

The Effect Of Applying The Plan Strategy In Teaching History And Developing Creative Thinking Skills Among Seventh Grade Students In The Ajloun Education Directorate

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Abstract:

This study aimed to investigate the effect of applying the Plan strategy in teaching history and developing creative thinking skills among seventh grade students in the Ajloun Education Directorate. On a pre/post test that was applied to the two groups of the current study (experimental and control) before implementation and after the end of the experiment.

The study sample consisted of (69) students, who were distributed into two groups, one of which was an experimental group consisting of (34) students, and the other a control group consisting of (35) students.

The results of the study showed that there were statistically significant differences due to the effect of the method, and the differences came in favor of the experimental method.

Keywords: strategy (plan), creative thinking skills, history book

Introduction

We live today in the twenty-first century, and everyday life is renewed in all its fields, and in order for the world to keep pace with this development, it strives and strives to reach the desired goals, which are in line with the advanced science and the nature of our society. On the educational level, teachers always seek to develop their teaching methods from in order to improve the level of education in society.

Teaching is no longer a profession for those who have no profession. With the development of the science of education, teaching has become a self-contained science called the science of pedagogy. Indeed, teaching has transcended the limits of science to another level, which is art. Some believe that teaching in its modern concept has

become a mixture: a science based on specific foundations and fields, and an art that requires capabilities, skills, and methods, and teaching passed through developmental stages. The teacher is its pivot, and at other times it takes the learner as its pivot, or it takes the interaction between the teacher and the learner as its pivot.

Some educators claim that teaching is an art that can only be acquired through practice and training

Accordingly, and despite their belief that it is necessary for any teacher to be organized in planning his work, and accurate in his handling of the facts, they repeat that this does not make the teacher's teaching scientific, as they justify this by the fact that teaching requires emotions and requires emotions that cannot be estimated and

used in an organized manner. Teaching also entails human values, which are completely out of the teacher's grip and control. They also add that teaching, even for scientific subjects, will be inadequate as long as teachers and students are human beings. From their point of view, teaching is not like causing a chemical reaction, but rather it is very similar to drawing a picture. Or put up a piece of music, or paint a picture, or write a friendly letter, Where the teacher should put his heart into the process of teaching all subjects, including mathematics, and realize that it cannot all be done with specific equations or formulas, otherwise he will destroy his work, his students, and himself (Ali 2018).

Every science has basic principles, and these principles must be mastered by students to become part of their mental mass. The four operations are in arithmetic, understanding the basic laws, then the emergence of nations, and the influence of the region, the center of cities in the course of history, and the centers of cities...etc. All of these and the like are among the basic principles that the teacher should allocate most of the time for, and it is the duty of the students to train these principles scientifically, step by step, until they are proven. There is no doubt that the dislike shown by the student for arithmetic and rules, for example, is not due to a large part of it due to a lack of natural inclination, but rather to the teacher's haste in the beginning in explaining the basic principles and the students' lack of certainty about them, so his understanding of them remains incomplete and vague. The teacher should strive to search for teaching strategies that deepen the basic concepts of students (Hassoun, et al., 2015). As for history as an academic subject, it contributes to the development of the personality of the individual and his upbringing, and helps in searching for its roots in the history of mankind in order to understand his present, plan proper planning for his future, and nurture him with a national human education, and helps in criticism, reasoning, trial, comparison,

drawing lessons, and consolidating and deepening the imagination skill in the students. Student (Abu Ryarish, 2019).

And that the subject of history in the intermediate stage in particular is characterized by stagnation and aversion of students from choosing and studying it, because it focuses on the cognitive side more, as it includes many information and facts that are intangible to students, which are not related to their problems and tendencies, which makes them non-functional, so they appear few The importance and benefit for them and it becomes just a material that should be memorized and memorized to pass the exam only, in addition to that, most of the methods used in teaching this subject are regular methods such as recitation, dialogue and discussion, which focus on providing students with the largest amount of information (Al-Jawarneh, 2014).

