Full Length Research

Effectiveness of story strategies and SWOT analysis in the post-graduate achievement of the Hadith unit and the development of emotional intelligence and creative thinking among the students of the tenth grade

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The study aimed to identify the effectiveness of story strategies and SWAT analysis in the post-achievement and deferred achievement of the unit of Hadith and the development of emotional intelligence and creative thinking among the students of the tenth grade in Jordan. The study followed the semi-experimental method with a sample of 160 students divided into four divisions of classroom. The results of the study showed that there were statistically significant differences between the average scores of the experimental group members in the post-achievement and delayed achievement test, in favor of the strategy (stories), all on the emotional intelligence scale, but the creative thinking scale came in favor of the analysis strategy.

Keywords: Stories, SWOT analysis, Prophetic Hadith, Emotional Intelligence, Creative Thinking.

BACKGROUND AND IMPORTANCE OF THE STUDY

The preparation of Muslim youth is one of the most important objectives of the Islamic education curriculum by providing them with the tools of thinking necessary for the proper selection of knowledge to benefit from them in educational situations, in order to enable them to possess the tools of renewal and the ability to innovate and reach them to the degree of maturity of intellectual awareness ,to somehow of bonding their understanding of them to take advantage of them in educational situations and employ them in their working lives.

Since Islamic education is an education that works to achieve human humanity, which is characterized by emotional balance of emotion, intellectual maturity, wisdom, and peace.

To raise the mind and behavior together to the high, so the Islamic education concerned with human education and the development of the principles of Islam tolerance according to individual abilities and human preparations.

To purify the hearts of humanity, to consecrate their souls, and to purify their consciences and achieve the purposes of Islamic education based on its lofty principles on the Holy Quran, the Hadith and his biography, peace

be upon him.

The Prophet's Hadith are considered to be the best status for the Muslim after the Holy Quran; and its importance comes from standing on its events and facts that showing its status and maximization in building the nation and distinguishing it from others; The Almighty said: (Say these my ways I call to God on the insight of I and those who follow me and Glory to God and I am a polytheists) (Yusuf: 108) The biography of the Prophet (peace and blessings of Allah be upon him) is comprehensive for the assets of the universe. It contains a live translation of the principles of Islam, faith and sharia, through which the practical application of the provisions of Islam can be achieved and lessons are taken from the signs of his miracles (Interpretation of the meaning): "You have in the Messenger of Allah a good example of who was hoping for God and the Last Day and reminded God a lot" (parties: 21) In addition to that the gift of peace be upon him a platform of life in all things Allah says (interpretation of the meaning): "Say: Obey Allah and obey the Messenger.

The Prophet's sayings as a whole doctrines of ideological, moral , educational comprehensive , varied and continuous as the life goes on. To prepare the applied approach to the guidance of Islam in the mental and emotional education of man, considering his biography a wise frame of reference which can be applied as a way of life The Almighty said: (We sent you only mercy to the worlds) (Prophets: (107). In addition to that the character of the Prophet is the practical picture of Islamic teachings fixed and renewable, thus making the Messenger of God a model for all humanity. The Almighty said: (You have a good example of the Messenger of God of who was hoping God and the Last Day and reminded God so much) (parties: 21)

Prophetic traditions have shown the prophet's mission
"I sent to complete the benefit of morality"

Education is a lofty profession whose holiness is bestowed by the great messengers and prophets, peace be upon them, whose mission is to pay attention to them, to fulfill their right to sincerity and to facilitate their transfer from generation to generation. And provide the means of dissemination and provide an atmosphere conducive to upgrading the minds of students and the maturity of their emotions, and the learners feel of greatness and importance as they study the biography of the Messenger of Allah with mature teaching strategies such as story strategies and SWOT analysis. The educational events and attitudes of the Prophet's biography require teaching strategies that lead to the development of learners' ability to learn about their cognitive, emotional and creative importance.

STORY STRATEGIES

The stories have a great impact on the learner psychology upon his creation and development of his conscience and refinement, because of the methodology attractive and interesting for education and learning, and this is due to the objectives and implications on educational attitudes and the ability to raise emotions, and the movement of thought mentally (Hammad, 2004). The importance of learning and teaching in the strategy of stories is stimulated by the motivation and nurturing of conscience, its refinement of ethics, expansion of imagination, development of linguistic wealth, attracting attention and observation, good expression and listening (Helles, 2010).

