

## The Effectiveness of Using the Parallel Story Approach in Deepening the Islamic Identity in Schools of Karak Governorate

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### Abstract

*The study aimed to reveal the effectiveness of using the parallel story approach in deepening the Islamic identity in the schools of the Education Directorates in Karak Governorate. The sample of the study consisted of (87) students from the seventh grade who were randomly selected from one of the schools of the Directorate of Education in Karak during the first semester of the academic year 2022/2023. The parallel story approach was used in teaching the first experimental group, while the traditional method was used in teaching the students of the control group. To achieve the aim of the study, the tool prepared by the researcher was used, which is a test to find out the level of success in acquiring Islamic values, and four units of study were used from the Islamic Education curriculum for the seventh grade, and its contents were reformulated into four types of Islamic stories, taking into account the rules of writing the story. The study showed statistically significant differences at the level of ( $\alpha = 0.05$ ) between students' performance in imagination skills due to the teaching strategy used, in favor of the parallel story approach. It made a number of recommendations.*

### Keywords

effectiveness; parallel story approach; Islamic identity; Karak



### I. Introduction

Determining a person's identity and belonging is an extremely important issue in our current reality. Identity is an essential element in building civilizations and the renaissance of nations, as it constitutes the starting point for understanding the position of man and his role in this world and in human society. When a person defines his identity, then he has determined his “purpose” in this life, and the “method” that controls his thoughts and movement based on what this identity includes, and the perception of the “nation” to which he belongs, lives its issues and interacts with it. The talk about identity is not just a theoretical talk that has no credit in reality, but it is a much-needed talk in the stage of “nausea”, weakness, loss, humiliation, decline, and backwardness that the Islamic nation is going through, and nations from all sides flock to it, and in which conditions of division and fragmentation are common, Returning to ignorant strife that is forbidden, such as grouping, affiliation, and intolerance on the basis of “nationalism” or “the homeland,” until these bonds that were deposited in the minds of the people of the nation became one of the most important effects of the military and intellectual invasion of the nation until they became the original bonds of belonging, and as for the “Islamic identity,” it is Just a collegiate association as close to "avatar" as possible! It loses its true realistic balance in the arena of major events that the nation is going through. Islamic education is distinguished by a number of things that derive from two sources: the Holy Qur’an and the noble Sunnah of the Prophet.

Islamic education is considered the main means for linking learners with the values and principles of the Holy Quran and the Sunnah and achieving passion with them. Upgrading their behavior and entrenching in them the method of moderation so that they can better face challenges, absorb changes, and realize the eternity of Islam and its ability to make people happy at all times and places (Mamdouh and Farghal,1998). From this point of view, it becomes clear that Islamic education has a distinct status from any other subject, as it relates to an authentic instinct deeply rooted in the depths of man, and works to purify and develop it in high and comprehensive development, as it is directly related to the building of individual and social life as it should be built upon.

Religion provides a person with values and ideals that guide him in his behavior in life. It enjoins him to do well and forbids him to do evil, motivates him to do good, and encourages him to adhere to virtuous morals, showing their positive impact on the life of man and the community. charting the way to achieve them with what he decides of beliefs, worship, rulings, and discipline, and these values have a great impact on the life of the group, and without them societies degenerate into the rank of bestial animals, losing harmony and integration, and it is enough to imagine a society that has been devoid of honesty, trustworthiness, sincerity in work, and kindness to the helpless and the poor, And devoid of the love of good for people, there is no doubt that this society is not right for it, as religion is the strong bond between the members of society, it treats their diseases, and there is harmony and integration among them.

It is the nature of the human soul that tends to hear the story, and it is one of the oldest methods used by man to convey information and one of the most important guiding means in his life. Because of its pleasure, and this is evident through the story that you tell the little boy, you find him longing for her, paying attention to her, and the long days pass by, so he brings them back to you with their events and their tones, and the way they are mentioned.

## **II. Review of Literature**

### **2.1 The Importance of the Story**

Stories represent human experiences, experiences, feelings, and events that he went through in his life, whether real ones or those created by human imagination. Many specialists have analyzed and interpreted that it defines the framework of our identity and our national history, and I consider delivering it as an old way to communicate ideas and images that allow individuals to share personal experiences and form knowledge for society, and tell stories and telling them requires skill and ability to narrate their events in spoken language and body language to express oneself and direct it.

