

The Effect of Using Ipad on the Achievement of the Ninth Grade Students in the Islamic Education in Jordan

Dr.Mahmoud Alsalkhi*

Division of Educational Sciences, Petra Private University, Po box 961343, Amman 11196, Jordan

*E-mail: malsalkhi@yahoo.com

Abstract

This study aimed at manifesting the effect of using the iPad on the students' achievement of the primary ninth grade in the Islamic Education in Jordan compared to the conventional method. The study sample was formed of (95) male and female students studying at Al-Hasad Educational Schools that belong to the Directorate of Private Education in Amman during the second semester of the scholastic year 2012/2013. The sample population were randomly selected and then distributed into two groups: the control groups (49 students) were taught using the conventional method, and the empirical groups (46 students) were taught using the iPad. An achievement multiple test was given to the population of the two study groups, and the test credibility and reliability were confirmed (reliability coefficient was 0.83). The study results showed the existence of differences with statistical indication ($\alpha = 0.05$) between the achievement of the empirical group students and those of the control group. The results were in favor of the empirical group students, which were certainly attributed to the iPad teaching method. Also, the results showed no differences with statistical indication attributed to the gender variable or to the interaction between the gender variable and teaching method variable. The study was concluded by giving some recommendations and suggestions pertaining to this study.

Keywords: Ipad, Education, Islamic Teaching, Jordan.

1. Introduction

Technology has dramatically spread throughout the world. It has a massive impact on the various aspects of life; in business, transportation, economics, education and others. The iPad has been released to the market in 2010 and ever since it has incredibly changed the perspective towards education, teaching and learning nowadays.

The iPad let students interact with course content in an interactive ways, may not exist in any other educational tool. Thus, it inspires creativity and hands-on learning. They can search for the meaning of new vocabulary with a single click that leads them to the dictionary or thesaurus. If they are interested in science and iPad is the best place to discover the latest and visitor experiences in this field. They can study the human body and organs of the body, etc. The human brain in addition to the above, learners can find a good place to entertain and entertain them through a new device, but can play games interactively related to mathematical equations, linguistics skills and geographic information and more and more. They can play and learn at the same time.

Now, the classroom is more active and entertaining with iPad. Right now, thousands of educational applications for all kinds of learners are available and have free access to them. Students can track their assignments, take notes, and study for the exams. Teachers can give lessons, monitor progress, and stay organized. The uses of iPad are endless.

Tchasel (2002) considers e-learning as a challenge to the educationalists in particular and to the community in general. However, it should be accepted and dealt with it as a main part in our life. Otherwise, we will find ourselves back hundred years using the primitive writing tools and the other world is using fiberglass pens and learns via smart phones.

E-learning process in the Jordanian schools has witnessed huge challenges to the teachers accepting the idea of integrating the modern technology with the curricula at schools. Teachers think this integration will lead to double the load hours at schools and the efforts exerted will be bigger. Moreover, they have the fear that other requirements will be arisen when dealing with the new technology such as the training courses to teachers are going to undergo before starting teaching. Some of the teachers are unwilling to change their styles of teaching since they have accustomed to them. However, these challenges have been at the beginning and with time they have been gone away. Students and teachers get started integrating the modern technology with their daily and yearly plans especially after some training courses and workshops have been conducted in order to make them cope up with the technology in a professional and systematic way (Majali, 2011).

Seeking to get the high standard in the academic and technological fields, Al Hassad Al Tarbawi Schools has integrated the iPad in its curricula as an alternative of the textbooks. The schools have applied this system for the third graders in the International School. Also, the schools have developed some comparative studies to follow up the academic performance of the students. The good results have been a good motivation to extend the use of the iPad in all academic stages (grade 1- grade 12). Moreover, using the iPad in the classroom gives the students the opportunity to adopt the interactive and self-learning methods, and communicate with the outside world via

the internet. Furthermore, iPads have added to the lessons more entertainment and amusement through the e-games and 3-D images. The schools have conducted some training courses to the teachers in order to be able to deal with this device in a professional way (Badran, 2012).

The Islamic Education is considered independent, and has its own methods, objectives, and characteristics that make it distinctive from other educational trends. Its basic instructions are taken from the Glory Qur'an and the prophet Sunna. The objectives of the Islamic Education are neither pure materialistic nor pure religious. They are a combination of both materialistic and religious based on two pillars: faith and work or belief and behavior in order to prepare the good Muslim for his lifetime and hereafter (Alshdaifat, 2011).

With no doubt, the Islamic Education has an essential importance that relates to Islam with its teachings. One of the major challenges that face teaching the Islamic Education is the extent of curricula capability to achieve the right understanding of the Islamic concepts (Aljallad, 2004).

Despite the e-learning advantages in learning and teaching processes, its applications are still in the first step which encounters some challenges and obstacles. Even integrating the e-learning in teaching the Islamic Education does not exceed some individual contributions. Consequently, the researcher has dedicated his efforts in studying the possibility of using iPads in teaching the Islamic Education to the ninth grade students in Jordan. This endeavor aims at developing teaching Islamic Education methods in order to help the students comprehend the material in a better way and that will be reflected in the students' performance.