The stories in the Holy Quran have been characterized by validity and truth The Almighty said: (This is the right stories) In order to achieve the aims of Quranic stories and its purposes, the stories came within the framework of religious education, emanating from the folds of the prophets and messengers and the nations of the past with a narrative to the soul to build a doctrine in the human soul.

The stories in the Holy Quran a model of the organically indissoluble mixture of the story subjects contained in between them fractures such as Hood and Yunus. And the presentation of the same subject in different ways, without changing its features, or weakness in the manner of presentation as a presentation of the story of Moses peace be upon him. And the open beginning and the open end as the story of the creation of Adam, the organic link between the end and the beginning as the story of Abraham boy , young and old man. The end of the story comes at the end of the events, as the drowning of the people of Noah, and the end of the story by the end of the characters as the death of Solomon peace be upon him. And choose the few simple words with deep and many meanings as contained in the story of the people of the cave . And the prevalence of comments and provide evidence and sensory arguments to highlight the meaning of the story before or during the narration or at the end as the story of the one that God Almighty decease him a hundred years and then sent. And broadcast the sermons and guidance in the context of the story without fabricating the knot of the story while avoiding the dead parts and boring positions in the story as Luqman's preacher to his son And the emotional participation of the reader and the listener with the atmosphere of emotional story as the story of the owners of Paradise contained in Al-kalam. And the intellectual persuasion of the event through inspiration as the story of the creation of Jesus like the creation of Adam peace be upon them, and satire and contemplation and reflection and emotional excitement, as the story of Pharaoh and Haman and Quran

SWOT ANALYSIS STRATEGY

The SWOT analysis strategy has a long history of effectiveness in different sciences, for its many advantages in providing many views of the educational situation to explore new efforts or solutions, to identify potential change of locations in light of strengths and weaknesses to prioritize and examine possibilities, to adjust and refine plans midway to availability, to avoid foreseeable risks, to make appropriate decisions to adjust trends and to introduce new approaches of threats of success. The overall goal of Swat's analysis is to detect positive forces working together, and potential obstacles that must be addressed and realized (David, 1993). The SWOT Analysis consists of four sections (Strengths, Weaknesses, Opportunities, Threats),(Jones 1990)

The SWOT analysis model presents the educational situation and clarifies it to the learners in order to understand the situation in all its aspects by identifying the opportunities and threats from the external environment of the educational situation and identifying the strengths and weaknesses of the internal environment of the educational situation according to the following steps:

- Strengths analysis: the positive characteristics of the educational situation.
- Weaknesses: the disadvantages that exist in the educational situation, or the weakness of the educational situation, or the absence of some of the strengths of it
-Analysis of potential opportunities: (Prospects), which are not currently present in the educational situation, but it can be obtained and exploited by a proposed plan to employ external possibilities to achieve gains in support of the educational situation.
-Analysis of risks and threats (Threats): negative things that impede the implementation of the educational situation, and external conditions that threaten and weaken the strength.

EMOTIONAL INTELLIGENCE

Emotional intelligence is a type of intelligence that is designed to regulate the individual's emotional feelings and feelings of others and help them and take into account their feelings (Osman, 2007)

Where emotional intelligence is defined as "the group of human feelings acquired from fear, sadness, joy, love and hate" (Abu Mustafa, 2009, p.6). Emotional intelligence is the ability of the individual to recognize and evaluate his feelings and feelings of others, the sense of satisfaction, gratification, and the ability to regulate the state of mind (Mayer, Salovey, 2008). Emotional

Intelligence includes self-control, enthusiasm, perseverance and the ability to stimulate self-judgment. It consists of being able to read others' feelings and build successful relationships with them (Hassouna, 2006; Muhammad, 2011). And the ability of the individual to know his feelings and ways to employ them in establishing successful relationships with others in light of their understanding of their feelings (Al-Khuli, 2010). The intelligent individuals are psychologically more able to conform to environmental changes, have sufficient capacity to communicate in understanding their feelings and the feelings of others, organize an effective self-esteem, accept others, empathize with them and feel hopeful (Ahmad, 2011). And that the relationship between emotional intelligence and the manifestations of academic superiority is a direct relationship, to their ability to control their mental structure (Al-Mohannadi, 2006).

