THE EFFECTIVENESS OF THE DESIGNED PATTERN A D D I E WITH E-LEARNING APPROACH BASED ON HARD WORK, SELF-ESTEEM AND ACADEMIC ACHIEVEMENT OF STUDENTS IN ARABIC LANGUAGE

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ABSTRACT
The present study investigated the effects of using A D D I E design patterns (Analysis, Design, Development, Implementation and Evaluation) the e-learning approach based on hard work, self-confidence and academic achievement of students in the Arabic language, with the semi-empirical method (pre-test and post-test with control group) was conducted. The statistical population of the Sari Islamic Azad University who entered in year 2013 to study Arabic language has been chosen that with a method of cluster sampling, two-class with 50 students were selected and randomly replaced into two groups (25) and control groups (25). Tools which used include hard work Barton test, Eysenck Confidence Test and test are made Arabic language. The Test validity proved; by applying verification experts and finally calculate the test-retest reliability of the test. And Cronbach's alpha was calculated to test hypotheses 87/0, was used with ANCOVA. Data analysis showed that the mean scores of the experimental group than in the control group had a higher level and the use of A D D I E design patterns with e-learning approach based on hard work, self-confidence and academic achievement is effective of students in the Arabic language.

Keywords: Learning, Hard Work, Self-confidence, Academic Achievement, Students of Arabic Language

INTRODUCTION
Our human society is leaving behind a profound transformation. These changes are not limited in technology, tools and environments. But the transformation gradually struggled to mean sense and the center of life. Not only changed the way we live, but the life basic concept the concept of work to concepts of education is undergoing a major transformation (Aghda et al., 2012). Education same with human learning, but over time form and submit constantly has been changed. This means that the appearance of any vehicle or industry and technology, education, according that has been changed. In recent centuries, the period of transition is from the industrial age to the information and communication age. Education over the past few years, both in terms of quantity and in terms of quality and speed has changed dramatically (Khosravi, 2012). In today rapidly changing world, People need to be equipped with the ability to change the day. They should be gain information, knowledge and necessary skills succeed in life through the use of information and communication resource diversity and as a responsible member committed to their families and the community in all aspects of life, positive, active participation in problem solving, using the easiest means of communication with the local community, national and international collaboration. And as a responsible and committed member to them, family and the community have active participation all positive aspects of life and solving problems, using the easiest means of communication with the local community, national and international collaboration. Integration of electronic technologies in teaching and learning process, it is necessary and unavoidable; because students must learn how in social that Electronic media, which continuously are facing them with cultures and values differ from culture and native value, working and living (Adeyemi, 2012). One of the most common reasons that mentioned for using this technology the classroom to better prepare the current generation of students to enter a new learning environment to meet the needs of
education and subsequent employment in the future in the labor market needs. With Traditional and time-consuming nature of this method of teaching, also the lack of update information Teachers are not able to properly prepare students for an ideal workplace. These of information and communication technology education classroom can be used as the basis for a competitive arm in a globalization labor market for a trained person to open their view and overview to enter the global market, political and educational (Mehrmohmmad, 2004). Education should be in the changes and innovations, proof and stability, be an equilibrium utility (Bartonet et al., 1989). Arabic, is the language in which God speaks clearly in verse eight. Among those who stated:

The importance of learning Arabic It is enough that irrespective of the Arabic language, No one can speak of Islam as a religion and not about Islamic culture, and knowledge; Arabic Language in Islam Language of the Quran, And the Koran is the key to knowledge, therefore, Muslims assume that set the Language of the Quran in their international language (Ashshavi). To the teaching of Arabic Learning is not a foreign nation with us and our culture. Rather, this language is rooted in our culture, religion, history, literature and science. So if anyone wants to learn the Persian language needs to be familiar with the eloquent and sweet Arabic language. Without learning Arabic correctly Persian reading and writing is not possible (Salimi, 2008). Learning Arabic to Persian speakers unlike other foreign languages is very easy, if used with the correct methodology of instruction. But it can be seen that there are serious deficiencies in learning Arabic. Lack of student achievement in high school and university students, also other students of the language is not related to the Arabic language in the old and new schools but, because of the impractical way the proper education and programs. Teachers and professors are not using the different methods of teaching in Arabic classes and focus solely on traditional lectured method will be decreasing the attractiveness of the contents of this course. Therefore, in recent decades, many school systems have attempted, with the introduction and application of new technologies, with minimal learning time, improve teach (Naimi et al., 2012). The use of ICT in learning leads to the emergence of two terms in new areas as e-learning or e-learning. In e-learning Internet technologies can be used to provide a set of solutions to enhance knowledge and performance (Majidi, 2001). And the flexibility and potential implementation provide innovative teaching and learning strategies. With the increasing use of the Internet technology, e-learning is the principal actors in higher education. E-learning systems, A World Wide Web-based information system provides a flexible way that enables the learner's teaching (Lee, 2006). At the University improve the high quality of Learning and teaching has always been full of important issues. To achieve this purpose get help from technology to support teaching and learning activities with respect to the existing shortcomings could be effective. At the present, the University educational system in a form that students do not have the ability to permanently access to professors. Students will not be able at any time you need to learn in a particular field, get trained or get their question’s answer. According to the existing educational system of educational interactions remains at a level and cannot be strengthened (Rezai, 2012). The ultimate goal of every educator deepening, accelerating and simplifying the learning process in learners and as regards the process of teaching and learning is always changing and the transformation of educational design, as one of the main pillars of every educational system has always been to find the guidelines in order to accomplish this educational designer and for the success of this process must be followed by effective design models. Hence, an educational design of the 1960s that a systematic approach about leaving to the scene into the realm of pedagogical and educational technology, particularly specialized institutions as determining the success of the training programs was recognized and day to day efficiency on its importance to be added in educational systems (Saettler, 2004). Academic achievement, one of the most important indicators in the assessment of education and all efforts of this system, in fact, considered to implement this decision. In other words, society and especially of the education system, to the successful growth and development of the student and his position in society and to be concerned about it and expects students in different aspects of including cognitive, emotional and personality, gaining skill and abilities, so that should make progress and find excellence. To reach educational achievement in students it is necessary to pay special attention to the factors. In this regard, one of the important factors in educational progress and in general
in the development of the system of education is making use of new educational approaches (Bowles, 2000). Mobile technology is one of the aspects of information and communications technology that, like other communication technologies has found in the field of education and as a mobile phone-based training has been raised. This communication has been changed the traditional method of education and providing a new definition of education. Also smooth the fields of learning for learners at home, work place, travel in time and place many limitations and ineffective are removed. This means, of communication and information due to the special features such as (transmission technology, miniaturization, storage, and receive, and the display and control, time and place flexibility, decentralized, asynchronous) can be played a considerable role in the education (Peters, 2007). ADDIE instructional design model has the necessary elements of quality learning; for electronic education or traditional education. This pattern can be used with repeated approach and feedback and making technical changes and educational design is to be used. This pattern is one of the best educational design patterns, because at the same time