The Impact Of Using The Flipped Classroom Instructional Model On Mastering The Holy Qur'an Recitation Skill Of Preparatory School Students In Jordan

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Abstract

The study aims to investigate the impact of using the flipped classroom instructional model on mastering the Holy Qur'an recitation skill of 9th-grade students in Jordan. To achieve the objectives of the study, the quasi-experimental approach has been adopted. The study population consists of all preparatory school students in Jordan in the first semester of the academic year 2021/2022. The study sample consists of (58) students divided into two groups. The current study includes the following instruments representing a set of learning activities related to the recitation skill, such as the Noon Saakinah rules, Meem Saakinah rules, and Madd rules. These activities are divided into three forms, as each form encompasses (the lesson objectives, and several group activities). A pre-test consisting of 9 items is designed to measure the extent of representation of groups' equivalence, and an achievement test is also designed to verify the study's hypotheses. The findings indicate that there is a statistically significant difference between the means of the scores of the students of the control and experimental group in the post-test of the achievement test in the recitation skill. This demonstrates the quality of learning using the flipped classroom instructional model and its positive impact at the cost of the traditional method of mastering the recitation skill. In light of these findings, the study recommends the necessity of using the flipped classroom strategy from time to time by the Holy Qur'an teachers, training on it well, and applying it properly to achieve the desired results.

Keywords: Flipped classroom, mastering the Holy Qur'an recitation skill, the Hashemite Kingdom of Jordan.

1. Introduction

The Holy Qur'an is the word of Allah (God), the light, the ultimate truth, healing for the believers, and guidance for all worlds. It is an approach for the good followers and a solid rope that they succeed in following and using in life. The Holy Qur'an comprises the stories of the ancients and the prophets, the messengers, the narrations and the provisions of punishment for those who disobey, and the reward for those who believe in God and His Messenger. Also, the Holy Qur'an contains an anecdote to clarify the human origin belonging to the father of mankind and race, Adam. Likewise, it encompasses the verses of God in his being and creation,

and a complete clarification of the provisions of the religion of what is permissible (halal) and what is prohibited (Haram), and that is why the Messenger, (PBUH), was keen to teach the Holy Qur'an to his companions to his follow it, read it, memorize it, and implement its legislation and provisions.

The ancestors of the Muslim nation have followed this path and approach in keenness on the virtue of reciting the Holy Qur'an. As the ancestors of the Muslim nation, subsequent generations have adopted this approach by establishing the science of recitation as a single and independent science and formulating the rules and controls for its domains and

topics. Precisely, the science of recitation aims to take into account two significant themes: knowledge and acquisition of the rules of the science of recitation and the application of these rules and provisions (Hammad and Al-Faqih, 2014).

The investigation of the world of new and advanced technology shows that those interested in the area of Holy Qur'an recitation and its levels among students have been concerned with the process of integrating the features of the new advanced technology with all the methods and approaches of learning the science of recitation, as many specialists point out in their studies they need to take care of the techniques of learning the science of recitation. As recommended by (Al-Zoubi, 2013), there is a dire need to reconsider the available methods of teaching recitation and search for innovations to develop and find teaching methods that care about students' mastery of the rules and regulations of recitation science, especially in the subject of new technologies and the computer world.

In the same context, Al-Subai (1429), has also recommended the significance of providing most schools of different educational levels with laboratories designed for the Holy Qur'an and equipped with many modern technologies and tools to teach the rules and regulations of the science of recitation in a clearer, detailed and easy method. As a result, the student will separately benefit from these laboratories without the need for the teacher's help, which assists in increasing the learner's motivation to learn. As gleaned from (Khan, 1433), his findings are not far from these conclusions, as he sets out to design a tool aiming to reach the common errors in the Holy Qur'an recitation. He also recommends the importance of providing a lot of modern educational techniques concerned with teaching and reciting the Holy Qur'an at all educational levels to correct the rules and vocabularies that often fall into linguistic and grammatical mistakes and errors. Importantly, there is a need to integrate all the new, modern, and appropriate techniques for learning the Holy Qur'an

and recitation, and the importance of using all that is new in its time to reach the best results. Accordingly, it is assumed that specialists should be interested in the science of recitation by looking at the new methods and techniques in this domain.