The main areas of emotional intelligence are five areas (Golman, 2000):

First: the knowledge of man's emotions, the ability to monitor feelings from one moment to another.
Second: the management of emotions, is the ability to deal with emotions.
Third: directing emotional feeling and stimulate the soul towards a specific goal and indulge in it.
Fourth: awareness of the emotions of others and to identify them, which is so-called emotional contraction.
Fifth: To direct human relations to enjoy popularity, leadership and effectiveness in communicating with others.
Islam has been keen on raising the individual in dealing with the emotional aspects of the balance and compromise, and exercise restraint, and not excessive in anger.

Allah says (interpretation of the meaning): "And those who avoid the great sins and the infidels, and if they are angry, they will be forgiven" (Shura: 37)
And that there is a need to develop feelings and improve them in a positive way (Abu Mustafa, 2009) Thus, Abu Hoshabah (2009) stressed that the Prophet's impels emotions and works to balance the personality of the Muslim.

CREATIVE THINKING

The development of thinking processes is essential in raising the learner's mind and challenging his mental abilities. The concept of thinking refers to "cognitive

activity related to the ability to analyze the information obtained by the individual through his various senses (Atom, Surgeon, and Bishara, 2011, 18) . Creativity is a kind of thinking related to the ability to imagine and to develop new ways and ideas (Ciltas, 2012). Torrance (1963) defined creativity as "the process in which one becomes sensitive to problems and seeks solutions, thinking fluently, with flexibility and originality" (Zu'bi, 2014) , 30). Honing (2001) sees that creative thinking as "a hyperbolic thinking that splits ideas, links and introduces new ideas that generate new ideas and products through the intellectual interaction of an individual and his experiences" (Amari, 2012, 267).

One of the most important skills of creative thinking:

> First: Fluty is the ability to generate a high amount of ideas for a position and multiplicity easily and quickly in a certain time unit.
> Second: Flexibility is intended to produce diverse ideas and different patterns of unexpected and unfamiliar to something familiar and in a variety of ways and unusual according to the situation variable.
> Third: Originality: The ability to produce unique and uncommon ideas that are unprecedented in student discussion, non-recurrent and unfamiliar to others (Al-Zu'bi, 2014). In order to develop creative thinking in learning and teaching Islamic education, an effective and exciting environment must be created to create students' imagination, to postpone judgment on them, and to stimulate motivation for knowledge, experimentation and challenge.

The importance of this study comes from the possibility of its contribution to improving the learning and teaching of the Prophet's Hadiths by identifying some appropriate strategies, in addition to directing the attention of the planners of the Islamic education curricula, supervisors and teachers to the need to mix the strategies of the stories and the analysis of SWOT in teaching the topics of the Prophet's Hadith in terms of content, the ability of learners to achieve academic achievement, and improve the skills of emotional intelligence and creative thinking. Some studies, within the limits of the scholars' knowledge, were concerned with story strategies, SWOT analysis, emotional intelligence and creative thinking. The study of Abu-Subha (2010) used to measure the effectiveness of reading the story in the development of creative expression skills. The results of the study showed statistically significant differences in favor of the experimental group in the academic achievement in the Arabic language and on the creative expression skills scale. The study of Al-Hamed (2010) was designed to evaluate the effectiveness of the story-based program in

developing the creative thinking skills of the third grade students in Al-Baha city in Saudi Arabia. The study sample consisted of 60 students. The results of the study showed differences in the performance of the skills of creative thinking and for the benefit of the experimental group. The study of Ragab (2003) aimed to know the effect of a proposed unit in religious stories on the development of basic thinking skills among the students of the tenth grade. The study used the descriptive and experimental method on a random sample in Ain Shams, dividing students into two groups (experimental and control) The results of the study showed statistically significant differences between the two groups and for the experimental group in the post-test in basic thinking skills.