simplicity, have the basic principles of educational design. Basic principles include the design, implementation and evaluation that other of educational design patterns are included in these principles, although that might have other details, therefore, according to the general nature of this pattern and the general public can be used in all learning situations (Rastgarpoor et al., 2009). This model designed based on the student-centered approach that highest attention to the needs of the students (Armitage and Leary, 2003). Due to its public nature, the principles of cognitive theory have been used in its design. In this model they believe that students should be active in the learning process, since the general principles stated, Teacher have more capability and flexibility and can be used it for each and accordance with the educational needs, objectives and teaching subject, can add exclusive details. In addition, the teacher is preserved in selecting of teaching methods according to their teaching topic, (Kemp, 2004). In this template, at the stage of the analysis, the teacher identifies the scope of which is to train, In fact, this stage is the diagnosis and evaluation of the current situation so as to make it a favorable comparison with the situation and provide an appropriate design for the existing gap in the comments (Rezai, 2012). In this step teacher can specify the status of the learners, and the assessment is determined and will be clear that the students are currently in what level of knowledge and skill and are we intend to what level of knowledge and skill to take. This is a basic starting point for the next stage. That is because at this stage needs assessment done and present situation identified, According to the current situation, the next steps will be identified and organized. If do not identify the present situation and its problems, will not be designing good and appropriate program for it. Design, in fact, a regular procedure for planning, development, evaluation and management of an educational process that all of these elements individually involved in instructional design (Tsai and Jenks, 2007). At the stage of production, educational medium and appropriate methods and examination will be determined in accordance with the educational situation. This stage, in order to give the tools and processes used to achieve educational goals. At this stage, in fact, it will be clear how to achieve learning and in the selection of media and educational strategy should be used carefully, and this Act with respect to audience, learning objectives and topics for members should be done. At Stage of performance, Educational design which in the past has been done in three stages, are implemented in the classroom. If the execution of the design in educational classes not done well, this means that our design has been not done well up to this stage. Evaluation of the developmental step in addition to the design has been done by the teacher, the performance of students acts at all stages of implementation and training, as if there will be any problem due to the rotational nature of this pattern, can be removed it. In this stage the evaluation an important part of the work that is done in all stages of the educational design model to determine the provided effectiveness of training and provided the existing problem in the process of teacher training and teaching methods. This type of evaluation is a systematic process that is specified the quality and efficiency of instructional design at each stage, in addition to the final evaluation. The final evaluation stage is the process being effective and determines the efficacy of the training. The evaluation of the educational goals, means and strategies through data collection and the feedback received from the students' performance is done. The final evaluation is evaluated the transferred knowledge, attitudes, and student feedback, To determine if the
desired results are achieved, or the desired design must be again reviewed and revised. And finally, Instructional design case with ideal situation and what was the master mind has able to the fill the gap between the existing situation that existed at the beginning of training? (Rossett, 2006). Student attitudes toward the subject of the lesson, is the result of its ideas from their success or failure of their lesson Arabic lessons as well as courses that Its contents have been the logical arrangement and Its content will be presented from simple to difficult. The Topics that will be presented at the beginning of the book, in fact providing necessary cognitive readiness in students for learning the next subject. Along with the cognitive readiness, creating of the students must have created a positive attitude towards this lesson in order to readiness of motivation for learning a procedure. In this, the professor's role, in addition to teaching, is the creation of a positive attitude to lessons with students, because they have the ability to change boring and ordinary exercise to interactive and enjoyable learning experience for the students. Using different innovation in Arabic teaching skills in order to reach this important is effective. Therefore, Based on the above points in the present research seeks to answer the question that whether the use of a design pattern A D D P I E (Analysis, Design, Production, Implementation and Evaluation) with e-learning approach based on hard work, self-confidence and academic achievement influence of students in Arabic language?