Among the most important of these new advanced developments that have recently spread is the so-called flipped learning or what is known as the flipped classroom. The flipped classroom is a strategy that emphasizes the use of the time students stay at home in general, and the time they spend following the media in private, ensuring that they take advantage of these means in how to develop and update the learning process. Unlike the new learning methods, most of the traditional old learning methods are based on staying in school time by explaining and learning some controls, then assigning the students a lot of homework to do at home. However, the idea of flipped learning is based on the optimal use of the teacher's time during the lesson, where the teacher evaluates the level of students at the beginning of the lesson and then designs the activities within the class by focusing on clarifying concepts and establishing knowledge and skills. Therefore, the teacher monitors their activities and seeks to help the weak ones among them, and thus the levels of learning achievement and understanding are very high because the teacher is obligated to take into account all the individual differences among students, and this is done by the direct presentation of the home watching of learning videos (Hennik, 2014). On the other hand, Bergmann & Sams (2014) are not satisfied with the videos, but also suggest increasing the class time and using it with valuable activities that contribute to the achievement of the lesson objectives (Alzghoul, et al. 2022).

The Flipped Classroom strategy is one of the most prominent modern technology strategies that contribute to meeting the learning needs of students by changing their attitudes towards old popular learning, making use of the Internet and smartphones, and speeding up access to data and information. Given the novelty of this strategy, the general form of it is not

shown in the desired image and the extent of its impact on the academic achievement process and the process of mastering skills has not yet been confirmed, which allows presenting an acceptable perception of the necessity of applying this study, identifying its effects more clearly, and ensuring that knowing its importance in mastering the recitation skill.

2. Problem of the Study

YouTube includes a lot of views and videos that users upload to the website, as approximately 100 hours of video clips are uploaded per minute. To clarify, there is a group of learning pioneers interested in creating visual learning content that is useful in teaching and learning. Hence, there is an urgent need to propose new techniques and methods of learning concerned with meeting the different needs of reality and achieving progress and growth for countries and societies. Therefore, the teacher is obliged to search for new and modern educational strategies that emphasize making the student the center of the learning process and interacting with him more acceptably.

Notably, it should be taken into account that the flipped classroom strategy is one of the modern developed strategies that are based on the learner in the first place and his practice and interaction with the new advanced technology. The flipped classroom strategy aims to find an effective impact in the learning process, which contributes to giving a clear indication of its importance, especially at present.

Given the results of previous research and studies, and the role of the researcher in teaching the Holy Qur'an, the findings indicate there is a clear low level of application of the rules of recitation in the various educational stages. This is confirmed by the study (Khan, 1433), which has dealt with secondary school students, and its results show the presence of important errors among students in the rules of recitation. In the same vein, as indicated by (Al-Zein, 2015), there is a decrease in the number of research studies

addressing this strategy in the Arab world in general and Jordan in particular. With that being said, the problem of the study lies in investigating the impact of using the flipped classroom instructional model on mastering the Holy Qur'an recitation skill of 9th-grade students in Jordan.

4. Objective of the Study

The objective of this study is to:

- Investigate the impact of using the flipped classroom instructional model on mastering the Holy Qur'an recitation skill of 9th-grade students in Jordan.

5. Question of the Study

The following research question is formulated to achieve the objectives of the study.

- What is the impact of using the flipped classroom instructional model on mastering the Holy Qur'an recitation skill of 9th-grade students in Jordan?

6. Significance of the Study

The significance of this study lies in the novelty of the topic and the lack of studies and research that have dealt with the subject of the study as the topic the impact of using the flipped classroom instructional model on mastering the Holy Qur'an recitation skill of 9th-grade students in Jordan is of great interest to many higher education institutions and researchers at the Arab and Jordanian levels. This study gains its significance from the fact that enriching the educational library with theses, dissertations, and research related to this strategy and how to apply it correctly, fulfilling the students' desires to apply modern strategies characterized by the flexibility to obtain an integrated learning process, keeping abreast of the continuous progress in educational aspects and modern technologies, and designing a new and modern vision and presenting it to specialists and concerned officials in the educational field, bearing in mind that this

subject matter has not been addressed before in the preparatory stage to the extent of the researcher's knowledge, especially in the science of recitation.