Thinking is the path to creativity in various fields of science and knowledge, so the authors of the curricula for the different stages of education must focus on developing the abilities of learners to think according to the path of the scientific methodology. In order for this purpose to be achieved, the competent authorities must change the design of educational curricula, courses and programs (Sawafta, 2020). The PLAN strategy is one of the reading comprehension strategies, which includes four stages: prediction, identification, addition, and observation, so that it guides students to use concept mapping to identify new information from the text, and helps to comprehend new concepts. The prediction stage in which students use textual clues (title , graphics...etc (to predict the content and structure of the text, then the identification stage where students put a mark next to the headings that they have some knowledge about, and a question mark next to the headings that they have little knowledge about. As for the addition stage, students add words and phrases for an unknown explanation to confirm the knowledge. In the

observation phase, students discuss what they have learned and carry out extension activities in order to expand their knowledge (Miller & Veatch, 2012).

Helping students to think about their own thinking is one of the most important components of strategies for teaching thinking. In the introduction, the guiding practices, the transfer of the effects of learning skills, and the expansion of their applications, as each strategy strives to help students reflect on their thinking, as they practice their actions, talk about them, and listen to others about the same skills, and with the help of teachers for their students to pay attention to the main procedures that they have to perform when they think about their thinking; This leads to students developing the skills necessary to engage in the "meta-knowledge" activity, regardless of the single learning task they practice (Othmana, 2018). Educators agree that education for thinking or teaching thinking skills is an important goal of education, and that schools should do everything they can to provide thinking opportunities for their students, especially the development of creative thinking, and that teachers want their students to progress and succeed, and that many of them consider the task of developing the ability of each student They have to think about an educational goal that they put at the forefront of their priorities, and when formulating their educational goals, you find them expressing their hopes and expectations in developing the preparations of their students in order to be able to deal effectively with the complex problems of life, present and in the future. . But the difference between what we say we want to achieve in our education and the actual results of this education as reflected in the experiences of our students in the various stages of study is very large. Data and facts indicate that we graduate large numbers of students whose expertise is mainly reflected in remembering and recalling information, while the majority of them significantly lack the ability to use that

information to communicate informed choices, alternatives, or decisions. Intransigence in opinion, even if it is not based on argument or logic, the insistence on giving easy answers to complex questions, the pursuit of certainty and a definitive answer, and the inability to deal with new problems, are in fact the products of an educational system that does not provide news of thinking, Manasir et al. (2014). Athamneh, 2018 states that the (Blan) strategy is one of the metacognitive strategies in understanding the read texts, and this strategy emphasizes the predictive and creative thinking of the reader and the development of the ability to summarize the reading subject, and how to apply new information and benefit from it in facing the daily tasks that he may be exposed to the individual in his life situations. Many studies have indicated the importance of the Ballan strategy in developing thinking skills, including creative thinking, achievement and motivation for learning. The study of Manati (2016) in his study of the impact of the decision-making strategies and Ballan on the achievement of fifth-grade literary students in literature and texts and the development of their literary taste reached the superiority of female students. The second experimental group Those who studied using the Ballan strategy on the students of the control group who studied using the usual method in achievement and in developing literary taste

The study of Manasir et al. (2014) in their study titled the effect of teaching using the Plan strategy (PLAN) on the divergent thinking of fifth-grade literary students in the subject of European history, demonstrated that There is a statistically significant difference between the mean scores of the students of the experimental group and the control group in the components (relational fluency, verbal fluency, expressive fluency, intellectual fluency, fluency of forms, and adaptive flexibility of meanings) for divergent thinking in the post-test and in favor of the students of the experimental group. The study of

