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The Effect Of (Four) Strategy on Achievement Middle School Students in the Subject of Social Studies

Conducted By: Hayam Fadel Ahmed Hussein

University of Baghdad/Ibn Rushd College of Education/ Methods of Teaching Geography

Email: hyamarayy111@gmail.com

Supervisor: Prof. Dr. Najdat Abdel Raouf Abdel Reda

University of Baghdad/Ibn Rushd College of Education/ Methods of Teaching Geography

Email: najdat.a@ircoede.uobaghdad.edu.iq

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Abstract

One of the first steps of this research is to choose and define the research problem carefully, as it is one of the most important steps that the researcher faces from the beginning, and each research has a basic problem that is the main motive for conducting the research. The teaching of sociology subjects is no longer confined to being geographical subjects that study the environment and its surrounding historical units. These teaching methods have their applications and repercussions in the educational field. The objectives of teaching sociology should not focus on studying the environment and its surroundings, and historical events from a long time ago, but on clarifying everything that is useful to students according to their modern future. Hence, subject teachers should understand the educational goals of social studies modern teaching methods

Keywords

(FOUR) strategy, Social Studies.

Research Importance

Attention to education has become an inevitable necessity due to its importance in our daily life and determining the social status of the individual, especially that we are at the beginning of the twelfth millennium, which is

witnessing rapid scientific and technological development, and in this context, our society is witnessing, in light of the new reality, a developmental movement for the better with the aim of developing the educational reality and raising the level of education inputs and outputs. Improving its quality in the various educational stages, and the society providing highly qualified individuals who are qualified to take the initiative to advance the society and bring it to a higher rank among other societies (Daamis, 2008: 8).

Education carries out a process of coexistence with culture and development, and therefore it is a complete life in a specific society, under certain conditions, under a specific rule, and in line with a specific system (Jaber, 2010: 107).

The importance of the current research is highlighted through the application of the cooperative learning strategy in educational institutions, as it helps in understanding and mastering the scientific material, and develops the ability of students to apply what they have learned in new situations, in addition to raising the level of academic achievement, and most importantly, students gain the advantage of being able to control their time and give them full opportunity to learn. The current research is to identify the impact of the learning strategy.

Proceeding from this, the researcher believes that there is a need to activate teaching methods using modern strategies that obtain positive cooperation from the student in the educational situation and create a teaching position in line with the basics of active learning in the classroom. The ingenuity in producing the desired transformation in the students through the procedures adopted by the teacher in the classroom in order to make education smooth and easy. Assist students appropriately in gathering knowledge through divergent answers to the teacher's questions, and also emphasize the role of the student's active partner, as the pillar is the foundation in the educational process, and it is one of the strategies for embellishing memory (Beau, 2016: p55).

Therefore, many nations seek to promote education and development in their educational and educational programs, curricula and methods, in order to keep pace with the rapid developments in the world and their applications in the field of education. Education has become a necessity and a task that we cannot ignore in achieving scientific progress among students, and this prompted countries to give priority to education in their future, developmental and educational plans (Al-Douri, 2009: 20).

Therefore, education is the framework in which the problems of human, cultural and historical existence are presented in relation to education, and it is the means of society that maintains its existence and continuity by integrating subsequent generations into previous generations within the framework of its prevailing values and goals through education. Education is a process whose nature is determined by the nature of the society and its philosophy in which it occurs. Therefore, the reality or type of education differs according to the society's philosophy and reality (Khidr, 2008: 26).

When talking about the language and the importance of the language, this hadith takes us to the Arabic language, because it is a lofty structure based on a degree of perfection and breadth that combines many of the characteristics and advantages of the international languages, whether in terms of its expressive ability about the meaning intended by the pronunciation or in terms of its obedience to derivation that increases its ability. On the expression or in terms of its superior representational ability to transfer the audible sounds into more representative visual sounds, as well as its unique ability to transfer from the origin of the tangible linguistic situation to an abstract moral significance. These characteristics were not available in other languages except in the Arabic language, the language of the Noble Qur'an, which is impeccable (Al-Asheer, 2014).

Research Objectives

The research aims to define the effect of the FOUR Strategy on the achievement of social studies among second grade students.

Research Hypothesis

There is no statistically significant difference at the level (0, 05) between the mean scores of the students of the experimental group that study social studies using the (FOUR) strategy and the mean scores of the students of the control group that teaches the same subject in the traditional way.

Research Limits

1. Students of the second intermediate grade in government secondary and intermediate day schools affiliated to the General Directorate of Education of Baghdad Governorate (Rusafa 1st) for the academic year (2022-2023).
2. The topics of the first and second chapters of the content of the social studies textbook to be taught to second-grade students for the academic year (2022-2023), composed by a committee in the Ministry of Education.

Research Terminologies

Effect: It was defined by:

Shehata and Zainab (2003): "The desired or undesirable outcome of change that occurs in students as a result of their learning process." (Shehata and Al-Najjar, 2003: 22).