7. Limitations of the Study

The findings of this study can be generalized in light of the following limitations:

1. Human Limitations: This study is limited to a sample of 9th-grade students in Jordanian schools.

2. Spatial Limitations: This study is conducted at Mahes Public School / Jordan.

3. Temporal Limitations: This study is conducted in the second semester of the academic year 2021/2022.

4. Objective Limitations: The study is limited to mastering the skill of recitation only without other skills.

8. Terms of the Study
The following are the terms and definitions of the study.

Flipped classroom: It is defined as "A type of learning that includes a large part of the best use of the teacher's time in explaining the lesson, where the teacher assesses the level of learners at the beginning of the lesson, presents the activities in the classroom by emphasizing the explanation of terminology and strengthening skills and knowledge and follows up on their activities and helps those who are weak in achievement. Thus, the levels of scientific understanding and academic achievement are very high because the teacher continuously pays attention to the individual differences among all students" (Fahim, 2010, p. 57). According to (Al-Shurman, 2015), flipped classes are one of the most important new trends in the learning process, which is seen as a normal development of blended learning, especially after the emergence of what is known as Web 2.0. As is well-known, the phenomenon outperforms the concept, as the one, who has implemented and realized the concept of the flipped classroom, puts the idea into action before the appearance of those who propose it with an appropriate scientific concept. Procedurally, it is defined as the activities that the learners carry out in the classroom according to a specific time, and it is emphasized that the learners see the videos earlier before the beginning of the lesson so that everyone begins to implement the activities with the teacher.

Recitation: It is defined as "A science that deals with the words and letters of the Holy Qur'an in terms of pronouncing each letter from its correct place and giving it all the required characteristics. To explain, it is to give every letter its right in reciting the Qur'an, as each letter shall be given the characteristics that are required of it, such as strength and nasalization, as well as the infrequent characteristics by which the letter is described at some time, such as thickness (Tafkhīm) and thinness (Tarqiq) in the (Raa or R)" (Al-Jamal, 2004, p. 43). According to (Mansour, 2006, p. 89), it is the knowledge of the rules and guidelines of the manner of uttering Quranic words in the manner in which they have been revealed to the Prophet Muhammad (PBUH).

Mastering the Recitation Skill: It is the proper articulation and recitation of the Holy Qur'an in terms of Waṣl (the rule of not pronouncing Alif as a glottal stop), Waqf (pause), accurate control of its ranks, and the ability to pronounce the letters from their correct place (Matar, 2004, 9). Procedurally, it is defined as the student obtaining at least five marks out of a total of ten completed degrees in the recitation skill through an achievement test that includes Noon Saakinah, Nunation (Tanwin), Meem Saakinah, and The Madd.

8. Theoretical Framework & Previous Literature Review

The flipped classroom strategy is designed to rebuild the learning process and update the old style followed in it, giving this method its strength and value among modern teaching methods. In the old and

traditional learning method, the teacher performs the process of clarification and explanation through the lessons and then assigns the learners to answer the homework to face the pitfalls of the curriculum themselves. As a result, this has a strong impact on the learner's learning process and his attitudes towards the material in the presence of various obstacles for a few learners, forcing them sometimes to hate and get bored of the educational material they learn. Unlike the traditional learning method, the flipped classroom strategy, the subject matter goes in another direction, as the student plays his role in an easy and self-loving way, which is to watch the videos at home with the presence of home help and obtain a large amount of clarification and analysis, then he comes to the classroom to complete the process of consolidating the elements and aims of the lesson (Metwally, 2015).

Notably, in the presence of this tremendous knowledge development, attention has been paid to the abundance of research and studies tackling the subject of the flipped classroom as an effective result of several methods practiced in e-learning such as e-books, blended learning, and so on. Undoubtedly, the flipped classroom controls this huge amount of care and research because of the presence of multiple advantages and benefits, which leads scholars and researchers to identify this strategy, its significance, and its advantages, and therefore. This section gives insight into the theoretical framework & previous literature review.

