

The effect of using the theatre text in development of ethical intelligence in Islamic education among 10th graders' students

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Abstract

This study aimed to detect the effect based on the strategies of the dramatization of text in the development of the moral intelligence on the achievement of the 10th grade Students in Islamic concepts of the program has reached the study sample (80) students, were divided randomly into two groups: an experimental group of (40), and the control group as well were divided into (40) students. The results showed that the degree of improvement with the experimental group students were better than the degree of improvement with the control group, the need to train teachers to use the strategies of dramatization of text in the teaching of their importance in the development of thinking and improve the education process.

Key word: moral intelligence, ethical intelligence, Moral development, dramatization of text.

1 Introduction

The moral intelligence of psychological and educational topics that gained the attention of many researchers and scholars in educational psychology, cognitive, and curriculum development, because of its importance in the lives of students with emotional, social, or emotional and social compatibility with different life situations, whether academic or General.

The concept of moral intelligence in early 1997, when Coles (Coles) published the first scientific article on this entitled (the moral intelligence of children), the first definition of a moral intelligence, has been defined as the ability to distinguish between right and wrong, and the ability to make informed decisions that benefit the individual and others around him.(Coles, 1997)

And Borba (Borba, 2001) that the capacity to understand right from wrong based on possession of seven moral virtues guide behavior self are: empathy, conscience, self-discipline, respect, kindness, compassion, tolerance, justice.

And explain the capacity to understand right from wrong, meaning:

- The ability to understand the pain of others.
- Ability to deter self for doing some cruel intentions.
- Ability to control impulses.
- The ability for all the votes. (Hussein, 2005)

Kmaarfah, gilksn. (Gullikson, 2004), that: "the parents lead by example in conduct and acceptable to children, and what determines the community standards to develop empathy and compassion and respect.

2.The virtues of moral intelligence:

See Michelle Borba: ethical intelligence consists of seven moral virtues guide individual behavior and these virtues are:-

- Empathy (Empathy): parity means the interests of other people and their feelings, especially feelings of distress and pain, and emotional sides of consciousness, and this virtue will turn violent and aggressive behavior.
- Conscience (Conscience): is the essence of morality, which is the inner voice that helps individuals to conduct the true path to do the right thing.
- Self control (Self-control): is an internal mechanism that controls emotions and ethical behavior towards security and work wisely.
- Respect (Respect): it shows the feelings of admiration and appreciation towards others, and may go with these sentiments toward himself and in the latter case, become part of the concept of the individual himself, one might give those feelings to others in life. (Jabir wekvavi, 1995).
- Kindness or compassion (Kindness): it shows interest in the unhappy feelings of others, and helps them in distress and learns compassion for them, and the contempt of their methods and that was simple, and the development of means of deterrence when treating others with cruelty (Hussein, 2003)
- Tolerance (Tolerance): moral virtue is essential to help the young to respect each other as people, regardless of differences, whether ethnic, social, cosmetic, or civilization, or differences in beliefs.
- Justice (Fairness): virtue urges us to act with fairness and integrity away from bias in different positions, and choose among the alternatives with an open mind, and oppose injustice no matter what the consequences,

children who learn of justice are more tolerant and civilized and understanding and interest in others. (Novel, 2007)

The moral intelligence of new variables and task especially if studied in childhood, is the strength of the different dimensions of human life and the basis of his moral and its interaction with society and his life, he served as a Sergeant on behaviors not unleash itself towards subversion or aggression or infringement of the laws of society, a society without ethics is unfounded; the building must

That reflects the ethical intelligence with clear values and beliefs and it is one of the types of intelligence that should contain the objectives of school success, schools that have such intelligence is as organizations with a high degree of pride and self-worth, and so are rarely satisfied with the work done for it's aspire always to do better work, and this kind of intelligence to get all students to a broad and balanced curriculum and that are available to all learning resources and uses. (Glkerst et al., 1999)

Ethical intelligence contributes to the development of moral education, you can learn the language and ideas of ethics, understanding the nature and purpose of the ethical beliefs through discussion and reflection about ethical topics, and to have an individual set of values for a particular reference in dealing with others, and help them determine what they see, rightly or wrongly, and why knowledge as well, and how they should behave in harmony with the values, beliefs and personal desires (Hussein, 2005).