Attia (2008): "The ability to effect something and it is measured by the effect that occurs in another thing, desirable or undesirable, that occurs in students as a result of the teaching process" (Atiyah, 2008: 41).

Magdy (2009): "The ability to influence and achieve goals and achieve the desired results in the best possible way." (Majdi, 2009: 745).

Al-Khulaifat (2010): "The ability to achieve the goal, and reach the results that have been determined in advance." (Al-Khulaifat, 2010: 113).

Procedural Definition

The effective effect expected to be left by the use of the (FOUR) strategy in the achievement of the social subject among the students of the second intermediate grade, and it is measured in grades through the application of the achievement test at the end of the research experiment.

Strategy

Regard (2005) defines it as: "A comprehensive plan to help students learn patterns of knowledge and attitudes, based on philosophical foundations, and includes specific educational steps designed to achieve desirable and desired educational outcomes." (Regard, 2005: 41).

Research Methodology and Procedures

This chapter includes a presentation of the procedures used in this research by determining the appropriate approach and choosing the experimental design to achieve the research goal, the method of selecting the community and the sample, the equivalence of the two groups, the formulation of the behavioral goals, the numbers of the study tool used in the experiment, and the statistical treatments of the data and results.

First: Research Methodology

Since this research aims to identify the impact of the (four) strategy on the achievement of the second intermediate grade students in the social subject, the choice of the approach that the researcher follows in dealing with the topics she is studying is the experimental approach, because this approach goes beyond the limits of the quantitative description of the phenomenon and rises to the treatment of Certain variables under controlled conditions to ascertain how they occurred, and what is meant by the experimental term (change something and notice the effect of change in something else) (Abu Hweij, 2002:59).

It is characterized by the ability to control the various factors affecting the phenomenon to be studied (Abdul Rahman and Zangana, 2007: 474).

Second: Experimental Design

The results of experimental research depend on choosing the appropriate experimental design for the research objectives. The experimental design is defined as a deliberate and controlled change of the specific conditions of the reality or phenomenon that is the subject of the research (Adass, 1996: 83).

It is the first step taken by the researcher, and each experimental research has its own design, to ensure accuracy in the results (Al-Zubaie et al., 1981:102).

It means a practical scheme to test the validity of hypotheses in which the researcher tries to study the effect of the independent variable on the dependent variable after isolating the extraneous variables in order to ascertain the validity of a certain piece of information or to arrive at the instructions that control the dependent variable. (Atoui, 2004:195).

Experimental design requires adequacy and ability of the researcher to study and an accurate description of the procedures and methods that he uses in the scientific answer to his research problem, as well as the choice depends on the nature of the problem and the circumstances surrounding the sample and on the time and place of conducting the experiment, and since there is no experimental design that reaches the limit of perfection due to the difficulty Controlling all the variables that affect the educational and psychological phenomenon (Elayan and Ghoneim, 2004:52-54), and since the human being is one of the main causes of change and is always changing and difficult to control (Allam, 24:2006), and accordingly the researcher chose an experimental design with partial control that is compatible with This research contains two groups, one of which is experimental, whose students are exposed to the independent variable (the four strategy), and the other is a control group, which will be studied in the traditional way.

At the end of the experiment, the students of the two groups are subjected to a test that measures the achievement of the second intermediate grade students in the social subject, as shown in Figure (1).

Figure (1) Experimental Design of the Research

Group	Independent Variable	Dependent Variable	Test Type
Experimental	FOUR Strategy	Achievement	Post-Test
Control	-----		

Third: Research Community and Sample

A. Research Community

The research community means a group of individuals, objects, degrees, or data that the researcher wishes to study (Al-Naimi, 2014:62), or (all individuals, persons, or things that are the subject of the research problem) (Adass, 1992:109) and the only criterion for society is the existence of a common feature among its members, and that feature is called (i.e., the world of society) (Abu Huwajj, 2002:44).

Therefore, the researcher visited the Planning Division in the General Directorate of Education of Baghdad Governorate, Al-Rusafa, according to the book Facilitating the Mission of Number (2163 on 9/20/2022) (appendix) issued by the University of Baghdad / College of Education Ibn Rushd for Humanities /

Postgraduate Student Affairs Division for the purpose Determine the research population consisting of students of the second intermediate grade in the government secondary and intermediate day schools for boys affiliated to the General Directorate of Education of Baghdad Governorate / Al-Rusafa Al-Awwal for the academic year (2022-2023). Table (1) illustrates this.