8.1 Theoretical Framework

The theoretical framework adopted has been divided into six elements.

a. Flipped Classroom Definition

The flipped classroom strategy is a learning model aiming at using modern technology and websites in a way that assists the teacher to build the lesson through video clips or other media for the learners to see while they are in their homes or from anywhere through their computers, smartphones, or tablets. The definitions dealing with the flipped classroom strategy are multiple as cited in much research work. According to (Younes, 2007, p. 60), the flipped classroom strategy is seeking to set a specific time for the lecture for discussions, projects, and exercises. The video device is an important pillar in this type of education, where the teacher starts designing a 5 to 10-minute video clip, and the students help him on a website or a social network.

Likewise, it is defined as a branch of learning that includes good use of the teacher's time in the class, where the teacher determines the level of learners at the beginning of the lesson and designs the activities in the class by focusing on clarifying terms and confirming knowledge and skills, and then monitoring their activities and providing appropriate assistance to those who are late and weak in performance. Therefore, the ranks of understanding and academic achievement are of a very high degree because the teacher pays attention to all the individual differences among learners (Fahim, 2010, p. 59). The researcher agrees with the last definition because it is appropriate for the study, as it is necessary to make optimal use of time in this strategy to apply and implement high levels of scientific and cognitive abilities compared to the typical traditional strategy.

b. Flipped Classroom Characteristics

The flipped classroom strategy is characterized by providing the opportunity for teachers to make good use of the lesson time, as teachers can use interactive questions to evaluate their students linguistically, answer their inquiries and correct their mistakes, so the teacher is a guide, mentor and motivator for his students, which strengthens communication and interaction skills among them. This strategy also allows shy students to participate and express their opinions, motivates them, and works to attract and entice students through the use of colors, shapes, and moving images to serve the lesson (Nazzal, 2019). As well,

one of the most important advantages of using the flipped classroom strategy is to make learning centered on the learner, as the learner turns into a researcher for his information references, which strengthens and develops his experiences, self-learning, critical thinking, and cooperation among students.

c. Flipped Classroom Challenges

Regardless of the importance of the flipped classroom and the keenness to make it a learning model, there are few challenges to its development in the learning process. This strategy requires making a lot of effort in recording the lectures. This strategy also necessitates the presence of basic elements in the flipped classroom model, such as the elements carried out in the classroom and the elements carried out outside the classroom, and therefore they must agree with each other to ensure students' understanding and motivation. As well, this model involves the presence of modern skills of a teacher, where learners feel the absence of the teacher, as this model is based on the watching the lecture, the student may become passive as a recipient of information from home. Within this model, learners may suffer from a lack of equipment for this model, as the students' self-discipline may be affected by broadcasting lectures in a low formal educational environment (Jamil, 2014).

d. Flipped Classroom Requirements

The coursebook and textbook require creating a method to encourage students to benefit from the course and designing collective learning situations linked to the characteristics of learners that lead them to develop their confidence in what they learn and study. The students also need a continuous process of motivation, as the students need multiple means to enhance effective performance through the presence of e-learning environments. Besides, the content of the curriculum should be related to the needs of students to motivate them, along with the use of e-learning methods that provide stimuli that help the learner to learn. Learning methods in the flipped curriculum differ in that they include individual and group self-learning, and they combine learning methods based on face-to-face and web-based learning strategies (Mustafa, 2015, p.3).

With that being said, preparing the future curricula is tremendously important to allow teachers to apply the flipped classroom strategy in an ideal manner, ensuring the achievement of its desired results and objectives and proposing scenarios that include a set of applied learning activities and their inclusion in the curricula, especially the curricula of Islamic education in which the recitation rules are taught.

e. Flipped Classroom's Teacher Role

The teacher seeks to build a visual folder explaining the new terms by using audio-visual techniques and simulation software to be available to students all the time even before learning begins. Thus, students in general and students of medium performance, in particular, can excel as they need more time in terms of reading the interactive contents several times to allow them to understand the new terms. In this context, the students come into the classroom with the full capacity to apply these terms, participate in the achievement of class activities, and solve all practical problems rather than wasting time in the process of just listening to the teacher's explanation. The good use and organization of the e-learning environment strengthen this interactive model, provided that the teacher has created to motivate the student to learn through the effective interactive material prepared before explaining the lesson (Hazem, 2008, p. 46).