Mortada et al. (2015) investigated the effectiveness of using the (PLAN) strategy in achieving and developing creative thinking among students of the second intermediate grade in chemistry. The students of the experimental group who studied according to the plan strategy (PLAN) excelled over the students of the control group who studied according to the usual method in the achievement tests and the development of creative thinking. While the study of Ali (2018) demonstrated in his study the impact of the PLAN strategy on the acquisition of historical concepts among students of the fourth literary grade and the development of historical thinking in Iraq, the superiority of the students of the second experimental group who studied using the PLAN strategy over the students of the control group who studied using the usual method in achievement and in Acquisition of historical concepts and in the 'historical reasoning test'. The aim of Nazzal and Zaidan's research (2019) is to identify the impact of the Plan strategy on the achievement of students in the fourth literary grade of history. The study concluded that

Teaching with the Plan (PLAN) strategy is consistent with modern education, which made the student the focus of the educational and learning process and has a major role in activating the role of students and participation in the lesson.

This is what encouraged the researcher to use the (Plan) strategy in developing creative thinking skills among students who teach history for the seventh grade.

The problem of the study and its questions:

Despite the increasing interest of teachers in planning and organizing educational content, they still apply traditional educational methods in teaching, and they do not have sufficient ability to employ modern educational methods clearly, and the effort that is spent in the classroom is wasted without achieving the learning tasks. In

addition, the role of the student is limited only to receiving information, and therefore the motivation of students and their educational attainment does not rise to the required level, and the accreditation of teachers in teaching them is limited to dialogue, discussion, indoctrination, and the use of some pictures, maps, and figures in a display manner only, and this is not sufficient to achieve the general objectives of the history curriculum (Al-Jabali, 2013).

Modern educational theories focus on considering the student as the focus of the educational-learning process, as shown by previous studies that employing the Plan strategy (PLAN) has proven effective in increasing student achievement and developing their creative thinking, such as the study of Ali (2018) and the study of Manasir (2014) and the study of Athamna, (2018). There is also a lack of interest on the part of teachers in planning and implementing various educational activities that in turn develop creative thinking skills and the performance of various students, and that the idea of a unified curriculum is still dominant in teachers' ideas. Hence, the researcher found that there is a necessary need for teachers to know how to implement the PLAN strategy within the classroom as one of the teaching strategies. Thus, the problem of the study is determined by the following two questions:

1. Is there a statistically significant difference at the level (0.05) between the mean scores of the students who study history for the seventh grade using the (Plan) strategy and the control group that taught the same subject in the usual way due to the use of the method?
2. Is there a statistically significant difference at the level (0.05) between the mean scores of the students who study history for the seventh grade using the (Plan) strategy and the control group that taught the same subject in the usual way for creative thinking skills and sub-skills combined?

Search goal:

1. Exposing the effect of using the (Plan) strategy on developing creative thinking skills among students who teach history for the seventh grade
2. Monitoring the degree of statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the mean scores of students studying history for the seventh grade using the (Plan) strategy.

And the control group that taught the same subject in the usual way is attributed to using the method

3. Monitoring the degree of statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the mean scores of students who teach history for the seventh grade using the (Plan) strategy, and the control group that taught the same subject in the usual way for creative thinking skills and sub-skills combined.

the importance of studying:

The importance of the study stands out in that it

- It may work to help teachers and educate them about new strategies that can be used during the teaching of history, in addition to that it may enrich the field with modern strategies in teaching history, and provide a guide for the teacher to guide in teaching history.
- The need to provide theoretical literature on the (Plan) strategy in the history course
- The researcher hopes that specialists, educators and researchers will benefit from it to develop research and work on some research proposals that contribute to the development of strategies used in history.
- This study promotes the development of history teachers' awareness of the importance of the (Plan) strategy and its role in its effectiveness in teaching and developing their thinking skills, especially creative thinking.

- This study may help in developing the creative thinking skills of students who study history by following the (Plan) strategy, which is one of the modern strategies that are compatible with the call from the Ministry of Education to build and develop modern curricula.