The dialogue between children and their peers, their families and their teachers gives the ability for these children to discrimination, they give bad things unethical, descriptions and good things moral descriptions, and distinguish between what is acceptable and what is not acceptable in the culture society in which they live, and this fictional characterizations of ethical indicate that they have an appropriate amount of values, standards and ethics. A child learns a moral values day by day, and gradually through life situations and adult, not through laws and regulations, and to gain the child's moral skills does not mean that the moral culture have been completed, the process of moral development, and continue over the life of the child, to continue to add significant numbers of these values and skills for its moral. (Coles, 1997)), (Al-Ayoub, 2011).

3.Moral intelligence is based on the following assumptions:

- Develop personal moral developmental stages.
- Associated ethics awareness about individual attitudes and events.
- Knowledge and passion in support of ethics.
- Ethical intelligence components can be acquired and their development through humanitarian activities.
- Can develop the moral intelligence through the processes and activities are integrated with the activities of various humanitarian character. (Coles, 2010).

And the subject of ethics inherent in Islamic terms, it was the Muslims many ratings some morality that moral intelligence consists of the following virtues: empathy, conscience, self control, respect, kindness, tolerance, justice, (Al-Ayoub, 2011) while Al-Ghazali believed that morality is based on five pillars: conscience, courage, decency, justice, wisdom. (Al-Ghazali, 1981)

Contributed to the Quran and seerah building ethical behavior for the individual development and evaluation during development, since through it learns and bred on how to practice good manners, thus achieving personal decency, socially, psychologically and educationally, working to stamp out bad manners among individuals, and morality, and familiarize confinement right up (Al-Bayati, 2001).

The morality not breed with humans, but rather acquired through education, depending on the environment, and start to accustom a child to the virtues of morality and practice, while avoiding contact with the horned evil (Al-Ghazali, 1981).

4.The teacher can develop the moral intelligence when his students including:

- Training and education.
- Moral development by encouraging good behavior.
- Give students stand and supported by specific questions they have to develop their thinking and direction.
- Familiarize sense the feelings of others and respect and appreciation.

The text is a dramatization of important educational methods that have a significant role in the development of a moral intelligence no longer educational process currently limited to teach students information school, but the primary mission of the school is the education and prepare them for future generations, through a generation capable of sacrifices and tender, creativity and responsiveness to the requirements of the times, and the advancement of the nation and nation-building (rapid and monastery, 1993); so he headed the educational process in the educational curriculum to engage students and make it interactive with it is no longer viable in today's indoctrination, which believes in the dialectic, and mutual vulnerability between teacher and student and course, and here the great importance attached to school activities, and the use of means and methods for teaching indirect rather than direct methods of routine (hilali and 1992), Prominent among these activities and school theatre which offers student opportunities for creativity and innovation, in particular to play an important educational address more than the sense, as his Theater curriculum is a form of Theatre School (Abu-Ghazaleh walaisi and Abu Al-Zein Abu hashish, 1999).

They provide different roles and experience the positions represented by and watched students; develop capacities of expression among students, and helps them to get out of isolation and introversion, and helps them establish information in mind, and the spirit of art and beauty have, and creates a feeling of the students the importance of teamwork and cooperation, restraint and understanding of their abilities and talents, which helps them to develop their own personality, and enhance their self-confidence is enhanced in the process of learning and classroom , And raising the level of skills of listening and social interaction, (Abdullah, 2002) (UDA, 1995) (safety, 2000).

The Theatre School of information students in literature and sociology and politics as school plays to life, school theatre works to refine and refine the student's personality, and his positive attitude in dealing with the community, this art has become a synonym for school education and knowledge dissemination, educational art form its catchy, and great effects in workers and spectators to him (Ibrahim, 2002) indicated credit wekshoa (2002) the educational values that can give to students through school theatre , Including religious values, and social values, and knowledge, and historical, and aesthetic.