The concept of the flipped classroom includes the best use of lesson time, where the teacher assesses the level of learners at the beginning of the lesson, introduces class activities by emphasizing what is difficult to understand, tracks their activities, and helps them by providing appropriate support for those students who need academic and pedagogical support. In this context, the levels of educational achievement and understanding of all students are very high because the teacher

takes care of the privacy of each student's abilities individually, which shows the importance of the teacher's role in this strategy and that it is more like a guide and mentor to the learning process (Al-Khalili, 2011, p. 36).

f. Flipped Classroom's Student Role

The student's role in this strategy can be determined by the different activities he does in the classroom. To achieve this role, the student shall have the ability to discuss and dialogue, be aware of all contemporary events and common issues, cooperate with his peers in a process of cooperation and promptly suggest questions and present new opinions and ideas, and search for information himself from various sources. Accordingly, the student becomes a cooperating member in planning the lessons, implementing the lessons, making self-assessments, and identifying his applied and implemented goals, so that the student plays his role effectively and positively (Emad, 2004, p. 65). It is evident from the above that the role of the student in this strategy is positive, as it makes him the focus of the learning process featured with an active and effective role.

8.2 Previous Literature Review

Previous studies related to using technology in improving the Holy Qur'an recitation and studies related to addressing flipped learning are given in detail.

8.2.1 Studies of using technology in improving the Holy Qur'an recitation

Al-Alam (2014) aims to measure the impact of using the method of memorizing groups in teaching recitation from the point of view of Holy Qur'an teachers at the University of the Holy Qur'an and Islamic Sciences as a field study. To achieve the objectives of the study, the descriptive method is used with a focus on the inductive approach. The study instrument comprises the interview and the questionnaire to find out the opinion of the administrators and technical mentors in the educational departments of the university

and investigate the opinions of the Holy Qur'an teachers who undertake the task of teaching the Holy Qur'an at the university level. The study sample consisted of 46 male and female teachers employed at the university. The results show that the memorization method is valid and effective in teaching recitation for university-level students. It is also clear that the method of memorizing groups is usually devoid of everything that leads to digression. The results also indicate that this method helps to consolidate the information in the memory. The study recommends the necessity of applying the method of memorizing groups in teaching recitation for university-level students at the University of the Holy Qur'an.

In the same vein, Shaheen (2015) aims at identifying the reasons for the weakness of the students of the Islamic education major at Al-Quds Open University in the Holy Qur'an recitation skills from the point of view of students and faculty members to develop a proposed program to remedy this weakness. The questionnaire is used as a study instrument, and the study sample consists of (14) faculty members. The results of the study show that the most important reasons for students' weakness in recitation skills from the students' point of view are due to the lack of faculty members' guidance to students, their lack of emphasis on the need to master the required skills, along with the faculty members' dealing with recitation courses like other courses without taking into account the specificity of these courses.

Another research work by (Khutaba, 2019) aims to investigate the impact of blended learning on the academic achievement of 9th-grade in the subject of recitation and their motivation towards learning it. The study sample consists of (38) students divided into two sections: (20) students in the experimental group, and (18) students in the control group. To achieve the objectives of the study, the achievement test is used after ensuring its validity and reliability. To process the data statistically, a one-way analysis of covariance (ANCOVA) and an independent sample t-test is used for the motivation scale. The

results of the study indicate that there are statistically significant differences in favor of the experimental group on the post-achievement test and on the motivation scale. Relying on the results of this study, the study recommends adopting the blended learning method in teaching Islamic education and recitation and incorporating the concept of blended learning into the curriculum of educational techniques and teaching methods in curriculum and teacher preparation institutions.

In this take and give discussion, Al-Salakhi's study (2020) aims at revealing the effectiveness of using the Holy Qur'an in teaching the recitation rules prescribed for fifth-grade students. To achieve the objectives of the study, the experimental method is used and an oral test is applied to the two study groups. The results of the study indicate that there are statistically significant differences between the means of the scores of the experimental group students in applying and determining the type of recitation rule in favor of the post-test. The results of the study indicate that there are statistically significant differences between the means of the scores of the students of the two study groups in the post-oral test related to the application of recitation rules, and the post-oral test related to determining the type of recitation rule in favor of the experimental group.