Stories are used to match the message and values of institutions and the needs of employees, such as the need to belong and contribute. Researchers have found that storytelling is more convincing for listeners when compared to discussions, statistics, and facts that can be questioned. The story makes the topic real for the recipient or the audience, due to its ease of understanding. The story has a role in reducing resistance to change (Toaima, 2011). The story presented to the learner has a special character that distinguishes it from other stories presented to those older than him, despite its participation in the structural elements and foundations on which each of them is based. It is one of the most beloved types of literature that the learner accepts with passion and admiration, giving vent to his emotions and psychological pressures, and explaining what

is going on in the world around him, which he does not find an answer that satisfies his aspiration and his constant desire to discover.

The story is also one of the most powerful factors in stimulating the learner, and influencing him in an impact that is not limited to the time he hears or reads it, but rather goes beyond imitating the events that take place in it, and the characters, facts, behavior, and morals involved in his realistic daily life. The story gives the learner an opportunity to transform spoken words into an imaginary mental image that he embodies, so that he sails with it, and takes off in its atmosphere with pleasure and psychological comfort, which enables him to imbibe values and morals easily and easily, and it gives him the opportunity to be alone with himself and the word, which gives him an opportunity to think and self-reflect on written speech, and from Then he is convinced of it without clear external interference and attracts his attention with its continuous movement in it, and with the historical development of its events, which results in a struggle that brings him to an exemplary and ideal solution through which the learner acquires a way of life, a model of thinking, or behavior to follow, and without preaching or guidance to adults. Those around him, who often confront him in a compulsive manner that alienates him from the meanings of good and the values of virtue, while helping him to get acquainted with many people, various things, various times and places, different situations, and events, different languages, and dialects communicate with them and interact with them, thus expanding his circle. The learner, young or old, tends to listen to stories, and he is eager to track their events, imagine their characters, and know what comes out of each character, and the end of the story (Abd,2012).

This method is one of the effective methods in teaching most subjects in general, and in teaching the branches of Islamic education in particular, such as ethics and discipline, the biography of the Prophet, and others. It can also be used in preparation for the lessons of other units in general when starting with an interesting story that belongs to the subject of the lesson. The teacher of Islamic education often relies on the Qur'anic or prophetic story contained in the noble Sunnah (Labadi, 2001).

## **2.2 Religious Story Strategy**

The story has an impact on the souls with its attractiveness and suspense, compared to presenting abstract facts that are devoid of gravity, and how the story attracts minds and hearts and influences them, and facilitates the arrival of facts and information and any other goal that the story narrator plans to achieve with the listeners, and perhaps this is the secret that the noble heavenly books It came written in the language of the story, from the Psalms of David to the Torah of Moses and the Gospel of Jesus to the Holy Qur'an, as the lesson and wisdom came within the context of the story to magnify its impact on souls and minds, and this is a clear indication of the magic of the story and its superiority over all forms of linguistic statement in shaping awareness and methods of thinking It is literature that has its components, art that has its pioneers, and education that has its many dimensions and goals (Hyena& Ghobeish, 2011).

The method of teaching based on the narrative method is one of the oldest methods used by man to convey information and lessons to learners, as it helps to attract their attention and gain their information and historical and moral facts in an interesting and attractive way. And the lessons are intended to reach facts and behavioral and moral goals, and the story must be linked to the goal that we present in order to achieve it, and it is one of the educational strategies of great importance in addressing the learner's conscience and mind together.

The story is one of the teaching methods through which ideas, experiences, and experiences were presented in a lively, expressive, interesting, attractive, and influential form. Through it, vocabulary and information are enriched for the learner. It also endears him to reading and provides him with sound linguistic methods and attractive dialogue of all kinds. The story is one of the types of audio literature. As the learner finds great pleasure and enjoyment in hearing it before he knows how to read and write, then it is literature read and heard together where he knows reading and writing to a great extent, and the effects of the story are not specific to the learners, but rather it accompanies the individual in all stages of growth, because he is subject to its influence (Hariri, 2002).

### 2.3 Story Elements

The story has elements that cannot be straightened without it, so when one of them is disturbed, the story loses its value for which it was written and the purpose is unclear, and with the completion of its elements, it is like a balanced interconnected knot, and the following is a detail of that:

- 1- The main idea: The idea is defined as the one chosen by the author of the story, to make it an axis around which the events of his story revolve, and it is the backbone around which the construction of the artwork will be built.  
The idea in the story does not constitute a fleeting or quick glimpse, because the idea remains in continuous development during the exposition in the story, so it is called the heart of the story, and the story may contain the main idea and secondary ideas, but it is preferable in the books of young learners that the writer focuses on one idea so that it is clear and appropriate to the perceptual and psychological characteristics of the learner, free of abstract ideas and heartbreaking and painful topics.
- 2- Events: It is a group of facts that are carried out by the characters of the story, which revolve around the general idea of it from its beginning to its end in an integrated fabric. The more the events are developed and interesting, the more they will prompt the learner to continue reading or listening to the story with pleasure and understanding, and the more the desire will also inspire him to discover the end that leads to it while interacting with the characters.
- 3- Characters: Hussein defined them as: “that which personifies or embodies the basic ideas included in the theme and idea of the story, and a well-built character is one that unites with itself through its three dimensions: psychological, social, and physical, i.e. the body. The character is an important element of the artistic construction of the story, and it works together to highlight the idea for which that story was developed.
- 4- Time and place: The story’s time and place affect the story’s events, characters, and theme. Events are related to the circumstances, customs, and principles that prevail in the place and time in which the story took place, just as the story’s background and general atmosphere must be correct and sound in time and place, whether it is in our world or another world, in order to add to the story honesty and life. If the story is designed to suggest that events are likely to occur at any specific time and place, then this is acceptable, but if it is designed to express a specific time and place, the writer must take into account that the atmosphere of the story reflects the customs, traditions, and facts that characterize that place and time so that it is a background. The story is honest and the story is able to bring life to events and people.
- 5- Method: The writer of the story must avoid anything that leads to ambiguity. The artistic elements of the story may be suitable for the learners, but they are formulated in a difficult manner that exceeds their linguistic level, so they turn away from it (reluctance to read it). Punctuation marks in the story must also be placed in their correct subjects.

And that the phrases are short so that the learners can easily understand their content. The style is defined as the method by which the writer can fabricate the means in his hands to achieve his artistic goals, and the means that the writer possesses are: characters, incidents, and the environment, and then comes the last step, which is to collect these means in a complete work of art(Sanchez, 1998).

#### **2.4 The Educational Importance of the Story**

The story has great importance in the life of the learner, and it is one of the most beloved types of literature that he accepts with passion and admiration, through which he vents the emotions and psychological pressures he experiences, and an explanation of what is going on in the world around him, which he does not find an answer that satisfies his aspiration and his constant desire for discovery.

The story is also one of the most powerful factors in consulting the learner and influencing him, in an impact that is not limited to the time he hears or reads it, but rather goes beyond him to imitate the events that take place in it, and the characters, facts, behavior, and morals involved in his realistic daily life (Halawa, 2003).

Perhaps what characterized the story, and what distinguished its advantages, is what earned it that great status in the hearts of the learners, and that leading position among the rest of the literary genres, and other educational methods. And he starts with its atmosphere with pleasure and psychological comfort that enables him to absorb values and morals easily and easily, and from it, we refer to a group of elements that show the educational importance of the story (Abdel-Hay, 2011; De&Bus,2004).

#### **2.5 The Type of Story That Suits the Tendencies of the Learners**

This factor represents a kind of subject that is presented in the stories of the learners, and its suitability for them in terms of satisfying their tendencies, preferences, and directions, in terms of its connection to their lives and problems, and in terms of its vitality. Information, habits, attitudes, and values from these stories affect the formation of his personality, thoughts, values, and attitudes in the future to a degree that is difficult to change or modify later on.

We find that the learner does not learn anything unless it is related to his inclinations, preferences, and interests, because when he starts learning, fatigue and boredom seep into him easily, and he, therefore, needs content that is appropriate to his inclinations, simplified and well photographed so that it arouses his interests and is a motivation to continue his learning. In order to reach the purpose that we hope for in the stories of the learners, we should mean careful attention to the quality of the subjects of the stories, so that the learner finds in them what suits his tendencies, interests, and preferences. This experience is based on the results of scientific research and specialists in this field, which reveal the tendencies and preferences of the learners.

Learners are fond of stories that take place on the tongues of animals, and this may be due to the ease that learners find in telling the roles of animals. Studies have shown that most of the stories that attracted young learners up to the age of ten are animal stories, and learners find in these types of stories a new and strange world, so they love him and link the characteristics and behavior of their heroes with the characteristics and behavior of their friends (McEwan H, 1995).

Learners also accept comic stories, anecdotes, and anecdotes with great demand and to them, the origins of funny folk tales return. Comic stories shake up myths, illusions, customs, traditions, and ancient beliefs, and establish new values, concepts, and ethics. What gives comic stories such power and influence is their reliance on the paradox

resulting from the contradiction in life and society in content, and their reliance on indirect suggestion in an atmosphere far from tension in style (Clark & Mayer, 2008). Learners also tend to simplify religious stories that deal with the lives of the prophets and their miracles (Abu Maal, 2002). Religious stories revolve around several main axes:

A Simplifying the stories of the Holy Qur'an. Several series have been devoted to this, including the series of the Noble Qur'an, the series of stories of the Messengers and the Prophets, the series of religious stories, the series of stories of the Prophets, and others.

