and thus increase their understanding of the material. This is in contrast to the usual school-centered approach, and the role of the student is negative, which limited to receiving, memorizing, memorizing and remembering information.

This result confirms the findings of several studies that indicated the effectiveness of the use of: educational computer in general (Saleh & Alayasrah, 2001; Matar, 2004), educational programs and software (Al-Jarrah, 2018; Al-Raqab, 2009), and educational media, such as the Mus-haf Colored (Al-Jallad, 2007; Hammad, 2007), and colored hints (Al-Dhafiri & Salem, 2017) in learning the recitation and intonation rules.

Table (5) also shows a significant differences ($\alpha = 0.05$) between the students' achievement on the oral and written post-tests due to the gender variable in favor of females, where female achievement exceeded males achievement. May this is because females in general show a greater interest in study and achievement, and are more serious and committed to guidance and instructions than males. The religious affection of females may have

a positive impact on their achievement in Islamic education in general, and recitation and intonation rules in particular, in addition to the nature of socialization followed in Islamic societies contribute to raise their motivation to study and learn in general.

This finding was partly deal with the findings of the Al-Jarrah study (2007), which indicated that there were differences between the students' achievement on the oral and written tests due to the gender variable in favor of females.

Results related to the second question, which stated: "What are the attitudes of eighth grade students towards using "Alef" educational program".

To answer this question, the means and standard deviations were calculated for each item of the attitudes scale towards the "Alef" educational program for the experimental group students. Table (6) shows the means and the standard deviations of the items in descending order according to their means.

Table-6: Means and standard deviations of the experimental group sample responds on each item of the attitudes scale in descending order

Order	No.	Items	Mean*	Std. Dev.	Level
1	7	The recitation rules became easier after learning through the program	4.51	0.55	Very High
2	21	I think that the program helped me to understand the recitation rules theoretically	4.46	0.70	Very High
3	14	I trust the program as a source for learning the recitation rules	4.38	0.76	Very High
4	1	I want to use the program in recitation classes	4.31	0.58	Very High
5	23	Using the program invites me to concentrate in reciting the Holy Qur'an	4.29	0.65	Very High
6	17	I think that the program helped me to apply recitation rules practically	4.26	0.56	Very High
7	15	I feel comfortable learning a new rule through the program	4.18	0.61	Very High
8	3	I think that the program is interesting and motivates me to learn recitation	4.16	0.57	Very High
9	10	All subjects are best learned via the program	4.07	0.60	Very High
10	18	I think that the program motivated me to apply the recitation rules more than the Koran	3.96	0.62	High
11	22	I see that learning through the program led me to pursue other computer programs	3.81	0.63	High
12	8	I can review the recitation rules at any time	3.77	0.57	High
13	2	I feel happy when learning to recite through the program	3.62	0.55	High
14	11	Learning through the program leads to more information	3.54	0.72	High

		stability than using the Qur'an			
15	20	I believe that the program contributed to increasing my understanding of Qur'an drawing	3.43	0.72	Neutrality
16	9	I invite my colleagues to learn the recitation through the program	3.30	0.74	Neutrality
17	24	I invite the Ministry of Education to adopt this program in all its schools	3.22	0.62	Neutrality
18	4	I see that the program negatively affects my focus when reading (n)	1.92	0.75	Very High
19	19	I feel confused during recitation using program (n)	1.49	0.52	Very High
20	5	I feel embarrassed by the failure during the recitation using the program (n)	1.46	0.64	Very High \
21	12	I need a deep knowledge of the program, so that I can learn the recitation rules and its application (n)	1.40	0.55	Very High
22	6	I think it is difficult for me to learn the recitation rules through program (n)	1.37	0.51	Very High
23	16	I am bored when learning to recite through the program (n)	1.36	0.74	Very High
24	13	Using the software is a waste of time (n)	1.21	0.62	Very High
Attitudes Scale (whole)			**4.13**	**0.66**	Very High

* Higher degree = 5

N: Negative item

Table (6) shows that the students' attitudes towards the use of "Alef" educational program according to the questionnaires items were positive and very high level, with mean (4.13) and standard deviation (0.66), where the items ranked (1-9) obtained very high levels, with means ranging between (4.07-4.51), which generally related to the impact of "Alef" educational program in facilitating the learning and understanding of the recitation and intonation rules in both theoretically and practically way, and prefer to use it in learning, trust it as a source of learning, feeling fun, and satisfied when you use it.

Likewise, all negative items ranked (17-24) obtained very high levels, with means ranging between (1.92-1.21), which generally related to :The ease of use of the "Alef" educational program, no need for in-depth knowledge to use it, and the great benefit of it in learning the recitation rules. Additionally, they do not feel bored, frustrated and confused when using it.

Table (6) also shows that the items ranked (10-14) obtained high levels, with means ranging between (3.54-3.96), which generally related to motivating students to learn the provisions of recitation on the one hand, and follow-up educational programs on the other hand; a sense of happiness when using the program; enable them to install information, keep it, and review it at any time. While the items ranked relative (15-17) obtained neutral levels, with means ranging between (3.22-3.43), which relates to the contribution of the program in increasing students'

understanding of the Qur'an drawing, and inviting colleagues to learn through the program, as well as the Ministry to adopt this program in All her schools.

The positive attitudes of the students towards "Alef" educational program can be explained in light of the characteristics of the students' age. At this age, the student is naturally accepting all that is new and varied, believing that this is accompanied by fun learning. The "Alef" educational program is a modern program that students have not experienced before, and because of its novelty and acceptance and acceptance and positive attitudes towards it, especially in light of the observed stereotypical and usual practices in the recitation teaching, coinciding with the lack of access to educational technology and modern teaching aids, and employ them in the educational process.

These positive attitudes can be attributed to the fun and exciting elements of the "Alef" educational program, taking into account individual differences among students, as well as the vitalization of the teaching material, particularly through software and audio-visual illustrative activities, which have contributed effectively. To develop and highlight students' talents, motivate them to learn, and develop positive attitudes towards them. This result reflects the desire and eagerness of the students to learn the recitation of the Holy Qur'an if they are given the right conditions to do so, and provided them with learning aids to overcome learning difficulties and problems.On the other hand, it seems that the students experience gained during the use of "Alef" educational program has revealed its multiple and various advantages, which have had positive attitudes towards it, they pointed out that this program is a modern learning environment characterized by flexibility and ease of use, and facilitate them to learn and understanding recitation and intonation rules, and applied it, which makes the learning process fun and interesting, where the encouragement and reinforcement unless available in other methods and strategies of teaching. They also stressed that this program has worked to enhance their self-confidence, protect them from making mistakes, and attract their attention and focus while learning to recite. All of this has been a key motivation and a key factor behind the students' positive attitudes towards the program.

This finding was partly deal with the findings of the Al-Jarrah study (2007), which indicated to a high positive attitude towards the use of educational techniques represented in the colored Qur'an.

IV.   Recommendations

In light of the findings of the study, the researcher recommends the following:

- Emphasizing the importance of "Alef" educational program in teaching the rules of recitation and intonation in the different academic stages.

- Inviting Ministry of Education to adopt teaching using "Alef" educational program in all schools and for all stages.

- Inviting Islamic education teachers to use the platform of "Alef" educational program in the recitation and intonation lessons.

- Conducting further future studies on the impact of the "Alef" educational program on other variables, such as the acquisition of jurisprudential concepts, the development of reflective and creative thinking, and the enhancement of motivation for learning among different samples of students.

V.   References

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