8.2.2 Flipped Learning Studies

Herreid & Schiller (2013) have aimed to survey science teachers' opinions on the use of flipped learning in teaching. The results show that (200) teachers confirmed that they use flipped learning for several reasons such as providing enough time for the student to work on the devices and equipment available in the classrooms, enabling students who are absent from the lecture to participate in activities and see what they missed, flipped learning provides, enhancing students' thinking inside and outside of class time and increasing their interaction in the learning process even more.

In the same context, Mustafa (2015) aims to compare the effect of a motivational design model for the flipped course and the blended course on learning outcomes, the level of information processing, and acceptance of the innovations of supportive technology for people with special needs in the computer course in education among students of the Higher Diploma in Education at King Abdulaziz University. The results indicate the excellence of the experimental group taught by the flipped course over the group taught by the blended course, as the study focuses on presenting the innovations of supportive technology for people with special needs, the requirements for their acceptance by the teacher, and the factors of refusing to use those innovations.

Another research work by (Little, 2015) is concerned with making a case study on flipped learning by analyzing the literature and previous studies focusing on flipped learning, especially in the United States of America and the United Kingdom. The results indicate the effectiveness of flipped learning in improving achievement and participation in the classroom, whether in compulsory education or higher education, and it brings great benefits to learners.

Ogden (2015) aims to apply flipped learning in three chapters to teach algebra. The results indicate that flipped learning has helped the students to ask more questions in class, which enhances the students' self-learning.

As gleaned from the quick review of previous studies, it is shown that the current study agrees with previous studies such as (Khutaba, 2019) concerning the necessity of evaluating the level of the learner and the teacher to master the recitation skills to identify the reality of the achievement of the rules of the Holy Qur'an recitation and the level of performance for these skills. Unlike other studies referring to the process of targeting the level of proficiency of both the learner and the teacher, such as (Shaheen, 2015), the current study differs, as it is limited to the learner. Also, the results of previous studies agree that flipped learning has a positive impact on

developing the performance level of learners, whether in cognitive, skill, or emotional trends, including the study (Mustafa, 2015; Al-Zein, 2015). Moreover, previous studies have dealt with the issue of the flipped classroom strategy, and its impact on the achievement process as a study (Little, 2015). Along with previous studies, the current study is consistent in focusing on the importance of designing new and advanced courses that are compatible with the flipped learning strategy, which can help in developing teaching skills and participatory skills for learners and teachers.

9. Methods & Procedures

Research Approach

To achieve the objectives of the study, the quasi-experimental method has been used to analyze the data and explain the results due to its relevance to the nature and purposes of the study. The current study does not include random selection, and the external variables are controlled by a means that prevents internal and external validity obstacles so as not to have any effect on the validity of this process.

Study Population and Sample

The study population consists of all preparatory school students in Jordan in the first semester of the academic year 2021/2022. For the purposes of the study, a random sample of 58 students has been selected and divided into two parts.

Study Instruments

The current study includes the following instruments representing a set of learning activities related to the recitation skill, such as the Noon Saakinah rules, Meem Saakinah rules, and Madd rules. These activities are divided into three forms, as each form encompasses (the lesson objectives, and several group activities). The instrument validity is checked by presenting it to several specialists in the research area. A pre-test consisting of 9 items is designed to measure the extent of representation of groups' equivalence. An achievement test is designed to verify the study's hypotheses. The achievement test is constructed through a set of the following steps:

Determine the main objective of the test which is to investigate the impact of using the flipped classroom instructional model on mastering the Holy Qur'an recitation skill of 9th-grade students in Jordan.

Construct the achievement test specification table that includes all levels of study (understanding, memorizing, applying, and evaluating). The table is validated by several specialized validators.

Provide test instructions.

The test includes (27) items varying between short answer phrases and multiple choices.

The test validity is checked by presenting it to several specialists and validators to identify their opinions about the extent to which the questions belong to the objectives, the suitability of each question to the level of the learner, and the linguistic validity of each question.