Search parameters:

The possibility of generalizing the results of the study was limited to the following:

- Objective boundaries: designing a lesson from the history book for the seventh grade according to the (Plan) strategy
- Human limits: They are the seventh grade students who are sitting in the classroom for the academic year 2020-2021 AD.
- Temporal limits: the academic year 2020-2021 AD
- Spatial boundaries: Ajloun Education Directorate.

Study terms and procedural definitions:

Plan strategy:

It is a set of steps that the teacher takes to deliver specific information, regardless of the type of this subject, in the form of steps that facilitate the process of communicating information and concepts to students, and in various stages, as follows:

- The first stage is predicted by (Predict) and symbolized by (p).

The second stage is to identify (Locate) the correct and incorrect ideas, and it is symbolized by (L).

The third stage is the addition of new ideas (Add) and is symbolized by (A).

The fourth and final stage: (Note) The student's notes are recorded and symbolized by (N).

Creative thinking :

Jawarneh (2014) defines it as “a thinking characterized by originality, with a focus on the diversity of productions and their quality.”

The researcher defines creative thinking procedurally:

It is the aspect taken by the individual or the learner in particular by analyzing information and incidents on an intellectual and mental basis without imposing any aspect of intellectual, social or religious disabilities.

The researcher defines creative thinking skills:

Fluency: It is the ability to produce numerous verbal and performance ideas for a problem whose end is free and open.

Flexibility: It is changing the state of mind of an individual by changing attitudes

Originality: It means excellence in thinking, scarcity, and the ability to penetrate beyond the immediate and familiar ideas.

Research Methodology:

The semi-experimental approach was relied upon to reach its objectives and answer the questions that were asked. The researcher used the two

groups design (control - experimental) and a pre- and post-measurement.

research community:

The study population consisted of history books for the upper basic stage prescribed for the schools of the Hashemite Kingdom of Jordan for the first semester of the year 2020-2021. As for the study sample, it was the history book for the seventh grade.

The student community consisted of all seventh grade students in the schools of the Ministry of Education in Ajloun Governorate, whose number is (740) students, according to the statistics of the Ministry of Education for the academic year (2020). The study sample consisted of (69) students, the experimental group consisted of (34) students, and the control group consisted of (35) students. In order to verify the equivalence of the groups, the researcher extracted the arithmetic averages and standard deviations of the study sample's performance on the Torrance test for tribal creative thinking in the sub-skills (fluency, flexibility, originality), and in the total score according to the group variable (experimental, control), and to show the statistical differences between the arithmetic averages. Use a t-test. Table (1).

Table (1) Arithmetic means, standard deviations, and "t" test according to the group variable on the Torrance test for creative thinking

	The group	number	arithmetic mean	standard deviation	value "T"	degrees of freedom	Statistical significance
Fluency (pre)	experimental	34	20.12	2.879	1.272	67	,208
	control	35	19.37	1.911			
Flexibility (pre-)	experimental	34	19.32	2.409	,777	67	,440
	control	35	18.89	2.272			
Originality (tribal)	experimental	34	15.94	2.974	1.018	67	,312
	Control	35	15.29	2.346			
Total (pre)	experimental	34	55.38	4.236	1.767	67	,082
	control	35	53.54	4.408			

It can be seen from Table (1) that there are no statistically significant differences at the level (0.05) attributed to the group in all sub-levels and in the total score of the Torrence test for creative pre-creative thinking, and this result indicates the equivalence of the groups.