1.1. Statement of the Problem

This age is characterized by rapid changes resulting from scientific and technological progress and information technology. Consequently, it has become necessary to keep up with the latest educational and teaching inventions in order to address the problems that may arise from these changes, such as the large number of information and, the big number of students in the classroom. These changes have led to the emergence of various patterns and methods of teaching.

As the educational process is one of the areas that have been affected dramatically by the technological development-where the technological revolution has added exciting innovations of the learning resources that can no longer be ignored. This revolution has knocked on all the doors of educational institutions in the world and the modern resources have excelled on traditional ones in aspects of conveying information in interactive and entertaining methods and the ability to learn in a professional atmosphere which enhances the learner's capacities and aptitude. Hence, teachers are obliged these days to exploit e-learning in teaching since the transition to the interactive learning and its applications have become a necessity, not a luxury.

The researcher observes from his field experience that the Islamic Education teachers in Jordan are still using the traditional methods and resources of teaching-the blackboard and textbook. These tools lack the latest types of attractions for students, in aspects of not involving the suitable means to help them for a proper understanding of the information conveyed.

The study problem is determined by knowing the effect of using the iPad on the performance of the ninth grade students in Islamic Education in Jordan, compared with their colleagues who study through traditional education. This problem can be formulated in the following main question: What is the effect of using iPads on the performance of the ninth grade students in Islamic Education in Jordan? From the previous question, the following sub-questions arise:

-Does the achievement of the ninth grade students in Islamic Education differ according to the method of teaching?

-Does the achievement of the ninth grade students in Islamic Education differ according to the gender?

- Is there any impact on the achievement of the ninth grade students in Islamic Education due to the interaction between teaching method and gender?

1.2 Objectives of the study

This study seeks to view on of the modern e- learning techniques, and it's applications in teaching Islamic Education in Jordan. The objectives can be depicted as the following:

1) To view new and alternative methods away from traditional ones in teaching the Islamic education through taking advantage of e- learning techniques.

2) To identify the differences in the achievement of the elementary ninth-grade students who use the iPad in studying the Islamic Education unit and among those who are studying in the traditional manner, as well as knowing the impact the gender variable, and the interaction between the traditional method and gender.

3) This study can be useful in raising the awareness of Islamic education teachers to use the ipad in the educational process.

4) This study can contribute to improving methods and resources of teaching Islamic education in public schools.

5) This study can emphasize the importance of using the iPad in providing an interactive learning environment which takes into account individual differences among learners.

1.3 Significance of the study

The significance of the current study comes from the following:

- It keeps up with the modern educational trends that emphasize the importance of employing the iPad in the educational process.
- This is the first study – according to the researcher's knowledge - which focused on employing iPads in teaching Islamic education in Jordan.
- The research contributes to fostering the Islamic education teachers to use the modern methods in teaching, and increasing their awareness of the importance of their use.

1.4 Definition of the Terms

- **The iPad:** is a line of tablet computers designed and marketed by Apple Inc. It is a fast and precise electronic device that has the ability to receive, store, and treat data. This device provides a new technology that can split and communicate presented information to the learner to be acquired in a simple, easy, and clear way. Also, researcher believes that the iPad is a great tool to view lessons, photos, videos and different software. The iPad reduces students' distraction inside the classroom, and helps them engage in further discussion.

- **The Conventional method of teaching:** the way in which students learn with the help of the teacher who takes the primary role in the learning process. He distributes roles, clarifies and explains concepts, and gives feedback to students individually most of the time.

- **Achievement:** is the amount of what has been achieved by students from behavioral learning objectives in the unit of jurisprudent in Islamic Education. In this study, achievement is measured by the total mark of student obtained from the test prepared by the researcher for this study.

- **Unit of Islamic Jurisprudent:** It is one of the modules prescribed in the book of Islamic education for the primary ninth grade in the second semester of the academic year 2012/2013. This unit includes the following topics (Usury, Money Exchange, Sale on Credit, Marriage, Dowry, Permanent Forbiddance of Women, and Temporary Forbiddance of Women).

1.5 Limitations of the study

This study is limited by the following:

- It is limited to the elementary ninth-grade students in the Hassad Educational Schools, the Directorate of Private Education in Amman, for the academic year 2012 /2013.
- It is limited to the impact of the use of iPad on students' achievement.
- It is limited to the unit of Islamic jurisprudent in the Islamic Education.

2. Literature Review

Today, we are living a real knowledge and information revolution as a result of new technology which makes iPads, mobiles, and other means of communication available at work, home, and school.

The iPad provides learning opportunities for students by creating group activities and promoting work cooperation. Also, the iPad creates a learning environment in which students share on-line ideas that support their self-learning.

Aronin and Floyd (2013) have chosen iPads for their study as they are flexible in creating proper teaching and learning environment due to their easy portability, especially for learners in the early childhood.

Pilgrim et al (2012) have conducted research on promising applications of the iPad focusing on its impact on the students' learning process, and consequently on their performance. Researchers noted that there are still much to do by extending research to cover other applications of the iPad to develop new instruction and learning techniques.