B Presentation of the biography of the Messenger, may God bless him and grant him peace.

C Filming important religious events and occasions.

The religious stories aim to introduce the learner to his faith, his Lord, and his duties towards his Creator and the faith, in order to educate him religiously and spiritually on a sound basis.

Educated people also tend to enjoy over and over again folk stories, which are usually hereditary and full of imagination, and the majority of these stories belong to a worldly culture. The demands, and the gratifications that result from happy endings, are all things for the enjoyment of learners, and the characters are easy to understand as they are one-dimensional; they are patterns, not real people (Alan, 2004). They are all good or bad, wise or stupid, strong or weak. We find that this issue in describing the characters is consistent with the expectations of the learners and that the presentation of the stereotypical characters facilitates the processes of uniting the learners with these characters such as the good sister and the evil sister, the handsome prince, the ugly beast, the evil stepmother, and the evil witch. Young learners experience life through these roles and try to find meaning in what is going on around them, and through them, they understand themselves and others (Salah, 2016).

Storytelling Procedures: The story goes through three, which are planning, implementation, and evaluation.

1. The planning stage: in which the preparation for the story-telling stage takes place, and this is detailed:

a. Good preparation of the story by the teacher before presenting it to them, taking into account its suitability for their age and understanding.

b. Choosing the appropriate time and place to tell the story, so that the learners are ready to hear it.

c. Preparing the learners to listen to the story by sitting in a comfortable session, such as sitting in a semi-circle in front of the teacher.

d. The narrator can sit among the learners during the narration, stand in some events, and can stand throughout the duration of the narration of the learners' stories.

e. Analyzing the story into its main elements, which makes it easier for him to deal with it when telling it to the learners, and he is familiar with its idea, events, characters, dramatic line, time, and place, revealing its linguistic features, values, behavioral trends and goals that it aims at.

f. Preparing the dialogue questions that will be asked to the learners after telling the story. This requires the teacher to live with the story, analyze it and prepare it in a simple and clear manner.

g. To stand in the appropriate place so that all learners can see it, giving them psychological comfort and focus, and not being distracted.

2. The implementation stage: The implementation stage is one of the important stages, and the teacher is required to follow the following:



- a. The appropriate introduction to the story, by asking some questions to the learners to arouse their attention.
  - b. Using a language appropriate to the level of the learners, and clarifying and explaining some incomprehensible words and phrases.
  - c. Be careful in the narration, impersonating the characters of the story, and representing their movements, feelings, and expressions so that the learners understand the difference between the characters.
  - d. Telling the story in a good voice, taking into account the tone of voice in the different situations in the story.
  - e. Maintaining a flow during the telling of the story, allowing the learners to be given instructions to disperse their thinking.
  - f. Welcoming the pupils' questions during the telling of the story with a gesture or a smile from the teacher, as it may be sufficient to inform the pupil that his question is of interest and appreciation.
  - g. The narrator can sit among the learners during the narration, and stand at some events, and she can stand throughout the duration of the narration of the story.
  - h. The teacher must maintain the visual link between her and the learners, which makes them more connected to what is being said.
  - i. The teacher can take short steps (backward, forward, right, left) while telling the story, or she can move her center of gravity to indicate the change of scenes or characters, and she can lean towards the learners to the other side to give the indications she wants to communicate. for them.
  - j. The teacher must use different voice changes and different degrees and tones of voice to tell her story, expressing her events and characters with enthusiasm and seriousness that arouses the suspense of the learners.
  - k. While telling the story, the teacher must keep track of the learners and notice how much they pay attention to her narration, and be ready to change the course of events or the story during the narration.
  - l. There must be diversity in the style of narration and diversity in presenting the story.
  - m. The narrator must be trained to tell the story in different formulations, so that it can influence the learners and attract them to participate and get emotional in the novel.
3. The evaluation stage: It is considered the most important stage, because of its role in realizing the extent to which learners absorb what is mentioned in the story, as well as the extent of their ability to absorb the listening skills targeted for development. It is taken as homework to be brought in the next lesson (Abu Maal, 2002).

### **2.6 Characteristics of the Islamic educational story:**

The Islamic educational story used in educating the learner has a set of characteristics, including the following:

1. It is based in its topics on Islamic principles, values, and ethics that establish in the learner the educational goals that the Muslim educator aspires to.
2. It aims towards a divine, Islamic educational goal, represented in the education of the human being who is left behind to build the land, worshiping God Almighty, as it is an Islamic story consistent with the principles and values of Islam.
3. Taking into account the artistic elements on which the learner's story is based in terms of the general structure, time and spatial framework, events, characters, etc., in order to achieve harmony and integration between the content and the art of its transmission, and then achieve the desired goals.