Study tools:

The study includes two tools:

First: Lesson Design:

Lesson Design Procedures:

- Unity lessons in Jordan in the Umayyad era from the seventh grade history textbook were designed according to Plan's strategy. The model was designed in a realistic manner to suit the normal teaching environment.
- The reason for choosing the unit is its suitability to the plan strategy, and it is possible to prepare and formulate tasks and activities that motivate students to learn.
- Lessons are designed in a way that prepares a lesson plan that proceeds according to specific and organized stages and steps.
- At every stage and step of preparing the lessons, it was linked with the four stages of the Plan strategy and with the skills of creative thinking.
- Design lessons according to Plan's strategy, starting from defining the study material and ending with the evaluation.
- The applied lessons included the sub-stages of the Plan strategy, and the methods and strategies that the researcher found suitable for application were selected.
- The lessons developed according to the Plan strategy included a set of lesson elements represented in the title of the lesson, time, educational objectives, the most important

resources necessary for application, appropriate evaluation strategies, steps and procedures for implementing the lesson related to the dimensions of the Plan strategy model, and the lesson included worksheets for the tasks of the lesson.

- The designed unit was presented to a group of arbitrators, with a total of (6) arbitrators from faculty members at Imam Abdul Rahman Bin Faisal University and Al-Balqa Applied University, to identify the appropriateness of the developed lessons for the level of seventh grade students in terms of its connection to the stages of the Plan strategy and its suitability for the educational environment in which The lesson will be applied to it, the diversity and formulation of the lesson, the appropriateness and appropriateness of the activities, exercises, methods and evaluation. The researcher made the amendments in the light of the arbitrators' remarks in terms of formulating some points and matters that they indicated the need to amend, and thus the educational lessons came out in its final form.

Second: Creative thinking skills test:

The researcher prepared the study tool, which is to test creative thinking skills in its final form, which consisted of (20) questions. The researcher prepared the test items according to the following:

1. The aim of the test: It aims to measure the ability of second grade students to think creatively.
2. Determining the skills of creative thinking, where reference was made to the educational literature, previous studies, the theoretical framework of the research, and some creative thinking tests, such as the study of Mortada et al. (2015). The skills measured by the creative test were identified in the history book, which are:

Fluency, Flexibility, and Originality:

Validity of the test:

• Checking the validity of the test, where the researcher presented the test to (6) arbitrators from faculty members at Imam Abdul Rahman bin Faisal University and Al-Balqa Applied University, to ensure its validity in terms of translation, language, wording of the paragraphs, and its suitability for the environment in which the study will be applied. Where all confirmed The arbitrators emphasized the

comprehensiveness of the test and its significant impact on measuring the students' creative thinking skills, with some modifications in the linguistic formulation.

- Writing test instructions in its final form to be ready for application.
- Stability of the tool: The researcher calculated the stability coefficient using the internal consistency method according to the Crow-Nachbach alpha equation.

Table No. (2) Transactions for the skills of creative thinking.

Dimensional	internal smoothing (Cronbach alpha)
Fluency	0.78
Elasticity	0.75
Originality	0.83
Overall	0.87

Statistical treatment:

The following statistical methods were used in analyzing the statistical data of the current study in the SPSS program, where the alpha Cro-Nabach coefficient was used to determine the stability coefficient, and the arithmetic means, standard deviations, and t-test were used. and analysis of covariance (ANCOVA)

research results:

This study aimed to reveal the effect of applying the Plan strategy in teaching history and developing creative thinking skills among seventh-grade students in the Ajloun Education Directorate. To answers to the hypotheses of the

study, the following is a presentation of these results according to their questions.

The first question: Is there a statistically significant difference at the level (0.05) between the mean scores of the students who study history for the seventh grade using the (Plan) strategy and the control group that taught the same subject in the usual way due to the use of the method?

To answer this question, the arithmetic means and standard deviations of the total score of creative thinking skills were extracted according to the method variable, and to show the statistical differences between the arithmetic means, the "T" test was used, and the tables below show that.

Table (3) The arithmetic means, standard deviations, and t-test of the effect of the method on the total score of creative thinking skills.

	The group	number	the arithmetic mean	standard deviation	value "T"	degrees of freedom	Statistical significance
Total score	Experimental	34	72.85	4.755	6.705	67	,000
	control	35	63.74	6.386			

It can be seen from Table (3) that there are statistically significant differences ($\alpha = 0.05$) attributed to the method, and the differences came in favor of the experimental method.