A study has been conducted by Kiger et al (2012) on third grade students at a Midwestern elementary school. The students who participated in the study were divided into two groups. The first group used the conventional method in learning multiplication for nine weeks. The other group used the iPad to practice multiplication skills for the same period. As a result of an achievement test, the performance of the iPad group was higher than that of the conventional group.

In addition to the learning performance benefit of the iPad, Miller (2012) noted that the cost of e-books is lower than the cost of printing textbooks. Also, he stated that e-books displayed on iPad tablets are more accessible and interactive than normal textbooks.

Haydon et al (2012) compared the performance of a sample of high school math students using worksheet with those using the iPad with respect to math fluency and accuracy. Based on visual analysis, it was found that students using the iPad solved more math problems correctly in less time, and showed higher level of active class participation than those using the worksheet. In addition, math students and their teachers showed more interest in using iPad than using worksheet.

Milman et al (2012) conducted a qualitative case study to examine the first year implementation of an iPad initiative in a PK-4 school in the United States. In this study, the teachers usually initiated the learning activities,

and then the students were given the opportunity to carry out the assignments with full freedom to show their creativity.

Also, Henderson and Yeow (2012) discovered that having instructors create a learning environment would result in an effective use of the iPad and thus help students meet their learning objectives.

Hahn and Bussell (2012) have studied the impact of iPad on a first-year undergraduate students' performance at the University of Illinois. They have found that the iPad can be utilized to access the curriculum material. This feature enables students to connect with course-specific content for taking online quizzes and knowing class outlines and other lecture material.

Rossing et al (2012) have presented how class instructors can use the specific applications of iPad to design some activities that would enhance active learning and student participation. When starting each activity, individual students or small groups of students received an iPad to use for the learning activity. If needed, students are allowed to view other's work and share their findings. After completing each activity, the students submitted their work to the instructor through e-mail for review and feedback. The iPads were then collected by the instructor and given back to the lab administrator who would reset the iPads removing all student work, and prepare them for use in the next class.

Crichton et al (2011) have conducted a study in K-12 schools in order to measure the impact of the iPad on the students' interaction and motivation towards learning. Also, they have involved the teachers in this study to measure the impact of using this new technology on the teachers' performance. Specifically, the iPad was well received and used by the majority of participants in the elementary and junior high schools. The high school students and teachers were more enthusiastic, as both appeared to strive to find educational applications of the iPad tablets.

According to Geist (2011), students thought that the iPad was most beneficial as an e-reader and a way to have instant access to information while the instructor is lecturing. They also found it to be beneficial for their learning in the elementary school classrooms.

Glicksman (2011) reported on a US high school study, and identified the benefits of using the iPad applications, particularly in subjects such as History, Religious Studies and Science. Perhaps of greater significance are the results of Glickman's student survey, which indicated that, the majority of students: found the iPad easy to use including the onscreen keyboard, helped learning in class, and it was preferred to a laptop.

Vrtis (2010) reported that students using iPad tablets in the classroom felt better prepared with their homework, and the iPad technology assisted them with their note-taking skills. During classroom observations at Longfield, it was noted that the majority of students used their iPad in taking notes rather than using pen and paper.

This study highlights the importance of using the iPad technology in enhancing the learning and teaching processes, particularly in the subject of Islamic Education. According to my knowledge, the iPad technology has not ever been applied in teaching the Islamic Education. Hopefully, this study would be the milestone research for other studies in order to employ the new technology in teaching the Islamic Education in Jordan and then be extended to other countries.

3. Methodology and Procedures

3.1 Empirical Design of Study

This study is considered semi-empirical of the type pretest-posttest design given to two equivalent groups. One group, taught by a conventional method, was used as a control group, and the other empirical group was taught by using the iPad tablet. This study is based on comparing the effect of using the iPad with that of the conventional method on the learning achievement of the students of the primary ninth grade in the Islamic jurisprudent unit in Jordan.

The only independent variable in this study is the teaching method which has two levels:

- Teaching Method using the iPad.
- Conventional Method using dialogue and discussion.

Whereas, the dependent variable is the students' achievement in the Islamic Jurisprudent Unit. The study design is summarized as follows:

- The empirical group **01 x 02**
- The control group **01 x 02**

01 represents **pretest**, 02 represents **posttest**, x represents **treatment**.

3.2 Study Sample

The study sample consists of 95 students (45 males and 50 females) in the primary ninth grade of the Al-Hasad Educational Schools. These schools were intentionally selected as they are pioneers in using the iPad method of teaching in Amman. The sample was distributed in four sections in a simple random way. The empirical group taught by the iPad method contains 46 male and female students. Whereas the control group taught by the

conventional method has 49 male and female students. Table (1) shows the distribution of the study sample according to the sections, gender and groups.

Table (1): The Distribution of the Study Sample

Group	Section				Total
	Male		Female		
	1	2	3	4	
Empirical	22		24		46
Control		23		26	49

3.3 Equivalence Measures

3.3.1 Age

The researcher obtained the age of the students in the two study groups from the private school records. Their age was in the range of 14-15 years.