And the art scene of the greatest modern art, it is the most powerful teacher of ethics, and is a good incentive for good behavior, because the lessons do not receive the books in a way that is cumbersome, or at home in a dull, but evolving movement that raised enthusiasm among the students, the theatre helps students obtain a subjective assessment, and encourage the development of aesthetic taste through acting and improvisation and rhythmic expression, music, students learn through work and play (Ashur wehawamdh , 2003), and here we are the value of theatre in education, where the teacher turned the dry scientific article to theatrical art (wekshoa, facilities 2002) the use of such modern methods of teaching concepts in General is essential for the need for such tactics, as many researchers believe that students are vulnerable in the acquisition of concepts to argue that students entering schools and leaving without a change in the structure of knowledge and science, (Lord, 1994) (Leonard, 2000); (Ghrowther, 1999), the use of teaching methods based on the theatre text might contribute to solve such a dilemma, it is the use of teaching aids, a goal of the educational process on all concepts, including religious concepts, where longer posts teaching those concepts to provide students knowledge and stand when cognitive achievement of these concepts, but aim to provide students with experiences and opportunities that link them to understand science as a cybernetic building regulator , And help

5.Tariff procedure:

- **Text:** the theatre is converting texts studied the dramas students represented the school theatre, so divide the students into two groups: the public and their principals, and representatives of the public and students who perform roles after distributing them.
- **Moral intelligence:** is the amount of change to the students for the following virtues: empathy, conscience, self control, respect, kindness, tolerance, justice, courage, decency, justice, wisdom and this change is measured on a scale consists of 25 multiple-choice questions.
- **Tenth grade students:** they are regular students in the tenth grade in the Education Directorate in Ma'an governorate in southern Jordan.
- **Islamic education:** is the subjects offered to students in grade 10 from the book of Islamic education are: (the qualities of the believers, better business, chastity, guidance and misguidance, biography)

6.The limits of the study: the results of this study are determined by the following parameters:

First: human frontier only this study a sample of the tenth grade students in schools of Ma'an governorate.

II: temporal boundary was the study on temporal duration in the second semester of the academic year (2013-2014).

III: spatial boundaries were restricted to schools in Ma'an governorate in southern Jordan.

IV: study limitations restricted the study on properties of psychometric instruments tool to study "a dramatization of text style, and ethical development of intelligence test."

7. Studies on the moral intelligence:

View Finder range from studies on ethical intelligence study and research:

Study Mufdi (2000) which sought to uncover the impact of using drama in the ninth grade students increase collection in Jordan to some concepts of Islamic education (humility, dignity, sincerity, modesty, chastity) and retain them, the sample of the study consisted of (136) students, who were selected in a random manner, and were divided into two groups: experimental received her education in a drama, and the number of their members (68) students, and the other officer educated in the traditional way, For the purposes of the study, the researcher took the test designed in the course, was applied to the sample before and after an experiment, the study produced the following results: beyond a normal-style drama in teaching for both types (students and scholars) and that students who have studied using drama retained concepts studied, Better than students who studied the same way normal concepts, the study recommended further studies using drama in teaching other school subjects.

- Conducted Borba (Borba 2001) a study aimed at measuring the link between relationship intelligence and self-esteem in adolescents. The sample of the study consisted of (2000) students of high school students in New York City. And the researcher building moral intelligence and measure the scale of the seven areas consisted of only one researcher made scale that these virtues are essential components and are not separate. Highlights of the findings of the study: a positive correlation between intelligence and self-esteem in adolescents of high school students.

- Conducted kindlon wethmbson (Kindlon and Thompson, 2002) a study aimed to reveal the link between relationship intelligence and the intelligence levels of pre-school children as well as to measure differences in the level of ethical intelligence according to a variable of type (m-f) and sample of the study consisted of 1,000 children from New York City, and highlighted the findings of the study: a positive correlation between IQ and intelligence of the pre-school children and that one in ten children has Important problems in moral intelligence despite normal or even high intelligence and this is due to the fact that intelligence is not an absolute criterion for acquiring moral intelligence unless there was intentional and continuous rearing strengthening and building moral intelligence as well as a difference in moral intelligence in favor of females on the variable type (m-f).