The arithmetic means and standard deviations of the performance of the second intermediate grade students on the Torrance scale of creative thinking in the skill of fluency were extracted according to the teaching strategy (experimental (Plan) and control (usual method)). Table (4).

Table (4) The arithmetic means, standard deviations, and the adjusted arithmetic means of the performance of the second intermediate grade students on the Torrance scale of creative thinking in the skill of fluency according to the (Blan) strategy in teaching.

method	The pre		The post		average	number
	The arithmetic mean	the standard deviation	the arithmetic mean	the standard deviation		
Experimental	20.12	2.879	27.44	2.755	27.35	34
control	19.37	1.911	24.14	3.499	24.23	35
Total	19.74	2,447	25.77	3,544	25.79	69

Table (4) shows an apparent discrepancy in the arithmetic means, standard deviations, and adjusted averages for the performance of second grade intermediate students on the Torrance scale for creative thinking in the skill of fluency due to

the different categories of the teaching variable (experimental, control), and to indicate the significance of the statistical differences between the arithmetic means, one-way analysis of variance was used The accompanying table (4).

Table (5) The results of one-way analysis of variance associated with the impact of the teaching strategy on the Torrance scale of creative thinking in fluency skill

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	Statistical value (P)	Statistical significance (H)	Effect size
Pre-test (accompanying)	21,458	1	21,458	2,195	,143	,032
Strategy	164,449	1	164,449	16,822	,000	,203

The error	645.210	66	9.776			
The average total	854,290	68				

Table (5) shows that there are statistically significant differences ($\alpha = 0.05$) attributed to teaching, as the value of "F" was (16.822) and statistically significant (0.000), with a high effect size, and the differences came in favor of the Plan strategy.

In order to reveal the extent of the effectiveness of the plan strategy in teaching the performance of the students of the second intermediate grade in Islamic history, an eta square (η^2) was found to measure the size of the

the experimental (plan) teaching, and the control (usual method). Table (6).

Table (6) The arithmetic means, standard deviations, and the adjusted arithmetic means of the performance of the second intermediate grade students on the Torrance scale of creative thinking in the skill of flexibility according to the (Blan) strategy in teaching.

method	The pre		The post		average	number
	The arithmetic mean	the standard deviation	the arithmetic mean	the standard deviation		
Experimental	19.32	2.409	26.29	2.855	26.32	34
control	18.89	2.272	22.26	3.257	22.23	35
Total	19.10	2,334	24.25	3,660	24.28	69

Table (6) shows an apparent discrepancy in the arithmetic means, standard deviations, and adjusted averages of the performance of second grade intermediate students on the Torrance scale for creative thinking in the skill of flexibility due

effect, and it was (0.203), and this means that 20.3% of the variance in the performance of the students of the grade second average on The skill of fluency is due to Plan's teaching strategy, while 79.7% is due to other uncontrolled factors.

To verify the validity of these results, the arithmetic means, standard deviations, and adjusted averages of the performance of the second grade intermediate students on the Torrance scale for creative thinking in the skill of flexibility were extracted according to

to the different categories of the teaching variable (experimental, control), and to indicate the significance of the statistical differences between the arithmetic means, one-way analysis of variance was used Accompanying Table No. (7)

Table (7) The results of the one-way analysis of variance associated with the effect of the (Plan) strategy in teaching on the Torrance scale of creative thinking on flexibility skill.

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	Statistical value (P)	Statistical significance (H)	Effect size
Pre-test (accompanying)	5,818	1	5,818	,615	,436	,009
Strategy	286,217	1	286,217	30,277	,000	,314
The error	623.927	66	9.453			
The average total	910,812	68				

Table No. (7) shows that there are statistically significant differences ($\alpha = 0.05$) attributed to teaching, as the value of "F" was (30.277) and statistically significant (0.000), with a high effect size, and the differences came in favor of the Plan strategy.