3.3.2 Students' Learning Performance

The researcher referred to the official school records to get the first semester scores of the students in the empirical and control groups in the Islamic Education course. The researcher used the T-test to find the difference indicators as in table (2) that shows the Arithmetic Mean, Difference, Standard Deviation, and "T" value for the empirical and control groups.

Table (2): T –test for the Equality of Means between the Empirical and Control Groups of the First Semester Scores of the Students in the Islamic Education Course

Group	N	Mean*	S.D	t	df	Sig.
Empirical	46	172.1522	22.234	0.580	93	0.563**
Control	49	169.5510	21.457			

* The final score is 200

** At the indicator level ($\alpha = 0.05$)

Table (2) shows no differences that have statistical indication ($\alpha = 0.05$) which ensures that the two groups are equivalent.

3.3.3 Performance Level

In order to confirm that the two groups are equivalent in their learning performance, a pretest was given to the two groups prior to the start-up of the Islamic jurisprudent course.

Table (3): T –test for the Equality of Means between the Empirical and Control Groups on the Performance Pre-test Scores

Group	N	Mean*	S.D	t	Df	Sig.
Empirical	46	14.217	1.474	0.239	93	0.811**
Control	49	14.142	1.554			

* The final score is 30

** At the indicator level ($\alpha = 0.05$)

The above table shows the mean of the scores of the empirical group is (14.217) with standard deviation of (1.474), whereas the mean of the scores of the control group is (14.142) with standard deviation of (1.554). The t and df values ($t = 0.239$, $df = 93$) indicate that the mean differences between the two groups is not significant.

3.4 Study Tools

3.4.1 Achievement Test (see Appendix 1)

This test was designed to measure the achievement of the primary ninth grade students in the jurisprudent unit of the Islamic Education curriculum. This test is aimed at finding the effect of using the iPad and comparing it with the conventional method. The following steps were followed in preparing the test:

- Analyzing the content of the jurisprudent unit included in the second semester of the Islamic Education curriculum assigned to the primary ninth grade for the scholastic year 2012/2013.
- Identifying the behavioral objectives and shaping them to cover all aspects of the content according to the Bloom classification of the educational objectives.
- Preparing specification tables covering the distribution of test units, distribution of objective levels, and the percentage of each level.
- Shaping the test units objectively in the form of multiple choice taking into consideration that the test includes questions that can measure the three levels of behavioral objectives (knowledge, perception, and high mental levels).

3.4.2 Test Validity

The test validity was confirmed by referring its draft units to a group of reviewers from the faculty members in Al-Petra University as well as supervisors and teachers of the Islamic Education course. Reviewers were requested to give their opinions regarding the suitability of the test to the present study purposes. In view of their feedback, the necessary revision was made including deletion, addition, and modification. The final form of the test contained (30) units of multiple-choice type.

3.4.3 Test Reliability

The researcher measured the test reliability by applying it on a trial sample selected randomly from male and female students of the primary ninth grade (excluding any of the research sample). This sample included 54 students distributed in two sections: one for males and the other one for females. After three weeks, the same test was repeated, and the reliability coefficient of (0.83) was calculated using Person formula. This value is considered suitable for the purposes of this study. Also, the difficulty coefficient was calculated for each of the test units. The coefficient values were in the range of (0.17 and 0.86). In addition, the discrimination coefficient was calculated for each test unit, and the values were in the range of (0.26 and 0.32). These values are reasonable and can serve the purpose of this study.

3.4.4 Test Correction

The test was corrected by giving one point for each right answer, and zero point for each wrong answer. Therefore, the highest achievable score is 30, and the lowest is zero.

3.4.5 Test Duration

The test duration was determined based on the trial test results. It was found that the fastest student was able to finish the test in 30 minutes, while the lowest student finished the test in 50 minutes. Therefore, the average duration of the test is 40 minutes, which is equivalent approximately to a study period.

3.4.6 Teaching by iPad (see Appendix 2)

The study material taught by the iPad method was prepared according to the following schedule:

- Identifying the subjects of the study material: This study dealt with the material of the Islamic Education unit approved for the primary ninth grade. The material covered usury, money exchange, sale on credit, marriage, dowry, permanent forbiddance of women, and temporary forbiddance of women.
- The content of the Islamic jurisprudent unit was analyzed for the primary ninth grade approved for the second semester.
- Identifying and shaping the behavioral objectives of each lesson in the Islamic jurisprudent to make them suitable for the learning situation.
- Designing the study material content and organization strategies: The researcher gave a special attention to the design of the electronic content to ensure a reasonable arrangement of its subjects. In his design of the content, the researcher took into account the learners' characteristics, plenty of activities assigned to them, clearance of the language, which has no linguistic mistakes. Also, the researcher focused on the effects of sound, motion, drawings, illustration shapes in all unit lessons, and this is known as Interactive Learning. This can be done by touching the iPad screen on a specific area of the material content such as a picture, or listening to a verse from the Glory Quran, or seeing a video phrase, etc.

The study material content and the objectives were referred to a group of expertise to know the extent to which the objectives are compatible with the content. Their feedback was positive and beneficial.