4. Diversity in its contents, types, objectives, style, personalities, and events, taking into account the social foundations of the society expressed in it and the psychological foundations of individuals and learners presented to them.

There are many sources from which the Muslim storyteller draws his Islamic educational story, and among these sources are the following:

a- The Holy Qur'an: The Holy Qur'an is considered the first source of the Islamic educational story, as it contains many stories that remind people, explain to them the path of good, and warn them against the path of evil in a great linguistic style, strength of statement, and clarity of meaning, penetrating into hearts to open the doors. Minds, consideration, and admonition to those with understanding, the Almighty said: {Indeed, there was a lesson in their stories for those with understanding} (Yusuf, 111).

b- The Noble Prophet's Hadith:

The noble hadith of the Prophet is the second source of the Islamic educational story, and if the story is prominent in the Holy Qur'an, it is also in the hadith of the Messenger of God, may God's prayers and peace be upon him.

There are real stories of the Messenger, may God's prayers and peace be upon him, in one of the different periods of his life under various circumstances, such as the story of the Isra' and Mi'raj, and here is the story that tells an incident that happened in a past time for people who have a real existence, such as the story of the king, the boy, the magician, and the monk, called the owners of the groove and the unseen story that tells what will happen in The future is something that man has not seen and that is under the miraculous divine power, such as the story of the Antichrist and the story of the last man to come out of Hell and enter Paradise.

c- Biographies:

Biography books are among the most important sources of the Islamic educational story, as they are full of stories that happened to people whose lives and lives are full of moral and heroic attitudes that discipline morals and correct behavior, such as the stories found in the biography of Abu Bakr Al-Siddiq and Omar Al-Farouq, and Othman Dhul-Nurain and Ali (may God be pleased with them all), and those before them (Al-Mouallimi, 2003).

## **2.7 Objectives of the Islamic story**

There are many objectives of the Islamic story, there are the specific goals listed under a type of story, given that they are closely related to its content, and there are general goals that the Muslim educator derives from when using the story as an educational method, and among those general goals related to the basic aspects of education are the following:

A- Doctrinal goal:

The Islamic story aims at consolidating the Islamic faith and making it understandable to the learner in a gradual and developing manner, and in an interesting and simplified style commensurate with the learner's understanding.

B- Moral purpose:

The Islamic story aims to improve the morals of the learner, give him moral virtues, and alienate him from vices and reprehensible characteristics, through the characters that the story contains, and the moral values that it presents, which push the learner either to imitate them and follow their approach or to disgust and aversion from them.

C- Linguistic goals:

Among the linguistic goals of the Islamic educational story are the following:



- Developing the learner's listening skills, this is one of the most important language skills in the early stages of language education. The learner pronounces what he hears and imitates it.
- Increasing the learner's linguistic outcome with the new vocabulary and phrases contained in the story, the learner may be able to supply and memorize some of them.
- Developing the learner's speech skills by training him to express his feelings and recall his thoughts fluently when asked to retell the story and put a beginning or end to it, as well as when giving them different roles distributed between him and others to represent the events and characters of the story.
- Developing the learner's writing skills by training him to draw the letters and write some words included in the story, along with training him to hold the pen correctly and sit in a correct sitting while writing.

#### D- Social goals:

Among the social objectives of the Islamic story are the following:

- Providing the learner with various facts and general information about the society in which he lives and the world around him.
- Preparing the learner positively, adapting to society, integrating with it, and adhering to Islamic behavioral patterns based on love, justice, equality, and goodness for all humanity.

#### E- Physical and kinetic goals: Among the physical and kinetic goals of the Islamic story are the following:

- Developing the learner's motor abilities when prompted to act out the roles of the story and imitate the movements of its protagonists in terms of strength and activity (Mohamed, 2001).

### 2.8 Types of Islamic stories:

The Islamic educational story varies according to its content and content into several types under which a number of special objectives fall, all of which fall within the framework of the Islamic religion and proceed from it and can be divided into: religious, scientific, social, and humorous except for the purpose of clarification and clarification. (Al-Qaradawi, 1994). Among those types of stories related to the basic aspects of educating the learner are follows:

A- The religious (Qur'anic) story: It is the one that revolves around religious events derived from the Holy Qur'an, from the Sunnah, or from the biographies of the prophets and messengers, the life of the companions and righteous people, public life, beliefs, acts of worship, dealings and Islamic tournaments in a specific time and place with the aim of building the correct Islamic character.