In order to reveal the extent of the effectiveness of the plan strategy in teaching on the performance of the students of the second intermediate grade in the subject of Islamic history, an eta square (η^2) was found to measure the size of the effect, and it was (0.314), and this means that 31.4% of the variance in the

performance of the grade students The second average on the flexibility skill is due to the plan strategy for teaching, while 68.6% is due to other uncontrolled factors.

To verify the validity of the results, the arithmetic means, standard deviations, and adjusted averages of the performance of second grade intermediate students on the Torrance scale for creative thinking in the skill of originality were extracted according to the teaching of the experimental plan (plan) and the control (usual method). Table (8) shows this.

Table (8) The arithmetic means, standard deviations, and the adjusted arithmetic means of the performance of second grade intermediate students on the Torrance scale for creative thinking in the originality skill, according to the teaching strategy.

The arithmetic method	pre		post		average	The arithmetic
	The average mean	the standard deviation	the arithmetic mean	the standard		
Experimental	15.94	2.974	19.12	2.267	19.05	34
control	15.29	2.346	17.34	2.437	17.41	35

Total	15.61	2,675	18.22	2,502	18.23	69
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Table No. (8) shows an apparent discrepancy in the arithmetic means, standard deviations, and adjusted averages of the performance of second grade intermediate students on the Torrence scale for creative thinking in the skill of originality due

to the different categories of the teaching variable (experimental, control), and to indicate the significance of the statistical differences between the arithmetic means, an analysis of variance was used Associated monosyllable. Table No. (9).

Table (9) The results of one-way analysis of variance associated with the impact of the teaching strategy on the Torrence scale of creative thinking in the skill of originality

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	Statistical value (P)	Statistical significance(H)	Effect size
Pre-test (accompanying)	19,564	1	19,564	3,670	,060	,053
Strategy	45,809	1	45,809	8,593	,005	,115
The error	351.851	66	5.331			
The average total	425,739	68				

Table (9) shows that there are statistically significant differences (0.0.5) attributed to teaching, as the value of "F" was (8.593) and statistically significant ($\alpha = 0.0.5$), with an average effect size, and the differences came in favor of the Plan strategy.

In order to reveal the extent of the effectiveness of the plan strategy in teaching the performance of the students of the second intermediate grade in Islamic history, an eta square (η^2) was found to measure the size of the effect, and it was (0.115), and this means that 11.5% of the variance in the performance of the grade students The second average on the skill of originality is due to the plan strategy for teaching, while 88.5% is due to other uncontrolled factors.

The researcher attributes this to the fact that the students felt that the Plan strategy is a new style and method of teaching and not as they are familiar with the usual way, in addition to that the model consisted of a set of creative activities and tasks to stimulate students' motivation to learn,

and the lesson was designed in a sequential and linked manner according to the Plan strategy in Developing creative thinking skills (fluency, flexibility, originality), the diversity in teaching strategies motivated students to learn and interact with the teacher, especially that the lesson included interesting methods that introduced the student to the lesson, and another that the lesson linked the student to the reality of his life and previous learning, and the results of this study agree with the study of both The study of Manati (2016), the study of Manasir et al. (2014), the study of Mortada et al. (2015).

The second question: Is there a statistically significant difference at the level (0.05) between the mean scores of the students who study history for the seventh grade using the (Plan) strategy and the control group that taught the same subject in the usual way for creative thinking skills and sub-skills combined?

To answer this hypothesis, the arithmetic means and standard deviations of the creative thinking

sub-skills (fluency, flexibility, originality) were extracted according to the method variable, and to show the statistical differences between the

arithmetic means, the "T" test was used, and the tables below show that.