- The Omar's (2003) study, to identify the impact of the use of the role play and discussion methods in the collection of the fifth grade students in the classes of worship and their attitudes towards it in Jordan, the sample of the study consisted of (210) students, representing the fifth grade primary distributors (8) people in six schools for boys and girls of the Education Directorate of the Northwest desert, brigade and Division of people to pilot group first, And the (70) students, I learned the way of role-playing, and a second pilot, and the (70) students learned by way of discussion, and a female officer and the (70) students, I learned the way normal, and results showed superiority of the experimental group studied by using role-playing to the group studied by using the method of discussion, and the group that studied in the usual way, The study resulted in a set of recommendations including: include books of Islamic education representative scenes in a role play, especially in worship and biography and transactions, as well as further studies to identify the impact of a role-playing (representation) and their effectiveness in various grades, as well as in other subjects.

- The shammari (2007) a study aimed at measuring the link between relationship intelligence and mutual social trust. The sample consisted of (400) students were Random method of choosing eight colleges of Baghdad University, four colleges in jurisdiction and four colleges in educational. The researcher building moral intelligence scale for college students based on the theory (Borba) of moral intelligence, the study found that college students with moral intelligence, and a positive correlation between intelligence and social mutual trust as well as the lack of a moral intelligence teams according to variables of type (m-f) and competence (scientific-humanitarian).

- Conducted Nasser (2009) a study aimed to determine the effectiveness of the educational program learns to develop the moral intelligence of children abused.

The numbers of members of the study (20) children are online at safety, and aged (9-16 years), they are distributed to 9 male and 11 female. In order to achieve the objectives of the study, the researcher building moral

intelligence measure theory based Michelle Borba, composed of seven virtues, are: (empathy, conscience, self-discipline, respect, kindness, tolerance, Justice), has also been building a tutorial – learn a (35) session for five sessions for each virtue for each session (60) minutes, where strategies were used: (questions, cooperative groups, brainstorming, role play, dialogue, modeling, And KWWHL). Analysis of variance was used to determine the impact of repeated measurements by sex and age and the development of moral intelligence and extract the arithmetic means and the standard deviations and the results showed that: For tutorial-learning effect statistically college class of ethical intelligence scale except after "justice". There are no significant differences between males and females on the following virtues: empathy, conscience, self-discipline, kindness.

There are significant differences between males and females and for females the following virtues: respect, tolerance, justice. It also showed that the performance of the age group (9-12), higher performance age group (13-16 years), the virtues: empathy, conscience, self-discipline, kindness, tolerance, justice.

- Conducted Ansari (2010) a study aimed to know the moral intelligence and its relationship with the academic consensus of sixth graders and elects the researcher the study sample of sixth-grade students of both sexes to Baghdad/Karkh second breeding, with a sample of 500 pupils and pupil, was preparation of two one to measure intelligence and second to measure the compatibility mode and after processing of data by appropriate statistical methods to study : The sixth graders have intelligently immoral, and compatibility class. A positive correlation between moral intelligence function and compatibility of sixth-graders.

- The Gospel (2013), the study aimed to verify the impact of a training program based on the theory of Borba in the development of intelligence in children moral villages (SOS) in Jordan. The sample of the study consisted of 50 children, distributed to (25) children and (25) child of children's villages (SOS) in Aqaba, the aged (9-14) years. The study used a measure of moral intelligence. Analysis of variance revealed significant differences in performance on the scale of moral intelligence total was due to the training programme for the experimental group. While no statistically differences due to sex, or the interaction between the program and sex, and the accompanying multiple analysis of variance revealed no significant differences in performance on every dimension of a moral intelligence seven due to sex, or the interaction between the program and sex. While statistical differences found in the performance of children on the three dimensions of a moral intelligence scale (respect, tolerance, and justice) were attributable to the training programme.

Measure of moral intelligence, applied learning tutorial which the researcher prepared. The results showed the existence of differences in the performance of the members study ethical intelligence scale and the dimensions of the subsidiary attributable to the learning tutorial for the experimental group and the academic rate for women with high rate, whereas no differences in performance of their school and its subsidiary due to the interaction between the learning and tutorial course

- Conducted Abid, (2014) a study aimed to reveal the effectiveness of tutorial learning Qur'an stories based on the development of ethical intelligence of 9th grade students. The sample of the study consisted of (60) students from the 9th grade students, divided into two and the other officer, one of the two divisions were selected at random to be the control group and the (30 students), other Division accounted for the experimental group and the (30 students). And teachers

Previous studies have shown superiority of strategies and programs used on the following:

- Increase student as study mufdi (2000), Masa'ed, 2003.