There are many educational goals for the religious story, including the following:

Establishing the Islamic faith in the learner and linking it to the Holy Qur'an, the purified Prophet's Sunnah, and Islamic history.

Enlightening the learner with virtuous moral values and developing his admiration and love for good qualities.

- Warning the learner of behaviors and vices that are contrary to the principles and morals of Islam.
- Presenting the religious concepts mentioned in a tangible way to bring their understanding closer to the minds.
- Answering some of the questions that revolve in the mind of the learner about God, the angels, the jinn, and others.
- Providing the learner with sublime meanings, lofty ideals, and good examples to follow.

B- The scientific story: it deals with cosmic phenomena by describing, discussing, and analyzing such as: talking about astronomical matters, the sky, and the earth and the treasures, facts, and verses that are hidden in them, as well as talking about water, air, seas, trees and all aspects of nature with an explanation of their benefits and benefits to humans and life as a whole, in addition to talking About birds, their divisions, animals and their types, with an explanation of the secrets of their life, characteristics, and benefits, and linking all of that to the greatness of the Creator, His ability, and the splendor of His creation in a simplified manner to arouse scientific interest in the learner. In addition to providing it with scientific and religious culture in an interesting way based on scientific facts, laws, and theories based on the influence of science in various aspects of life.

In addition to scientific stories, stories tell of events that occurred to a scientist, inventor, or discoverer while creating something. With an indication of the stages of its discovery, preparation, and manufacture, and it also includes the life stories of scientists, inventors, and discoverers, the difficulties they faced, and the efforts they exerted until they reached their scientific status and status, which benefited humanity starving (Abd, 2012).

There are many educational goals for the scientific story and science fiction stories, and among those goals are the following:

- Dissemination of scientific laws and facts in an interesting artistic style based on the embodiment.
- Presenting honorable examples of scientists, inventors, and discoverers who have a prominent credit for reaching different scientific laws and facts, with an indication of their merit and status with God if they are sincere in intention and work for God Almighty.
- Formation of positive attitudes in the learner towards knowledge and scholars, for knowledge is light and seeking it is obligatory, and striving in seeking it is for God alone as a path that leads to heaven. The Messenger of God, may God's prayers and peace be upon him, said: "And whoever follows a path seeking knowledge, God will make a path easy for him to heaven."
- Developing the learner's ability to meditate, contemplate, think, imagine, and be flexible in dealing with things in order to broaden his perceptions and lead him to the truth that leads him to believe in God with certainty and knowledge (Brain, 2010; Al-Saifi, 2008).

## 2.9 Elements of the religious story

In the religious story, there are clear and sublime elements that are commensurate with the majesty of the revelation and the sublime of the divine message, and the Qur'anic text is indispensable for it, as it is affected and influenced by the Qur'anic narrative to achieve its lofty goals and objectives in it. The most important elements are:

A- Personality:

It is one of the most important elements of the story, and it is the self that creates the events of the story and revolves around it, and the character is human like the character: Abraham, Moses, Pharaoh, and others..., and it is non-human like angels, jinn, ant, hoopoe, and so on, and it is an individual or group and so on. And about the doctrine of the Holy Qur'an in drawing and depicting people, Al-Tuhamy Naqra says: "The doctrine of the Holy Qur'an in drawing and depicting persons is an indirect doctrine. It is not glorifying personalities or mentioning their descriptions, such as height, hair color, eyes, etc.; rather, it presents them as human models to follow if they are good or to hate if they are evil.

The event: It is another major and important element in the story. In the Qur'anic story, attention may be directed to the event without the character, so the Qur'an chooses from

the event what serves the main idea, and portrays it in an appropriate psychological atmosphere that provokes emotion and leaves its impact on the conscience, using several things that Al-Tuhamy summarized in a click. In his book “The Psychology of the Story in the Qur’an,” he states:

- The accurate description illustrated, such as the description of Noah, peace be upon him, of his people turning away from his call.
- Meanings expressing feelings and emotions, as stated by Maryam; The Almighty said: {The labor pains came to her to the trunk of the palm tree, and she said, “Would that I had died before this, and I had been forgotten.” (Maryam, 23)}
- Highlighting the conflict in line with the general significance of the story, whether this conflict was physical, like the conflict of Moses - upon him be peace - with the magicians, or psychological, such as Ibrahim's position - upon him be peace - regarding the planet, the moon and the sun.

1- Time: Time in the story is the hand that carries events and moves them, and the events of the Qur’anic stories all come from the horizons of centuries and empty times, which gives us a special sense of time that it is an image of the distant past.