The teacher of the Islamic Education applied the following steps in his teaching method under the researcher's supervision:

- Loading the electronic content of the lessons on the iPad, and making sure that all tablets are in good condition and the programming is valid. This requires coordination with the supervisor of the computer lab.
- The teacher of the Islamic Education conducted a demonstration to the learners on using the iPad and explaining the electronic content supported by general instructions.
- At the end of each lesson, each learner was requested to answer the self-evaluation questions available at the end of each subject.

3.5 Statistical Treatment

To answer the study questions, the data were computerized using the Statistical Packages of Social Sciences (SPSS) for the analysis of data by using the following statistical analytical and descriptive procedures: Arithmetic Means, Standard Deviations, T-test, and Two Way interaction ANOVA

4. Results and Discussions of the Study Questions

4.1 First Question: Is the achievement of the ninth grade students in the Islamic Education affected by the teaching method? In order to answer this question, the researcher conducted the posttest upon the completion of teaching the empirical and control study groups. The items of the posttest were prepared identical to those of the pretest to find the effect of the teaching method on the learning of study students.

Table (4) The Arithmetic Means and Standard Deviations of the empirical and control students' scores in the achievement post-test.

Gender	Statistics	Empir. Group	Contr. Group	Total
Male	N	22	23	45
	Mean*	21.818	19.956	20.866
	S.D	2.889	5.389	4.403
Female	N	24	26	50
	Mean*	22.291	20.692	21.460
	S.D	2.926	2.867	2.978
Total	N	46	49	95
	Mean*	22.065	20.346	21.178
	S.D	2.886	4.210	3.713

*** The final score is 30**

The above table shows that the Arithmetic Means of the scores for both male and female students in the empirical groups are higher than those in the control groups. In order to find the range of the statistical indicators of these differences, an analysis using the 2-way Interaction Anova has been conducted. The following table shows the analysis results.

Table (5): The analysis results of the students' performance in the empirical and control groups using the 2-way interaction Anova method.

Source of Difference	Sum of Squares	d.f	Average of Squares	f	Indicator Level *
Gender	8.773	1	8.773	0.656	0.420
Teaching Method	70.487	1	70.487	5.272	0.024
Teaching Method X Gender	0.407	1	0.407	0.030	0.862
Error	1216.726	91	13.371		
Total	43908	95			

* ($\alpha = 0.05$)

The above table shows differences that have statistical indication at the level of ($\alpha = 0.05$) attributed to the teaching method. The calculated f value was (5.272) at the indicator level of (0.024) which means that the difference in teaching methods was statistically indicative. This indication was in favor of the empirical group whose arithmetic mean (22.065) was higher than the value (20.364) of the control group, and this confirms that the students' performance is affected by the teaching method. Also, the difference in the arithmetic means of the two groups indicates that the achievement of male and female students who used the iPad in their learning was better than the achievement of those who used the conventional method.

The researcher believes that the above result is mainly due to the effectiveness of the I Pad in teaching the Islamic Jurisprudent. This method takes into account the learner's capability and his self-learning speed. Also, the I Pad is a modern teaching method that increases the students' interaction with the content of the Islamic jurisprudent unit. For example, a video was photographed showing the students acting their roles in connection with the two lessons of Money Exchange and Usury. The video was presented to the students through the iPad which has significantly contributed to the students' achievement. This result is attributed to the fact that the learners in the empirical group were exposed to a continuous learning experience that upgraded their performance.

In addition, the high performance might be due to the fact that the iPad method enabled the students to present the learning content using various learning tools and media such as sound, movable and stable pictures, written text, and colors. Also, the student was given feedback on what he has learned and the degree of his learning proficiency, and accordingly he was supported at the appropriate time, and placed in an active learning environment. This gives the student a learning incentive on one hand, and retention of what he has learned on the other hand. In view of the above, the students of the empirical group were provided with a better quality and more effective learning than what was given to the students of the control group.

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Moreover, the results of this study are consistent with previous findings (Pilgrim et al, 2012; Kiger et al, 2012; Haydon et al, 2012; Carlson et al, 2012; Similarly et al, 2012; Hahn and Bussell, 2012; Rossing et al, 2012; Crichton et al, 2011; Glicksman, 2011; Vrtis, 2010) and provide further evidence of the effectiveness of the iPad with its direct and explicit instruction in enhancing students achievement.

4.2 Second Question: Is the achievement of the ninth grade students in the Islamic Education affected by gender?

Table (4) shows that the average performance of the male students in the control group (19.956) is close to the average performance of the female students (20.692) in the same group. Also, the average performance of the male students in the empirical group (21.818) is close to the average performance of the female students (22.291) in the same group. These results indicate the absence of remarkable differences in the performance of the two groups attributed to the gender students.

The results of the 2-way interaction analysis shown in table (5) indicates the absence of any difference with a statistical indication between the achievement of the male and female students of the primary ninth grade in the Islamic jurisprudent unit. This means that the students of the two genders are equivalent in their learning aptitude using the iPad which has the same learning importance for both genders. This is due to the similarity of their learning circumstances pertaining to the education opportunities, time, and curriculum that are available for both male and female students.