One of the studies that focused on strategic planning related to the principles of SWOT analysis was the Blueprint (2008), which aimed to develop and improve the school. It aimed to encourage creative thinking. The results of the study showed that the strategic planning process was more effective in improving the school by the strategic plan containing the internal and external environments. Some of the previous studies were concerned with emotional intelligence, such as: Al-Rasheed Study (2010), which aimed to identify the emotional intelligence of teachers and students and its relation to some demographic variables in the schools of talent and excellence in Khartoum State. The descriptive method was used. The results of the study showed that the emotional intelligence of teachers and students is high, and there are no statistically significant differences due to gender, age and social status. This study is consistent with previous studies with interest in the strategy of stories as an independent variable such as the study of (Abu Hashim, 2007; (Abdeen, 2009; Al-Omari, 2012; Al-Risalah, 2004), and her interest in emotional intelligence as a dependent variable Abu Zeid, 2009).

The current study on previous studies was characterized by the following:- Studies and previous research have measured the effectiveness of using story strategies and strategic planning as a SWOT analysis on many dependent variables. There is no single study showing the impact of these strategies on the development of post-graduate and post-graduate learning, emotional intelligence and creative thinking.

PROBLEM OF THE STUDY

The tenth grade student, who is in a fast growing and developing age, needs to have developing skills in emotional intelligence and an open mind to think creatively with educational strategies that are appropriate to learning and teaching noble Hadith such as story strategies and SWOT analysis. Thus, the researchers felt

the importance of conducting such a study, especially that - within the limits of their knowledge - there is no study at all levels of education interested in such a topic - so this study came in an attempt to answer the following main question:

How effective use of story strategies and analysis of SWOT in the achievement of the post-deferred and the unity of the Prophet's Hadith and the development of emotional intelligence and creative thinking among students in the tenth grade in Jordan? To answer the main question, the following questions need to be answered:

1. Are there statistically significant differences at the level of significance (α≥ .05) among the 10th grade students in the experimental groups on the post-learning achievement test of the concepts related to the Hadith unit according to the teaching strategies (stories, SWOT analysis?)

2. Are there statistically significant differences at the level of significance (α≥0.05) in the retention of students in the tenth grade of the basic concepts of the unit "Hadith", according to the strategies of teaching (stories, SWOT analysis?)

3. Are there statistically significant differences at the level of significance (α≥0.05) among the 10th grade students in the experimental groups on the post-emotional intelligence scale, according to the teaching strategy (stories, SWOT analysis?)

4. Are there statistically significant differences at the level of significance (α≥0.05) among the 10th grade students in the experimental groups (male and female) on the scale of the post-creative thinking?

OBJECTIVES OF THE STUDY

The purpose of this study is to study the effect of the use of story strategies and SWOT analysis on post-achievement and deferred development, emotional intelligence development and creative thinking among students in the tenth grade in Jordan in learning the unity of the Prophet's Hadith.

THE LIMITS OF THE STUDY

The present study was limited to the following:

1. The tenth grade students in Jerash (Zaid Bin Haritha Secondary School and Al-Khansaa Secondary School) in Jordan.

2. The unit "Hadith" set in the book of Islamic education for the tenth grade for the academic year 2014-2015

Study Methodology: The study followed the semi-experimental method.

Procedural Terms:- Stories strategy: A set of educational learning procedures on which to teach the unit of the Prophet's Hadith for students of the tenth grade in the city of Jerash (School Zaid Bin Haritha, and the secondary school of Khansaa) in terms of emotional excitement, psychological trauma and storytelling, narrative and multiplication of proverbs, Contrasts, representative presentation, characterization, and finalists.

The post-academic achievement: The amount of knowledge gained by the learner as a result of learning from the unit of Hadith, measured by the sign obtained by the learner in the test prepared by the researchers for the purposes of this study, and was applied after the completion of the experiment directly.

The strategy of SWOT analysis: The group of educational learning procedures on which the teaching unit of the Prophet's Hadith for the tenth grade students in Jerash (Zaid bin Haritha School and Khansaa secondary school) in terms of presenting the educational situation of the Prophet's Hadith and clarifying and analyzing the learners to identify opportunities and strengths and weaknesses and opinions And the prospects for the situation, and discuss the threats and prospects and the weighting of views derived from the situation.

The post-academic achievement: The amount of knowledge gained by the learner as a result of learning from the unit of Hadith, measured by the sign obtained by the learner in the test prepared by the researchers for the purposes of this study, and was applied after the completion of the experiment directly.