The Qur’anic story is based on observing the temporal element, an accurate and conscious observation, as the temporal threads adhere to all its parts and movements with a known time, so it looks at them at the time that conditions require and also keeps them away from the field of vision at the appropriate time, which necessitates their disappearance temporarily or permanently.

This means that time in the story, although it has its remarkable place, comes in the Qur’anic story according to what the situation requires, so when it has importance in drawing the given images, the stories bring it, and an example of that time in which the crime was plotted in the story of Joseph - peace be upon him - the Almighty said “And they came to their father at evening weeping.” (Yusuf, 16)

The story of Joseph - upon him be peace - was adhered to in all its aspects by the element of time, as time gradually traced the events of his life from his youth as he told his father his visions, until his old age and he became the dear of Egypt and the events that took place.

2- The place: the place is an element of the stories that are no less important than other elements, and the place appears in the Qur’anic stories at the appropriate time when the need arises for it. Shows his features, or evaluates the evidence of the lesson and sermon from him.

Evidence for the importance of the place in building the story, moving its events, and giving it the color of realism, is what came from the hadith of the Isra’ and Mi’raj, where the Isra’ was associated with the place from which it began and to which it ended. He is the All-Hearing, the All-Seeing.” (Al-Isra’, 01)

3- Dialogue: It is an important element in the Qur’anic stories that we see clearly in many of them, as it gives strength and subtlety to the situation and embodies the story as if a person hears and sees. The Qur’anic stories do not stop at the appearance only, but rather extend it to the movements of the mind and human thought, and the good impulses represented in the believer’s soul and evil impulses represented in the hateful, infidel human soul.

Style: By style, we mean the method of casting the story in which the Holy Qur’an is unique in composing its words and choosing its words. The style of the Qur’anic story is miraculous in terms of systems, choice of words, and casting of meanings, like the rest of the style of the Holy Qur’an. This is why the Qur’anic style, especially in the context of the story as one of its elements, acquired a unique color that helped the story reach its goal.

One of the most important features of the Qur'anic style is its ease and flexibility for everyone who reads it. This means that if the Holy Qur'an is read to the public or it is read to them, they will feel its majesty, taste its sweetness, and understand from it according to their willingness what satisfies their minds and emotions. Likewise, the elite, if they read it or it was read to them, sensed its majesty and tasted its sweetness, and they understood more from it than the common people understand, and this is what facilitated its understanding for all people's minds despite the existence of discrepancies between them in understanding (Abd, 2012).

### **III. Research Methods**

#### **3.1 Study Approach**

The semi-experimental approach was applied in the current study, and it is one of the main study methods, which is used in the application of educational programs and applied studies and is suitable for the objectives of the current study and reaching the expected results, under experimental and semi-experimental approaches (Odeh,2010). Through this approach, the story curriculum parallel to the Islamic Education textbook designed as follows:

#### **3.2 Curriculum Elements**

- The short story of the life of the Prophet
- The short story of the life of the Companions
- The short story of the life of the prophets

The researcher distributed the prescribed stories according to the nature of the lesson during the first semester of the academic year (2022/2023) through the application of four study units represented by four types of Islamic stories. Where the subject was raised, the method of listening, discussion, feedback, and the lesson of the story, and after completing the application of the stories curriculum, a test is conducted to find out the level of success in acquiring Islamic values.

Providing the teacher with a number of stories that are suitable for the stage to be taught and related to the subjects of the prescribed curriculum, where the teacher tells one of the stories and makes it a text in the listening lesson, and discussions revolve around it to be a topic for the conversation lesson, and the teacher chooses the appropriate story for his lesson with specifying the time range for narration and discussion.

- The teacher identifies discussion topics to involve learners in telling the story, and predicting expectations for its events.

#### **3.3 Study population and sample**

The study population consists of students of the seventh basic Islamic education course, in the Karak region. The sample of the study consists of (87) students from Seventh grade.

Study tool: The curriculum of parallel story applied to the original curriculum and applied to the seventh-grade learners, and it is considered an educational program that complements and enhances the Islamic education book.

### **IV. Results and Discussion**

In the process of analyzing data, the statistical software package “SPSS” program means and standard deviations.