4.3 Third Question: Is there any impact on the achievement of the ninth grade students in the Islamic Education due to the interaction between teaching method and gender? Regarding the interaction between the gender and teaching method, the study results showed no differences, which have statistical indication at the level ($\alpha = 0.05$) in the achievement of students. As the following chart shows:

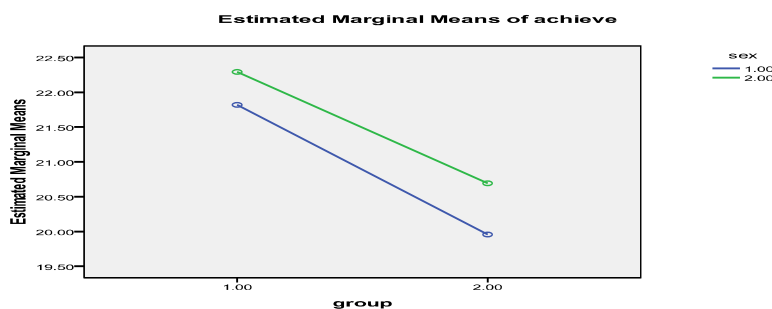


Figure (1): The Interaction between Teaching Method and Gender

This result might be attributed to applying the iPad in teaching the Islamic jurisprudent unit using a new method that has a positive impact on all student groups regardless of their gender. This impact was clearly reflected in the achievement level of both male and female students, and resulted in eliminating the interaction between the gender and teaching method.

5. Conclusion

Upon analyzing the study results, the following conclusions can be drawn:

- Using the iPad in learning has a significant effect on the academic achievement of the Ninth Grade students compared to those who learned by the conventional method. The analysis of the study results has shown a difference, that has a statistical indication at the level ($\alpha=0.05$), in the achievement of the empirical group and control group. When comparing the arithmetic means of both groups, it was clear that the difference was in favor of the empirical group. This indicates, with no doubt, that the achievement of students (males and females) who learned by the iPad was better than those who learned by the conventional method.
- The 2-way interaction ANOVA analysis indicates that there is no difference, with statistical indication at the level ($\alpha=0.05$), between the achievement of the Ninth Grade male students and female students.
- Regarding the interaction between the gender and teaching method, the achievement test results of male and female students in the control group indicated no differences with statistical indication at the level ($\alpha = 0.05$). This means that the iPad has no effect on the achievement of students attributed to their gender.

6. Recommendations

In the light of study results, the researcher recommends, at the theoretical level, conducting more research on using the iPad as a teaching method for all learning stages and in various study materials. At the practical application level, the researcher also recommends that iPad tablets and software be made available for students in all study stages. In addition, it is recommended that teachers of the Islamic Education be qualified and trained for using the iPad and applying its educational programs.

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Appendix (1)

Achievement Test

Name:

Grade: Ninth Primary

Section:

Test Time: 40 Minutes

Choose the correct answer from the following options:

- 1) Selling anything of the usury money in preference of similar money is called
 - A. Installment sale
 - B. Postponed usury
 - C. Money exchange
 - D. Excess usury
- 2) Rule of sale by credit is:
 - A. Forbidden
 - B. Permissible
 - C. Not allowed
 - D. Reprehensible
- 3) Buying a commodity from a dealer for a postponed price, then selling him the same commodity for a less Price in cash is called:
 - A. Resale with a stated profit
 - B. Sale by usury
 - C. Sale by credit
 - D. Raising up the price.
- 4) Selling gold for gold is considered
 - A. A contract that requires direct payment
 - B. A contract in which direct payment is conditional.....
 - C. A contracts that doesn't require direct payment
 - D. None of the above
- 5) One of the following is a consequence of usury:
 - A. Social economic growth
 - B. Elimination of unemployment
 - C. Spread of hate among people
 - D. Fair distribution of money among individuals
- 6) One of the following is not a punishment for trading with usury:
 - A. Getting out of grave as mad
 - B. Receiving Allah's mercy
 - C. Wrath of Allah
 - D. Receiving torture in hell
- 7) Sale of money with or without similar money is called:
 - A. Sale on credit
 - B. Bartering
 - C. Money exchange
 - D. Resale with a stated profit.
- 8) Common requirement for the marriage contract is:
 - A. Masculinity
 - B. Islam
 - C. Justice
 - D. Understanding the meaning of the words of contractors.
- 9) Invalid marriage is:
 - A. Marriage without witnesses
 - B. Marriage to a Hindu woman
 - C. Marriage without a guardian
 - D. A and B
- 10) Marriage without the guardian contract is:
 - A. Invalid
 - B. Valid
 - C. Suspended
 - D. Permissible
- 11) Identified dowry is the:
 - A. Money paid after the divorce
 - B. Money similar to other dowry
 - C. Money paid in lieu of marriage
 - D. Money documented in the marriage contract
- 12) One of the following is temporarily forbidden:
 - A. Stepmother
 - B. Son's wife
 - C. Grandfather wife
 - D. Brother's wife
- 13) One of the women who is permanently forbidden starting the marriage contract is:
 - A. Wife's mother
 - B. Wife's sister
 - C. Wife's sister by breastfeeding
 - D. Stepdaughter.
- 14) Ahmad breastfed from Fatima's mother, then Fatima is:
 - A. Interdicted from Ahmed's brothers
 - B. Not interdicted from Ahmed's father