- Deferred academic achievement: The amount of knowledge gained by the learner as a result of learning from the unit of the Prophet's Hadith, measured by the sign obtained by the learner in the test prepared by the researcher for the purposes of this study, and was implemented after a month of conducting the post-test achievement.

Grade 10: The last grade of the basic stage in the Hashemite Kingdom of Jordan, which is between 15-16 years old during the academic year 2016-2017.

The society of the study and its mentality: The study population was selected from all tenth grade students in Jerash governorate for the academic year 2017/2016. The sample of the study was chosen by simple random way from the schools of Jerash governorate as in Table 1.

Table 1. Distribution of the sample members of the study for the tenth grade students

school	Group of study	No.
Zaid Bin Haritha	story	40
	SWOT	40
Al-Khansaa	story	40

Study Steps

To answer the study questions, the researchers carried out the following steps:-

1. Review the literature, research and previous studies on the use of story strategies and analysis of SWOT in teaching and those who have been concerned with emotional intelligence and creative thinking.

2. Selection of the content of the study (the unit of Hadith from the book of Islamic Education for the tenth grade to be taught in the academic year 2017/2016)) and analysis of content to identify concepts related to the Prophetic Hadith.

3. Preparation of the teacher guide to teach the selected content using the strategies of stories and analysis SWOT, and worksheets implemented by the learner for each of the lessons of the unit, after defining the general objectives and specific unit and careful planning to teach each subject of unity using the strategies of stories and analysis SWOT.
   The guide was presented in its preliminary form to a group of arbitrators in the curricula, methods of teaching, measurement and evaluation in order to verify its validity, the suitability of the procedures and activities used and its association with the story strategies and SWOT analysis. The necessary amendments were made in the light of the opinions of the arbitrators.

4 - Preparation of the tools of the study and the test of academic achievement and measures of emotional intelligence and creative thinking, and to ensure their validity and stability, as follows:-

 - The test of achievement: The test was formulated in the form of multiple choice, covering all topics of the Prophet's Hadith according to the hierarchy of the Bloom pyramid.

-Emotional Intelligence Scale: The scale was formulated in the form of a multi-choice, covering all topics of the Prophet's Hadith according to the five main areas of emotional intelligence, namely: First: the knowledge of man's emotions; Second: the management of emotions; Fifth: Directing human relations and communication with others.

-The Creative Thinking Scale: The scale is formulated as a multi-choice, covering all the topics of the Prophet's Hadith according to the skills of creative thinking: fluency, flexibility, originality and sensitivit.
The validity and reliability of the study tools: To verify the validity of the achievement test, and the measures of emotional intelligence and creative thinking were presented in their preliminary form to a group of arbitrators to express their opinion on the safety of the test vocabulary and measurements and the correctness of its formulation and suitability for the tenth grade students.

The arbitrators suggested some observations on the formulation of some questions and paragraphs to contain more than one idea, and the need for additional words to clarify some of the paragraphs. Some of the paragraphs have been modified in the light of the suggestions made by the arbitrators. The final examination may be of (20) ,and each of the measures of emotional intelligence and creative thinking of (20) paragraphs each distributed to the subjects of unity.
In order to verify the stability of the study tools, a sample of (40) male and female students of the tenth grade was applied to the same sample. The stability of the test was calculated using the Cord Richards method and found to be equal to the achievement test (0.88) (0.87) and on the creative thinking scale (0.85), which is acceptable for study purposes.

5. Selection of the sample of the study in the simple random way of Jerash Governorate schools for the academic year 2017/2016), which includes.)
   The first experimental group (the stories): represented by one division of the tenth grade students in the school of males Zaid bin Haritha (40) students, in addition to a similar division of the secondary school for girls and (40) students.
- The second experimental group (SWOT analysis): represented by one division of the tenth grade students in the school of Zaid bin Haritha for males and (40) students, in addition to a similar division of the secondary school for girls and (40) students.

6. The study tools were applied before the study to verify the equivalence of experimental groups on the cognitive test, the measures of emotional intelligence and creative

thinking. The results showed that there are no statistically significant differences between the experimental groups, ie, the groups are equal in all variables.