Table (1) Names of middle and secondary schools for boys, number of students, and number of classes in Baghdad Governorate / Al-Rusafa 1st - Al-Shaab City for the academic year 2022-2023

No.	School Name	No. of Classes
1	Al-Baida Medium School for boys	6
2	Warka Intermediate School for Boys	5
3	Granada middle school for boys	4
4	The middle school of the martyr Abdul Karim Qasim for boys	4
5	Medium stature for boys	4
6	Martyr Qassem Jawad Intermediate School for Boys	3
7	The valiant soldier middle school for boys	6
8	Abdul Mohsen Al-Kadhimi Intermediate School for Boys	5
9	Omar Al-Mukhtar middle school for boys	4
10	Al Khulafaa Al Rashidun Intermediate School for Boys	4
11	Intermediate school for boys	4
12	Hassan Bin Thabet Intermediate School for Boys	6
13	Medium straight path for boys	5
14	Intermediate school for boys	4
15	Noun and Al-Qalam Secondary School for Boys	4
16	Kairouan High School for Boys	4
17	Riyadh Intermediate School for Boys	5
18	Al-Jawadin Intermediate School for Boys	5
19	Al-Aqsa Secondary School for Boys	4
20	Badr Al-Kubra Intermediate School for Boys	4
21	Al-Shorouk Intermediate School for Boys	5
22	Al-Haboubi Intermediate School for Boys	4
23	Assyria middle school for boys	4

Controlling Extraneous Variables

The researcher tried as much as possible to avoid the impact of some extraneous variables that may affect the course of the experiment because adjusting them leads to more accurate results. Attempting to isolate the effect of other variables that may affect the course of the experiment. What follows is a presentation of these variables.

Factors affecting the internal safety of the research experimental design

1. Differences in selecting sample members

The researcher chose the sample after the results showed equivalence between the experimental and control groups in a set of variables, which were previously mentioned in the previous pages of this chapter.

2. The circumstances of the experiment and the accompanying incidents.

It means (natural incidents that may occur during the experiment, such as wars, disasters, earthquakes, hurricanes, and other incidents, which affect the course of the experiment (Odeh and Fathi, 1992:126).

3. Maturity

It means what happens in terms of physical, mental, social, or other maturation or growth caused by the time factor of the research individuals, and this growth of any kind may have an impact on the dependent variable, and that these processes had no effect in the current research, noting that the duration of the experiment was uniform for the two groups experimental and control.

4. Experimental extinction

It means any leakage or disconnection that may occur to some of the sample members subject to the experiment, which negatively affects its conduct (Atiyah, 251:2010). Such cases did not occur during the duration of the experiment for the students of the experimental and control research groups.

5. Measuring tool

The researcher prepared the post-achievement test as a tool for the current research, and it was applied to the students of both groups (experimental and control) at the same time, and it was corrected by the researcher according to the correction criteria set for the test, and thus the effect of this factor was avoided.

6. Statistical regression

This regression may occur for the experimental and control groups if the relationships or correlation between the variables are not complete, and the scores may tend towards the mean, in addition to the fact that the standard deviations in the scores of the experimental and control groups were close and acceptable in spread.

Presentation and Interpretation of the Result

This chapter includes a presentation of the result reached by this research and its interpretation based on the objective of the research and its hypothesis by balancing the results of the experimental and control groups in the scores of the post achievement test.

First: Presentation of the results

With regard to the research hypothesis, which states that (there is no statistically significant difference at the level (0,05) between the average scores of the students of the experimental group who studied the social subject for the second intermediate grade using the strategy (four) and the average scores of the students of the control group who studied the same subject in the traditional

way After applying the post-achievement test, and correcting the answers of the students of the two research groups (experimental and control) on the items of the post-achievement test, and after conducting statistical treatments using the T-test for two independent samples of equal number in knowing the significance of the difference between the mean scores of the two research groups. The results showed that the average score of the experimental group was (30.133), while the arithmetic mean of the students of the control group was (26.533), and the standard deviation of the experimental group was (4.739). The standard deviation of the control group was (6.151), the variance for the experimental group was (22.646), and the variance for the control group was (37.843). Thus, it turned out that the calculated t-value was (3,532) at the level of significance (0.05) and a degree of freedom (58), which indicates that there is a clear difference in favor of the experimental group who studied the first and second chapters of the social subject for the second intermediate grade with the (four) strategy. Table (2) shows this.

Table (2) The arithmetic mean, standard deviation, variance, t-value, and degree of freedom for students of the experimental and control groups in the post-achievement test scores.

Group	Sample No.	Arithmetic Mean	Standard Deviation	Variance	Degree of Freedom	Both of T-Values		Statistical significance at the level of (0.05)
						Calculated	Tabular	
Experimental	30	30, 133	4, 739	22, 464	58	3, 532	2.000	Statistically Significant
Control	30	26, 533	6, 151	37, 843				

Second: Interpretation of the Result

1. The (four) strategy has drawn students' attention towards studying and understanding the material, which has made the lessons of social studies for the second intermediate grade more vital.
2. It also provided enough space for students to rely on themselves and think about the common features between events and geographical information).
3. This strategy opened the way for students to carry out mental operations to compare geographical information, and to know the causes and results through the steps it included.
4. This strategy was also characterized by careful organization by recording the basic information related to the subject by the students and then repeating it to choose the most appropriate one and organizing it and presenting to each group of students what it had reached, and that was somewhat different from what the students were accustomed to in the traditional method.

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