- C. Not interdicted from Ahmed's brothers
D. B and C
- 15) Combining woman and her aunt is:
A. Forbidden forever
B. Forbidden because of kinship
C. Forbidden because of affinity
D. All are wrong
- 16) One of the following is not a forbidden combination in marriage"
A. Combination of two sister's
B. Combination of a woman and her aunt
C. Combination of more than four wives
D. Combination of two scriptural and muslim wives
- 17) Ahmad was engaged to Samar and her sister in one single contract, therefore:
A. Only her sister is interdicted from Ahmed
B. Only Samar is interdicted from Ahmed
C. Both sisters are interdicted from Ahmed
D. Both sisters are not interdicted from Ahmed
- 18) If you stipulate in the marriage contract that the dowry be either postponed or paid in installments, this condition is:
A. Invalid, but does not invalidate the contract
B. Valid
C. Invalid, and invalidates the contract
D. Invalid
- 19) Among solutions prescribed by Islam to facilitate marriage are:
A. Facilitating dowry
B. Accelerating the dowry
C. Postponing dowry
D. All are true
- 20) Documenting the marriage contract, if required by the ruler, becomes:
A. Desirable
B. Sunna
C. Obligatory
D. Permissible
- 21) The text of the Jordanian Personal Status Law on undergoing a medical examination before marriage is:
A - Permission
B. Obligation
C - Forbidden
D. Reprehensibility
- 22) Among the pillars of the marriage contract:
A. Freedom of the couple
B. Harmony of Age
C. Get approval
D. Equivalence of kinship.
- 23) A person is quite sure that he will commit adultery if he doesn't get married, and he is able to cover all marriage expenses. What is the judgment regarding his marriage?
A. Confirmed sunna
B. Reprehensible
C. Permissible
D. Obligatory.
- 24) A person executed his son's marriage contract based on a power of attorney. What is the judgment regarding the marriage contract?
A. Valid
B. Invalid
C. Void
D. Allowed
- 25) The wife's guardian took part of his daughter' dowry as he needs the money without her permission. The legal judgment on this issue is:
A. Allowed
B. Forbidden
C. Obligatory
D. Reprehensible
- 26) Islam initiated dowry for the woman to:
A. Honor her
B. Show the desire of the man to be connected to a woman
C. Enable her secure her needs
D. All of them
- 27) The purpose of the buyer from the sale on credit is to obtain:
A. Money
B. Commodity
C. Money and commodity
D. Money or commodity
- 28) Ahmed bought a refrigerator from a dealer for 200 J.D in installments, and then sold it to the same dealer for 175 J.D. Judgment on this issue is:
A. Allowed
B. Forbidden
C. Permissible
D. Reprehensible
- 29) One of the consequences of money exchange is:
A. Spread hatred among people
B. Restrict money in the hands of a small group of people.
C. Ensure profit without effort.
D. Activate the movement of trade exchange between individuals.
- 30) The verbal agreement of both spouses on marriage is called:
A. The pattern of marriage contract
B. The two contracting parties
C. Marriage contract
D. Acceptance.

Appendix (2) Lesson by ipad Marriage

At the end of the lesson, the student is expected to:

- Comprehend the main concepts given in the lesson: marriage, pattern, contracting parties.
- Conclude the rationale of the legality of marriage.
- Explain the marriage judgment.
- Mention the pillars of the marriage contract.
- Identify the conditions of the validity of the marriage contract.
- Explain the purpose of the medical examination if requested by the ruler.
- Adhere to the provision of the marriage contract.



Figure (2): The title of the lesson, which contains the gracious Ayah that confirms the legality of marriage (Ayah 21 from Sour at Al- Room)