7. The proposed module for the pilot groups was taught according to the strategy (stories and SWOT analysis) . The experiment was implemented in the second semester of the academic year 2017/2016 The experimental unit is four weeks, with three servings per week and the duration of each serving (50) minutes.

8. Post-implementation of the study tools: The researchers , with the help of the teachers who implemented experiment with the application of the academic achievement test and the measures of emotional intelligence and creative thinking on Study groups.

9-The delayed application of the test of academic achievement: The researchers and with the help of the teachers who carried out the experiment to apply the test of deferred academic achievement on the study groups, after (25) days.

Monitoring, statistical processing and discussion of results..10
Make recommendations in the light of the results reached..11

RESULTS AND DISCUSSION OF THE STUDY

First:- To answer the first question, which is: Are there statistically significant differences at the level of significance (α≥0.05) among the students of the tenth grade in the experimental groups? The achievement test was marked with a maximum of (20) for the concepts related to the "Hadith" Teaching (stories and SWOT analysis). The test was used to calculate the mean and standard deviations of the performance of the study groups. To determine the effectiveness of the treatment, T test was used to compare the mean scores of the experimental group members in the post-test and the following table 2 shows that.

Table 2 shows statistically significant differences between the average scores of the experimental group members in the post-achievement test. Based on the mathematical averages and the standard deviations, the mathematical mean of the experimental group (the stories) for the male students reached 14.98, with a standard deviation of 4.21), While the mathematical mean for the experimental group (SWOT) for male students was 12.24, with a standard deviation of (4.62). And the mean of the performance of the experimental group (stories) for female students reached (15.74) with a standard deviation (5.32) and the mean of the

performance of the group (SWOT analysis) of the students reached (38.12), with a standard deviation of (6, 57).

Table 2 shows that the values of (T) are statistically significant at the significance level (α≥0.05) and for the benefit of the experimental group (stories) for both males and females in their scholastic achievement of the Hadith unit in the post-achievement test. This because Stories Strategy, narrate events and link to knowledge accumulated in a sequential drama which is rooted in the mind of the learner, which is easy to retrieve when answering the paragraphs of the test achievement. This result is largely consistent with the study of Abu Sabha (2010) on the effectiveness of reading the story in the achievement of the study in the Arabic language for students in the ninth grade in Gaza, and with the study of Alhusani (2000) in the effectiveness of the story method in the collection of history for students in the eight grade in the Sultanate Amman.

In order to ensure that the effect of other variables that may affect the study procedures and the results of the post-test achievement, the analysis of the mono-variance was used to adjust the effect of the pre-test in the results of the post-test, as in Table 3.

Table 3 shows that the value of the significance of (F) was (3.6) which is a statistical function at the level of (α≥0.05), which means that there are statistically significant differences between the study groups in the achievement of male and female students in the achievement test which studied the unity of the Prophet's Hadith with the strategy of (stories). In comparison to Table (3) with Table (2), there are statistically significant differences between the study groups in their achievement in the post-test, for the benefit of the experimental groups that studied the unit of the Prophet's Hadith in the gender strategy, in favor of female applications with an average of (15.74). This, is due to the innate needs of females in the light of the feminine tendency to enjoy events charged with religious emotional feelings, and their instinctive tendency to follow historical and religious events with the story strategy, which positively reflected on their scholastic achievement.

Second:- To answer the second question: Are there statistically significant differences at the level of significance (α≥0.05) in the retention of students of the tenth grade of the concepts related to the unit "Hadith", according to the strategy of teaching (stories, SWOT analysis)? The regression test was applied one month after the post-test, and the arithmetical averages and standard deviations were calculated for the performance of the study groups. To determine the effectiveness of the treatment,(T) test was used to compare the average

Table 2. T-test results for the differences between the average performance of the two experimental groups in the achievement test.

Gender	Groups of study	No.	Average	stdev	T	α
male	story	40	14.98	4.21	0.32	0.01
	SWOT	40	12.24	4.62		
Female	story	40	15.74	5.32	0.54	0.01
	SWOT	40	12.38	6.57		

Table 3. Results of analysis of the monochromatic variation associated with degrees Students in the post-test to adjust the impact of the pre test.