The test reliability is checked by implementing it twice on the pilot sample and finding the Pearson correlation coefficient between the two times, which is (0.91). The reliability coefficient is also calculated through the split-half by the Spearman-Brown formula, where the value of the reliability coefficient is 0.87, which is a very high value.

The calculation of the discrimination coefficient for the test items is confirmed by dividing the total scores of students answering correctly from the lower category by the total number of learners of the lower category, then subtracting this from the value of dividing the sum of the scores of learners of the higher category for the same item by the total number of respondents from the higher category. The equation for this is the discrimination coefficient = (the number of respondents from the higher category + the number of the higher category) - (the number of

respondents from the lower category + the number of the lower category).

The scores of the discrimination coefficient in the test items range between 0.39 and 0.55, and this is a good average of the discrimination level. The difficulty and easiness of the test items are measured with the difficulty ranging between 0.31 and 0.61.

Study Procedures

The section presents the required procedures done in this study.

a- Three video clips on YouTube are selected as follows: the first is Noon Saakinah rules, the second is Meem Saakinah rules, and the third is Madd rules.

b- The control group is taught in the traditional method, while the experimental group is taught in a flipped classroom method. Then, the students are asked to watch the topics on the website before coming to school, and then the students are distributed in the class into learning groups and are given the learning activity sheets to discuss them collectively.

c- The equivalence groups are confirmed in the pre-test using a t-test, where the result is as follows:

Table 1 Means, Standard Deviations, & (T) Test to Ensure the Equivalence Groups on the Scores of Preparatory School Students in Jordan in the Pre-Test Application

Group	Number	AM	SD	T Value	Significance
Control	34	10.68	7.383	0.135	0.893
Experimental	24	10.42	6.296		

As shown in Table (1), the value of the mean of the students of the control group is (10.68) and the standard deviation is (7.838), while the value of the mean of the students of the experimental group is (10.42) and the standard deviation is (296.6). The value of the (t-test) is (0.135) at the significance level (0.893), which is greater than 0.05, indicating that there is no statistically significant difference at the 0.05 level between the means of the scores of the control learners and the means the scores of the experimental group learners in the pre-test.

Statistical Methods

a- Test (T) is used to determine the level of the equivalence groups in the pre-test.

b- The discrimination coefficient is used to calculate the discrimination of test items.

c- Spearman's formula is used to calculate the reliability of the achievement test.

d- Difficulty and easiness coefficients are used to determine the easiness of the test.

e- The one-way analysis of covariance (ANCOVA) is used to answer the study question related to the impact of using the flipped classroom instructional model on mastering the Holy Qur'an recitation skill of 9th-grade students in Jordan.

Study Variables

a- The independent variable: It is teaching students using the flipped classroom strategy.

b- The dependent variable: It is the mastery of preparatory school students of the recitation skill in the Holy Qur'an course.

10. Results

By reviewing previous studies related to the research area of the study with their theoretical literature and after conducting a

field study, a set of results are attained, which can be summarized by answering the main question stipulating "What is the impact of using the flipped classroom instructional model on mastering the Holy Qur'an recitation skill of 9-th grade students in Jordan?"

To answer the question, the means, standard deviations, and adjusted means of the scores of the 9th-grade in Jordan on the items of the recitation skills test for both the pre and post applications of the experimental and control groups are calculated, as shown in Table (2).

Table 2 Means, Standard Deviations, Adjusted Means, and Standard Errors of the Scores of the 9th-Grade in Jordan on the Items of the Recitation Skills Test for Both the Pre and Post Applications of the Two groups

Dependent Variable	Group	Pre		Post		Adjusted Means	Standard Errors
		AM	SD	AM	SD		
The Entire Test (Score out of 27)	Experimental	10.42	6.30	20.00	3.31	4.99	161.
	Control	10.68	7.84	11.82	7.58	2.38	161.

As shown in Table (2), there are apparent differences between the means of the two groups on the pre and post-applications in the score of the grades of the students in the recitation skills test. To indicate the statistical significance of the differences between the means, the one-way analysis of covariance (ANCOVA) is used to measure the performance of the study participants in the post-application according to the group's difference, as shown in Table (3).