Figure (3): Wisdom of the legality of marriage and its legal judgment



Figure (4): The pillars of the marriage contract

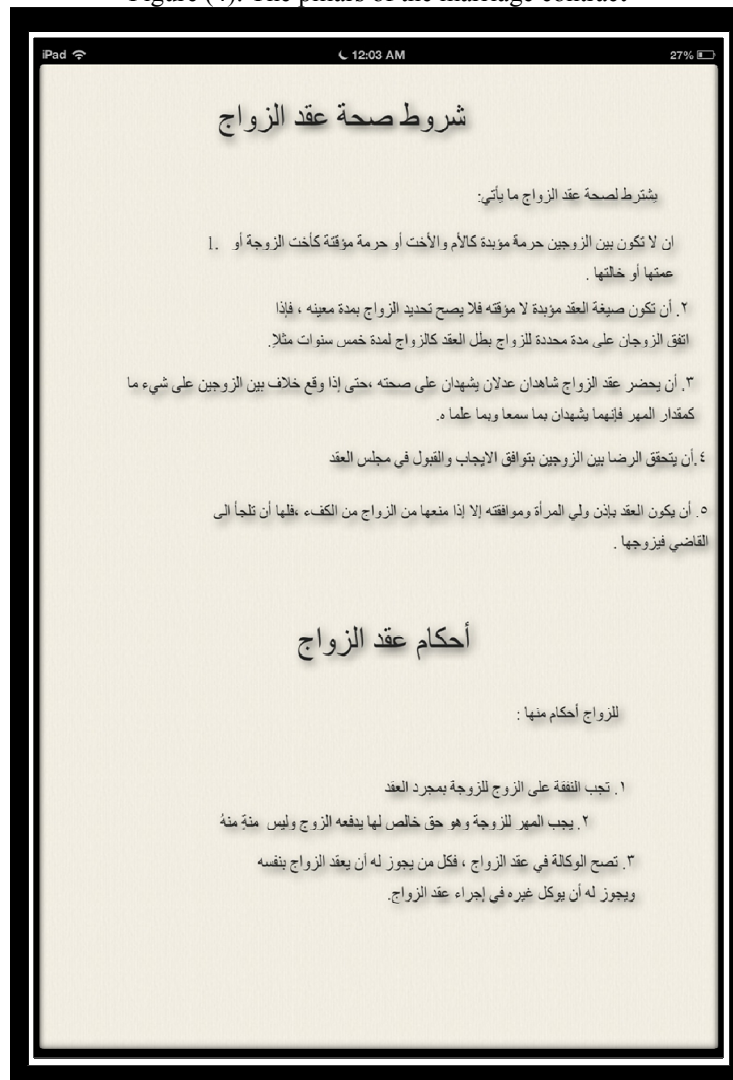


Figure (5): Conditions of the validity of the marriage contract and its provision

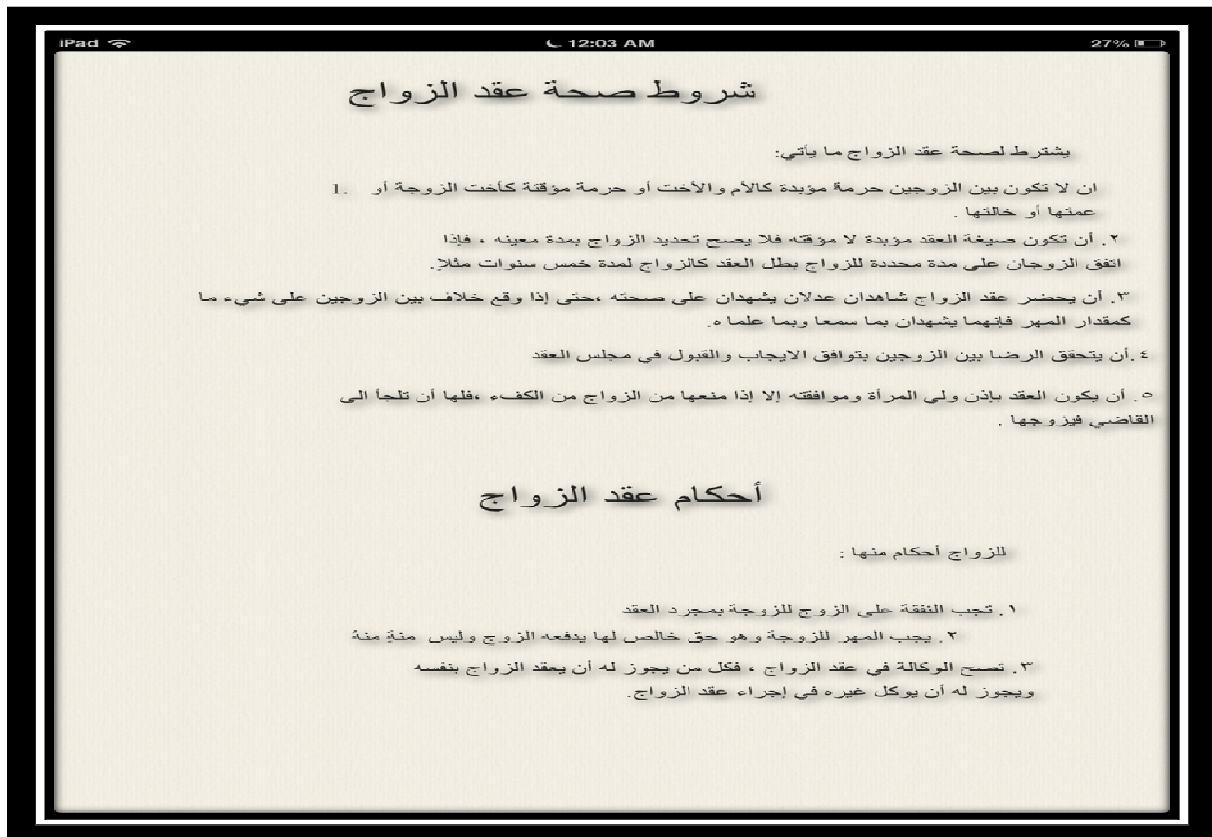


Figure (6): Audiotape explaining the important of the medical examination prior to marriage



Figure (7): The Evaluation

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