#### 4.1 Results of the Study

What is the effectiveness of using the parallel story approach in deepening the Islamic identity in the schools of the Education Directorates of Karak Governorate? To answer the question, mean scores and standard deviations were calculated for the learners’ scores in the two groups (the control and the experimental ones) on the test according to the method of teaching. Table (1) shows the mean scores and standard deviations

**Table 1.** Means and standard deviations for learners’ scores in the deepening of the Islamic identity pre and post-test due to method of teaching

Group	Scale	Pre-test	Post-test
<b>Control Group</b>	N	45	45
	Mean	20.0	33.3
	Std. Deviation	0.40	0.48
<b>Experimental Group</b>	N	42	42
	Mean	4.8	59.5
	Std. Deviation	0.22	0.50
<b>Total</b>	N	87	87
	Mean	12.6	46.0
	Std. Deviation	0.33	0.50

Data shown in table (1) reveal that the mean score in the pre-test for the experimental group is (4.8), while the mean score in the pre-test for the control group is (20.0). However, the mean score in the post-test for the experimental group is (59.5), while the mean score in the post-test for the control group is (33.3).

According to the previous result, there are apparent differences between the learners’ mean scores in the deepening of the Islamic identity test between the two groups (Experimental and Control). To identify if there are statically significant differences at ( $\alpha \leq 0.05$ ); (One way ANCOVA) was used as shown in table (2).

**Table 2.** Show the Results of One way ANCOVA test due to the method of teaching

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
<b>Pre-test</b>	1.594	1	1.594	<b>7.228</b>	<b>0.009</b>
<b>group</b>	2.183	1	2.183	<b>9.899</b>	<b>0.002</b>
<b>Error</b>	18.525	84	0.221		
<b>Corrected Total</b>	21.609 86				

According to Table (2), there was a significant difference between learners’ levels in the two groups in the Islamic identity test (experimental and control) with an F value of (9.899) and a significant level of (0.002), so the learners in both groups (experimental and control) differed significantly. Based on the adjusted mean scores for the post-test for each group, table (3) can be used to determine the source of these differences. The posttest-adjusted mean scores for each group can be used to identify the source of these differences.

**Table 3.** Adjusted Means and Standard Errors of the post-test scores by groups

Group	Adjusted means	Std. Errors	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	30.3	0.071	16.1%	44.4%
experimental group	62.8	0.073	48.2%	77.4%

Data shown in table (3) reveal that the adjusted means for the experimental group was (62.8) which are more than the control group which was (30.3). Accordingly, the differences between the two groups are in favor of the experimental group.

#### 4.2 Discussion of the Results

According to table (1), the previous results concluded that the experimental group's mean scores increased during the application of the study, indicating that the Parallel Story Approach in deepening the Islamic Identity improved scores during the application of the study. Therefore, the researcher believes that teachers should adopt the new method "Parallel Story Approach" with their learners in their classrooms since it supports the learning process.

The researcher attributes this to the fact that the story is one of the most important educational means in the learner's life. It plays a major role in attracting the learner's attention and his intellectual and mental alertness. It occupies the first place in the intellectual methods affecting the learner's mind and enhancing his Islamic identity. Because of its pleasure, and consider that in the story that you tell the learner, you find him longing for it, paying attention to it, and long days pass by, so he brings it back to you with its events and its tone, and the way it is mentioned.

It has been found that Parallel Story Approach improved certain deepening the Islamic Identity and components, in addition, the researcher believes that Parallel Story Approach is a good technique to use in classes, and it might help to solve some of the learners' problems during the teaching-learning process, as well as improve learners' fluency, accuracy, volume, expression, and intonation.

The researcher thinks that using the religious story strategy greatly benefits both the teacher and the learner gain from applying this strategy, and from it what will return to the good and benefit the learners. This strategy will help the teacher to control and control well in the classroom by Accommodating all kinds of learners by dealing with them, each according to his level of understanding and thinking, by diversifying interesting and interesting teaching methods for all types of learners, which results in activity and breaking the routine and boredom that may prevail as a result of rigid traditional learning.

### V. Conclusion

The researcher thinks that the story has great importance in the life of the learner, and it is one of the most beloved types of literature that he accepts with passion and admiration, through which they vent the emotions and psychological pressures they experiences, and an explanation of what is going on in the world around them, which they do not find an answer that satisfies them aspiration and constant desire for discovery. The story is also one of the most powerful factors in consulting the learner and influencing them, in an impact that is not limited to the time they hear or read it but rather goes beyond them to imitate the events that take place in it, and the characters, facts, behavior, and morals involved in their realistic daily life.

#### Recommendations



The researcher finds it important to make the following recommendations based on the results of this study:

1. Using Parallel Story Approach, curriculum designers can consider continuity, sequence, and integration.
2. To create a suitable learning environment, teachers need training on how to develop and present stories to their learners.
3. More study could be done on the factors that may increase learners' curiosity and eagerness to deepen their Islamic Identity.

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