Table (10) Arithmetic means, standard deviations, and a "T" test for the effect of the method on creative thinking sub-skills (fluency, flexibility, originality)

		The arithmetic	mean of	the standard deviation	a value "T"	degrees of freedom	Statistical significance
Fluency post	experimental	34	27.44	2.755	4.342	67	,000
	control	35	24.14	3.499			
Flexibility (dimensional)	experimental	34	26.29	2.855	5.468	67	,000
	Control	35	22.26	3.257			
Originality (post-)	experimental	34	19.12	2.267	3.130	67	.003
	control	35	17.34	2.437			

Table (10) shows that there are statistically significant differences ($\alpha = 0.05$) attributed to the method in all sub-skills, and the differences came in favor of the experimental method.

To verify the validity of this hypothesis, the arithmetic means, standard deviations, and

adjusted averages of the performance of the second grade intermediate students on the total score of the Torrance Creative Thinking Scale were extracted according to the teaching strategy (experimental (Plan) and control (usual method), and Table (11)

Table (11) The arithmetic means, standard deviations, and the adjusted arithmetic means of the performance of second grade intermediate students on the total score of the Torrance Creative Thinking Scale

method	The pre		The post		The average	number
	the standard deviation	The arithmetic mean	the standard deviation	the arithmetic mean		
Experimental	55.38	4.236	72.85	4.755	72.66	34
control	53.54	4.408	63.74	6.386	63.93	35
Total	54.45	4,391	68.23	7,240	68.30	69

Table (11) shows an apparent discrepancy in the arithmetic means, standard deviations, and

adjusted averages of the performance of the second grade intermediate students on the total

score of the Torrance Creative Thinking Scale due to the different categories of the teaching strategy variable (experimental, control), and to indicate the significance of the statistical

differences between the arithmetic means, one-way analysis of variance was used accompanying. Table (12) shows this.

Table (12) The results of a one-way analysis of variance associated with the impact of the teaching strategy on the total score of the Torrance Creative Thinking Scale.

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	Statistical value(P)	Statistical significance (H)	Effect size
Pre-test (accompanying)	51,825	1	51,825	1,644	,204	,024
Strategy	1,257,600	1	1,257,600	39,883	,000	,377
The error	2081.126	66	31.532			
The average total	3,564,290	68				

It can be seen from Table (12) that there are statistically significant differences ($\alpha = 0.05$) attributed to the teaching strategy, as the value of "F" was (39.883) and statistically significant (0.000), with a high effect size, and the differences came in favor of the Plan strategy.

In order to reveal the extent of the effectiveness of the plan strategy in teaching the performance of the students of the second intermediate grade in Islamic history, an eta square (η^2) was found to measure the size of the effect, and it was (0.377), and this means that 37.7% of the variance in the performance of the grade students The second average on creative thinking skills is due to the plan strategy for teaching, while 62.3% is due to other uncontrolled factors.

The researcher attributes the reasons for this to:

The PLAN strategy allows the teacher to take into account the individual differences among students, which leads to the development of students' creative thinking. It also helped the teacher to stimulate the thinking of the students, and to play the role of the guide and supervisor instead of the role of the prompter, which led to

the emergence of a positive impact on the students' creative thinking. Giving the student the opportunity to discuss with his classmates and with the teacher on scientific issues gave him the opportunity to think of the largest possible number of solutions to the problem at hand and encouraged the development of creative thinking. The current study agreed with the study of Ali (2018) and the study of Nazzal and Zaidan (2019), which made the student the focus of the educational learning process and had a major role in activating the role of students and participating in the lesson.

Recommendations:

- Preparing classrooms and providing modern educational technologies to help teachers use new educational strategies and models.

Benefiting from the creative thinking development test at the beginning and end of the school year to see the impact of teaching methods and modern teaching models on the subject.

- The need to emphasize the importance of male and female teachers using modern strategies and

models in teaching history, as this has a positive impact on stimulating students' thinking, and moving away from traditional methods of teaching.

- The need to introduce thinking programs, especially creative thinking, in curricula and activities in middle schools, in order to provide students with these skills.
- Conducting research on the effectiveness of Plan's strategy in other variables such as critical thinking and visual thinking, and for other educational stages.

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