- Positive relationship between the presence of moral intelligence and self-esteem as a study (Borba, 2001).

Moral intelligence and academic study (Al-Ansari, 2010) and moral intelligence and IQ levels as study (kindlon weshmbson, 2002) and moral intelligence and mutual social trust as a study (Al, 2007).

- Configure the positive trends as study (Al masaeed, 2003).

- Development of intelligence ethics as the study (Nasser, 2009), and study (Gospel, 2013) and study (Abid, 2014).

8.The method and procedures

8.1Sample study:

This chapter contains a description of the method and procedure of selection of the study sample, and tools used, and how to verify its suitability for students, in addition to a full description of the study design and statistical treatments used in the data analysis and extraction results.

8.2Study population:

The population of the study consisted of tenth grade students in government schools of the Education Directorate in the second semester of the school year 2013/2014 and the number of schools where there is a grade 10 (50) total school community school (1040) students:

To achieve the objectives of this study were two schools of Education Directorate meanings, namely, Hebron bin Ahmed school and school housing a deliberate, these schools include the school of each scene, there are three divisions for boys and the number of the sample (80) students in their respective divisions (40) students, and was selected as one of the two divisions in the manner to be the pilot group (studied in a way a dramatization of the text) , And the other officer (taught in normal way).

9.Study tools:

-The test is set up as, and be a (25) position includes every position including the phenomenon or event contrary to the virtue of the virtues of moral intelligence such as:(Atonement, fanaticism, intolerance, fanaticism tribal party, cheat, exaggeration and over-statement, jealousy, promiscuity, violence, extremism) and follows all of these positions are four answers concerning the measurement of gain students for one of the virtues of moral intelligence, and students choose the correct answer from among these answers. (**Appendix 1**)

-Display test as preliminary nine arbitrators with a PhD in curriculum and teaching methods for judging the relevance of activities to detect intelligent moral virtues, and the proper representation of the intended questions; and the adequacy of the number of assignments for the virtues of moral intelligence students in concepts intended for study, and made comments on it, and modified based on those observations.

10.Stability testing:

Been experimenting with test finalized to sample the study population consisted of 40 students from non-members of the current study, the results have been analysed and retain students, and was the test after three weeks on the same sample has already been conducted by test finalized, and for the purpose of measuring the stability test is reliability coefficient of the paragraphs by Pearson correlation between students ' marks the first time and the second time, their scores were worth (0.83), which indicates that the test has a degree of firmness is suitable , And may be testing (25) a supplement (1)

11.Material: there are two types:

First: article a dramatization educational text

A. analyze the concepts studied and divided into sub concepts, each of which revolves around the idea.

B-derived from these general objectives and focused on having student's moral intelligence: skills (empathy, conscience, self control, respect, kindness, tolerance, justice, courage, wisdom, modesty).

The material was in the selection of five texts are demobilized, a book of Islamic education in the second semester of the year 2013/2014, the qualities of the believers, better business, chastity, guidance and misguidance, biography) and selected texts were converted to theatrical dialogues in cooperation with professionals in theater, and notes the preparation for each lesson, where behavioral goals were formulated and the means and methods and activities, calendar, and has offered a number of Islamic education supervisors and specialists to make sure appropriate objectives for the level of student knowledge and appropriate activities for its implementation.

12.Certified material:

The texts are displayed her laid off to specialists in Islamic education, and theater professionals and specialists in teaching methods and asked them to study the texts of the five plays, and express their views or proposals, and noted the appropriateness of the language level of the students, and in the light of proposals listed some paragraphs, and added passages more suitable, so the text is finalized.

II: educational material on how normal learning. It has been prepared in accordance with the following steps:

A. analyze the concepts to be taught are: (: attributes of the believers, better business, chastity, guidance and misguidance, biography)

B-derived from these general objectives and focused on clarifying the concept, explained.