Source of variation	Sum of square	Degree of freedom	average	F	α
Between groups	57	3	19	3.6	0.03
Inside groups	385	159	2.4		
sum	442				

Table 4. T-test results for the differences between the average performance of the experimental group members in the deferred achievement test.

Gender	Groups of study	Average	stdev	T	α
male	story	13.7	4.8	0.52	0.03*
	SWOT	11.4	6.6		
female	story	14.2	6.6	0.42	0.03*
	SWOT	12.3	7.3		

Table 5. The results of the analysis of the single variance accompanying the students' grades in the delayed test by controlling the effect of the post-test.

Source of variation	Sum of square	Degree of freedom	average	F	α
Between groups	63.6	3	21.2	2.5	*0.04
Inside groups	451.8	159	2.8		
sum	515.4				

scores of the experimental group members in the delayed achievement test and Table 4 shows that.

Table 4 shows statistically significant differences between the mean scores of the experimental group members in the deferred achievement test, based on the averages and the standard deviations. The average of the experimental group (the stories) for the male students is (13.7) and, standard deviation (4.8). As shown in Table (4), the values of (T) are significant at the significance level (α≥0.05) and for the benefit of the experimental group (stories) for both males and females in their scholastic achievement of the Prophet's Hadith in the

deferred test. The story strategy is characterized by the development of students' imaginative abilities that help to sustain the impact of learning for a longer period of time. This result is somewhat consistent with Muhammad's (2001) study of the effectiveness of a narrative program in the development of children's imagination. To ensure that the effect of other variables that may affect the study procedures and the results of the deferred test is analyzed, the analysis of the monochromatic variation was used to control the effect of the post-test in the delayed test results, as in Table 5.

Table 5 shows that the value of the significance of (F)

reached (2.5) and is significant at the level of significance (α≥0.05), which means that there are significant differences between the groups in the achievement (male and female) in favor of experimental group study the unity of the Prophet's Hadith in strategy (stories). In comparison Table (5) with Table 4, there are significant differences between the two study groups in the deferred test, for the benefit of the experimental groups that studied the Hadith unit in the (story) strategy and for female applications with an average of (14.2). This may be due to the continued ability of female students to retain knowledge and repeat the events of the Prophet's Hadith and narrate stories to parents and relatives, which makes learning extend longer in the minds of female students. This finding is somewhat consistent with the study of Abu Sabha (2010) in the impact of reading the story in the development of written achievement of the ninth grade students in Gaza.

Third:-To answer the third question, which is: Are there statistically significant differences at the level of significance (α≥0.05) among the students of the tenth grade in the experimental groups on the scale of emotional intelligence, according to the strategy of teaching (stories, SWOT analysis)?
Computational averages, standard deviations and the value of (T) for the scores of male and female for experimental groups were calculated on the post-emotional intelligence scale. Table 6 illustrates these results.

   Table 6 shows that there are statistically significant differences between the average scores of the experimental group (males, females) and the experimental group, SWOT analysis (male, female). This may be due to the fact that the teaching of the Hadith unit using story strategy contributes to the development of emotional intelligence for students (male and female) at a better level than the SWOT strategy in teaching Prophet Mohammad speech. Stories rely on suspense and excitement, which makes the minds of students work, think and learn Islamic ethics and values, satisfying their areas of conscience, and stimulate their mind to receive knowledge filled with love, beauty and values by developing the imagination of the child using the kinetic story. This somewhat consistent with the study of Mohammad (2001). To determine their effectiveness in developing the emotional intelligence of the 10th grade students (males and females), the researchers calculated the effect of the independent variable (story strategy) on the dependent variable (emotional intelligence) by using the η2 square meter and(d). The size of the effect as in Table 7.