Table 3 Results of the One-Way Analysis of Covariance (ANCOVA) for the Difference between the Performance Means of the Two Groups (Control and Experimental) on the Post-Recitation Skills Test According to the Group's Difference

Dependent Variable	Source of Variation	Sums of Squares	Degrees of Freedom	Mean Square	F	Statistical Significance	Partial Eta Squared Effect Size
Post-Test	Pre-Test	2.6149	1	2.6149	2.512	.160	.002
	Group	1227.42	1	1227.42	70.571	.000	.562
	Error	956.605	55	17.393			
	Total	15732.0	58				
	Adjusted Total	2186.64	57				

As shown in Table (3), there are statistically significant differences at the level ($\alpha = 0.05$) between the means of the scores of the 9th-grade students of the preparatory stage on the post-recitation skills test due to the group, where the value

of (F) is (70.571) and the significance level is (0.000), and this value is statistically significant at ($\alpha = 0.05$). As shown in Table (3), the value of Eta squared (0.562), which is the effect size of the flipped classroom strategy in mastering recitation skills, that is, (56.2%) of the explained variance in mastering recitation skills is attributed to the flipped classroom strategy, and the unexplained rest is attributed to other variables. Through the adjusted means shown in Table (2), the adjusted mean of the experimental group of students is (20.00) compared to (11.82) of the control group, meaning that the experimental group taught using the flipped classroom strategy is better than the control group taught in the traditional method.

To answer the question of the study, it can be said that there is a statistically significant difference and a clear effect of using the flipped classroom strategy in mastering the recitation skill among the 9th-grade students in Jordan. With that being said, the current study is a continuation of the previous studies and research, which show and confirm the existence of an evident and noticeable impact of the practice of the flipped classroom strategy.

11. Discussion

Given the aforesaid results, the study shows a statistically significant difference between the means of the scores of the students of the control and experimental group in the post-test of the achievement test in the recitation skill, indicating the quality of learning using the flipped classroom method and its positive impact on the expense of the traditional method in mastering the recitation skill. This result is specifically attributed to the appropriateness of this strategy for mastering the skill recitation, which requires prior and suitable preparation by students and the accompanying training and habituation of the tongue. This is because mastering this skill requires learning through oral communication more than reading and reciting by the eye, so an applied test and a set of oral activities have been prepared and constructed to measure this skill. Also, this result is because of the

experimental group students' interest and motivation to watch the videos continuously, try to practice mastering the sentences, and how to pronounce the letters correctly before the lesson, and this logically affects the increase of interaction and cooperation during the exercises. Besides, this result is attributed to the consideration of the recitation skill as one of the best skills to be mastered in the lessons of the Holy Qur'an in the different educational stages. Importantly, through the researcher's communication with a large number of students and teachers, there is an urgent need for diversification and innovation in teaching strategies related to recitation lessons, and the great desire to benefit from technology and the use of various modern technologies.

12. Conclusion

In a nutshell, the study aims to investigate the impact of using the flipped classroom instructional model on mastering the Holy Qur'an recitation skill of 9th-grade students in Jordan. The findings indicate that there is a statistically significant difference between the means of the scores of the students of the control and experimental group in the post-test of the achievement test in the recitation skill. This demonstrates the quality of learning using the flipped classroom instructional model and its positive impact at the cost of the traditional method of mastering the recitation skill. In light of these findings, the study recommends the necessity of using the flipped classroom strategy from time to time by the Holy Qur'an teachers, training on it well, and applying it properly to achieve the desired results.

13. Recommendation

In light of the foregoing findings, the study recommends using the flipped classroom strategy from time to time by the teachers of the Holy Qur'an, training on it well and applying it properly to achieve the desired results, establishing a center to take care of distinguished teachers, record their recitation lessons and publish them on websites designed in a way that benefit school students in general, organizing

discussion groups, courses and workshops to train teachers on the flipped classroom strategy as a proposed training material at the Ministry of Education plan, conducting a specialized study to measure the impact of the flipped classroom strategy on learning recitation in terms of application and theorization, making a study to measure other variables similar to mastery skill, such as the strength of memorization or the development of creative and critical thinking, and doing a series of studies aimed at measuring the effectiveness of applying the flipped classroom strategy in other educational subjects in similar research conditions at the same educational stage.

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