C. for each of these concepts tutorials total (24) a share.

D-memoranda prepared for lessons in learning standard based on dumping. Covering all the basic concepts and the concepts studied, also included educational goals are framed in my behavior.

13.Teaching method of theatrical style:

I have been teaching theatrical style in accordance with the following processors:

1. Boot: create student classroom, providing an overview and summary on the topic of the lesson and prepare students to represent text.
2. Organization of classroom environment: in order to determine the location of the play, the text representation and involve students in setting up some tools such as clothing, and a glass of water, and paperboard making some shapes like swords and Spears.
3. read text play by the teacher, the teacher offers a Dyslexic child model students, taking into account the sound clarity, good performance and use expressive movements.
4. the study of theatrical personalities and identify internal and external manifestations of print qualities, so that the students imitated in the external appearance of the dress and manner of expression and movement.
5. distribution of roles to students, and motivate students to interact with the role, with the distribution of the tools needed for each role to be used in the representation.
6. Implementation of the play (role play) and this step was the teacher monitors student performance

14.Procedures for the application of the study:

Used study tools in accordance with the following procedures:

1. After completion of a dramatization of texts and tools finalized the study became ready for application.
2. an Islamic education teachers who are learning grade 10, which explain the importance of study, and give each sheets for school theatre, showing how to employ him in teaching, sat Finder with each of several sessions to ensure you understand the topic, and randomly selected two divisions to apply study them, and divided into two groups: a group of students Officer (40) students, and a pilot and the (40) students, And then set the quotas for the application of the study of every week where the application study of eight weeks by three servings each week in the second quarter of the school year 2013/2014, was given lessons by the sequence of units in the book, and groups of pilot and officer of the same date, today, however, the experimental groups were given lessons in a way a dramatization of text, while the control group is given the same way regular lessons, Which they adhere to the teacher's Guide.
3. after completion of the study, conducted a test post to test the tribal, and corrected in the same way that the tribal corrected.
4. Monitoring the results of the test post balance sheet analysis and enter data into computer memory and conducted statistical analyses appropriate for the purposes of the study.

Study design and statistical treatment:

This quasi-experimental study, the sample was selected with a deliberate. It is based on tracing a dramatization on the development of intelligence ethics.

15.The independent variable has two levels:

- A. laid-off text.
- B. typical learning method.

The Group has returned to the theatre experimental group text, while the back group examined the second group officer.

As the dependent variable, is a dramatization of text in?

Development of students ' moral intelligence.

And the study design can be expressed as follows:

G1 O1 X O1

G2 O1 O1

Test me test me

Where:

G1: the experimental group.

G2: control group.

O1: ethical development of intelligence testing.

16.Statistical treatment:

To examine the impact of using the theatre of text and normal teaching method, the researcher test backwards is: test the ethical development of intelligence of the students, and was applied again after the end of the teaching process, and is averaging calculations and standard deviations of the pilot groups and students marks control.

To verify the equivalence of the experimental and control groups on the above index, the calculated averages of students to each of the variables in each group, and then use the associated variance analysis (ANCOVA) to comparison of remote averages, after deducting the impact of tribal exam.

17.Results and discussion:

This study aimed to investigate the effect of using a dramatization on the moral development of intelligence, compared with the usual way of teaching and after the application of the study reached the **following conclusions:**

Results of the zero hypothesis and discussion:

This hypothesis stipulates that no significant differences at the level of ($\alpha = 0.05$) in the development of ethical intelligence among students in grade 10 in Islamic education in Jordan due to the method of teaching (the theatre text, the normal way).

To test this hypothesis of zero computed arithmetic averages and standard deviations for the control groups students marks and experimental test of a moral intelligence development, table (1) descriptive data on the sample of the study groups.

Table 1
Averages and Standard Deviations for the students' marks in the two groups in the pre and post-tests.

Group Test Activity indicator	Experimental				Control			
	Pre-test		Post-test		Pre-test		Post-test	
	Average	Standard deviation	Average	Standard deviation	Average	Standard deviation	Average	Standard deviation
	7.825	1.79583	20.2	2.50333	7.5	1.5359	13.5	2.0381

Note from table 1, the average student pilot and series marks the officer had increased overall in test post test tribal, but the amount of increase in the average marks of his experimental group was higher than the amount of increase in the average control group students marks; the median post marks his experimental group (20.2) and standard deviation (1.79583); while the median post marks his control group (13.5) marks, and the standard deviation (2.0381).