   The value of (d = 0.2, the effect size is small), the value of (d = 0.5, the effect size is average), the value of (d = 0.8, the effect size is significant). Table (7) shows that the magnitude of the influence of the "story

strategies" on the emotional intelligence of male students is significant, since the value of (d) is greater than the value of (0.8). This result can be explained by the fact that the value of (η2) is (57%). The total variance of the dependent variable (emotional intelligence) is due to the independent variable (story strategy). As shown in Table (7), the magnitude of the effect of the independent factor (story strategies) on the dependent factor (emotional intelligence of female students) is significant, since the value of (d) is greater than (0.8) and this result can be explained by the fact that the value of (η2 = 75%). The total variance of the dependent variable (emotional intelligence) is due to the independent variable (story strategy). Returning to Tables (6) and (7), it is clear that the value of (T) is statistically significant and that the effect of the independent variable (story strategies) is significant on the dependent variable (emotional intelligence of males and females), demonstrating the effectiveness of story strategies in developing emotional intelligence for Grade 10 students, both male and female.
Fourth: To answer the fourth question, which is: Are there statistically significant differences at the level of significance (α≥0.05) among the (10th) grade students in the experimental groups (male and female) on the scale of the post-creative thinking? The average, standard deviations, and the value of (T) for the scores of the experimental group (male and female) were calculated in the post-application of the creative thinking test. Table (8) illustrates these results.

   Table 8 shows statistically significant differences between the average scores of the experimental group (male and female) and their peers in the experimental group, SWOT analysis (male and female) in the post-application of the creative thinking test, in favor of (SWOT). This may be attributed to the fact that the teaching of the Hadith unit of the tenth grade using the SWOT strategy contributes to the development of creative thinking at a better level than the story strategies. The structural relationship between the Prophetic Hadith and the SWAT analysis strategy in the development of creative thinking in analyzing the current state of forecasting the future situation, short and long-term plans to address potential situations and explore new efforts or solutions, and foresight possible change locations. This finding is largely consistent with Blueprint (2008), which emphasizes that strategic planning promotes and improves creative thinking.
 To determine the effect of using SWOT as an independent variable on the development of creative thinking as a dependent variable, the magnitude of the effect was calculated as in Table 9.
   The results of Table 9 indicate that the value of (d = 0.93), which is greater than (0.8), shows that there is a significant impact of the SWOT analysis strategy on the development of creative thinking among the tenth grade students. Thus, the value of η2 = 54% Creative) returns

Table 6. The average, standard deviation and, the value of (T) for the results of the post-application on the measure of post-emotional intelligence for both male and female students from the experimental groups.

Gender	Groups of study	Average	stdev	T	α
male	story	15.4	8.2	0.38	0.02
	SWOT	13.7	6.7		
female	story	16.7	5.3	0.44	0.02
	SWOT	14.3	4.6		

Function at level(α≥0.05) *

Table 7. (η2), the corresponding value (d), and the magnitude of the effect.

Gender	Independent factor	Dependent factor	η2	Value of (d)	Amount of effect
male	story	emotional intelligence	0.57	0.82	High*
female	SWOT	emotional intelligence	0.75	0.87	High*

Table 8. The averages, standard deviations and the value of (T) for the results of the post-application test of the creative thinking of the students of the experimental groups (male and female).

Groups	average	stdev	T	α
Story (male & female)	11.7	4.3	0.7	0.03
SWOT (male & female)	13.2	5.6		

Table 9. The value of(η2) and the corresponding value of (d) and the magnitude of the effect.

Independent factor	Dependent factor	η2	Value of (d)	Amount of effect
SWOT	creative thinking	0.54	0.93	

to the effect of the independent variable (SWOT analysis strategy). It may be attributed to the fact that creative thinking requires patterns that emphasize innovation in the production of many ideas with new and unusual solutions to achieve the initial fluency and originality, and flexibility to change the thinking of changing the educational situation, so the procedures of the Swat analysis strategy and the application of its principles worked to invest the natural abilities of students by making them Have new positive experiences that raise their determination and challenge in thinking, The SWOT Strategy has been able to provide a creative environment for students in their moral and sensory environment, as the Prophet's Hadith is a cultural phenomenon of an integrated Islamic style.

RECOMMENDATIONS

In light of the results of the study, the researcher recommends the following recommendations:-

I. Recommendations:-

- Emphasis on teaching the topics of the Prophet's Hadiths story strategy in the basic stage to raise the level of achievement of students.

- The need for the attention of the authors of curricula and textbooks on Islamic education to employ creative thinking skills using the strategy of SWOT analysis in the lessons of the Prophet's Hadith.

- Holding training courses for Islamic education teachers on how to use story strategy to develop students' emotional intelligence skills.

Conducting studies in other study subjects and in other classes

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