To see if there is a statistically significant difference between using laid-off text in the development of intelligence and moral learning routine, you may use the associated variance analysis (ANCOVA); for hypothesis testing of the first zero effect using the theatre text. the development of moral intelligence.

Table 2: Summary of the results of the analysis of variance associated with the performance of members of the sample on

the test development of moral intelligence.

Tests of Between- Subjects Effects

Dependent Variable : post

Source	Typ III Sum of Squares	df	Mean Square	F	Sig
CorrectedModel	920.044	2	460.022	92.206	.000
Intercept	1320.230	1	1320.230	264.626	.000
Pre	22.224	1	22.244	4.459	.038
Groups	916.958	1	916.958	183.794	.000
Error	384.156	77	4.989		
Total	24018.000	80			
Corrected Total	1304.200	79			

a. R Squared=.705 (Adjusted R Squared=.698)

The results of the analysis of variance associated with the performance (s) members of the sample of the study on the moral development of intelligence test (table 2) the existence of statistically significant ($\alpha = 0.05$) for the statistical value "p" which equals ($F = 4.495$), a dramatization of the effect using the text in the contrast sample members marks a test of moral intelligence development. This result is consistent with the results of the study (Gospel, 2013), (and Abid, 2014), (, Al-Nasser, 2009) that showed the superiority of the training programme on

the development of a moral intelligence of the students, as agreed with the results of a study (Mufdi, 2000), (Masa'ed, 2003) used a role play on the collection

This can be explained and returned to several factors including the following:

1. use the text feature interactive theatre and students led to entice students and encouraged them to reach the goal to be achieved, and attract their attention and give students positive values and attitudes and the development of imagination and that's what you're missing a typical learning based teacher primarily.
- 2 – The gradient view religious texts through the play suit with the capabilities of students and increased the awareness of the students they teach concepts and values gradually through imagination and reflection in the life situations and observe their colleagues.
3. view the theatrical text 24 share school helped build positive trends towards educational activities also worked on the development of moral development of the students because the process of moral development process and continues over student life.
4. Interaction of the students with the attitudes helped to strengthen ethics and values they have.

Recommendations:

Depending on the study's findings and conclusions, the following recommendations can be proposed:

1. The training of teachers of religious articles and instructional strategies such as during a dramatization of the text.
2. the attention of the teachers of religious materials offer lessons through activities for the benefit of the students in the development of the ability collectible concepts, and gain positive trends.
3. Urge the curricula problems and activities that contribute to increasing the ability of students to think about solving problems scientifically valid correspond to the different stages of their development.

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Supplement (1)

Some test questions of ethical intelligence development

Khaled loves music, and raise the Voice Dialer to the top at home but his neighbor Ahmed at the University and had exams, which many neighbors, were upset by khaled behavior, is he allowed whatever he wants to do at home, repeated complaints from neighbors, what is your take on that?

A. I support his actions.

B-I don't support in his actions to that of other rights must be taken into account.

C-repeat the advice to Khalid.

D-you must stop him with force

You do not have a University where friends, how do you take friends, with your choice, which will be make affect the course of your achievement, your behavior either negatively or positively, what is your take on that?

A. I put standard rule to choose friends.

B. put the criterion of intolerance to the country for choosing friends.

C-on religious basis to choose friends

D- Put standard science and creation to choose friends

You and your friends sitting in a room, and your friends speak on a particular topic, and modern and developed a discussion between them to fight, so what will you do until the problem among your friends?

A. urges them to tolerance.

B-choosing someone without the other.

C-stand from friendly countries at the same distance and dimension and persuade them of the need of scientific thinking in solving their problems.

D-I have nothing to do with them.

Many religious people on the release rule of disbelief on people who wear clothes contrary to them for a year, what do you think of that?

A. I agree with this because my teacher does.

B-I agree with this because so many people are doing it.

C. I agree to this if the correct directory.

D-does not agree that the phenomenon is not permissible according to sharee'ah.

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