**MATERIALS AND METHODS**

Method The present research was a quasi-experimental design with pretest and posttest with A D D P I E. Using experimental group (independent variable: The curriculum is designed on the based on educational approach with e-learning) and Control group (The curriculum used in the control group, the usual method of teaching) And after completing teaching, both experimental and control groups are compared And effectiveness of this model was investigated. Statistical population in this research has been all BA students of Judicial Sciences and jurisprudence and law of the Islamic Azad University, Sari that have chosen grammar lessons in the second academic semester of the 2013-2014. Two-class with 50 students were selected and randomly replaced into two groups, experimental group (25) and control groups (25). To analyze the data, was used for descriptive statistics (mean and standard deviation) and inferential statistical co variance (ANCOVA). In this study, based on the type of the variables, in order to measure the scale that was used as follows:

A) *Barton Hard Scale*

This questionnaire is a 45-item scale Questions are calculated the four-point Likert-type measures of scores from zero to three for the three sub-scale scores of commitment control and challenge. Each of the subscales of the tests is assessed by 15 questions. In addition to the three sub-scales, the sum of scores of subscales is obtained a total score for hard work. Hard scale is a valid instrument for the measurement of hard work (Barton et al., 1989; Janda, 2001).

B) *Eysenck Self-confidence Questionnaire*

Self-confidence Scale Containing 30 questions. In this test, answer sheet has been set on two options. Yes and No options. The test participants in front of each question must try to answer as much as possible with yes or no answers. If it is really not possible tendency to choose the middle option and select the question mark.

The method of scoring the test is performed the questions of the questionnaire, which measures the confidence in front of feeling, of inferiority One point is awarded, Thus, students give a score if the answer to these questions yes, And questions of the questionnaire which measures feeling of confidence in front of feeling of inferiority, if the answer is no Awarded one point. If a positive answer should give yes question, no answers given and or vice versa will accrue no rating. The items that are marked with a question mark by the participants will be accrued of 0.5 score. It is known that the highest test score is 30. Gaining score over 15 shows more confidence and gaining score less than 15 shows low-confidence. The validity of the test has been confirmed by 84% Cronbach’s alpha by Yazdani (1998) and this questionnaire is frequently being used in academic research.
C) A Teacher Made Achievement Test
D) Arabic Language Teacher Made Tests

Since there was no standard instrument for measuring general educational achievement in Arabic lesson. Arabic language test questions from fellow Research professor, who teaches this course at University, were designed in accordance with the 2D table (content, target) and according to the Arabic language course classification. So that the test questions are tested in accordance with the objectives and content. Arabic language teacher-made tests, a pre-test and post-test were used to measure academic achievement. Teacher test made in Arabic and in the test after test and measurement for educational progress has been used. To determine the validity of the test questions, specification table was prepared. That includes content and educational aims and the numbers of questions were considered by them. Also this teacher made test in Arabic were available to the five professors of Arabic language And face validity of the test was approved by them. And between 30 questions, 20 for questions, in this test were confirmed. To evaluate the reliability test retest method was used. Test-retest reliability, after one week showed that the correlation rate, which performed twice equal to R=87 the significance is 001/0 which is considered as a high reliability. Methods of data analysis were used of analysis of covariance (ANCOVA).

RESULTS AND DISCUSSION

Table 1: Lone test to assess the equality of variances

<table>
<thead>
<tr>
<th>Variables</th>
<th>Groups</th>
<th>numbers</th>
<th>Levene's Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td>testing</td>
<td>25</td>
<td>0/096</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Hard work</td>
<td>testing</td>
<td>25</td>
<td>2/187</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>testing</td>
<td>25</td>
<td>0/049</td>
</tr>
</tbody>
</table>

Based on the above results, a confidence level of 95% (05/0 = α), the assumption of homogeneity of test groups variance (ADDIE Instructional Design Model-based learning approach to e-learning) and control group (the traditional method) is true for each of the research variables, because The significance level (Sig.), is the largest amount of = α, 05/0.

Table 2: ANOVA design model to investigate the impact of ADDIE on student tself-esteem

<table>
<thead>
<tr>
<th>Source of change</th>
<th>totality</th>
<th>Degrees of freedom</th>
<th>Mean</th>
<th>Computing F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>3/015</td>
<td>1</td>
<td>3/015</td>
<td>73/041</td>
<td>0/000</td>
</tr>
<tr>
<td>Groups</td>
<td>1/638</td>
<td>1</td>
<td>1/638</td>
<td>39/679</td>
<td>0/000</td>
</tr>
<tr>
<td>Errors</td>
<td>1/899</td>
<td>47</td>
<td>0/041</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>6/956</td>
<td>49</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Therefore, the equality of variances in the studied group’s shows that the subjects are divided into two groups and conditions for use of Covariance analysis test is established.

**Question 1:** Do the ADDIE design model based on e-learning approach is affected on confidence of the third grade of high school students in English course?

Based on the above results, Confidence level of 99% (01/0 = α), since (01/0 = α <000/0 = Sig.), there is Significant meaningful differences between students’ self-esteem score in the pretest-posttest and control group and experimental group, so that the average of student motivation for achievement in pre-test and Since the subjects were divided evenly over the control and experimental groups, Differences as a result of the impact of e-learning approach ADDIE instruction design model.

**Question 2:** Does the ADDIE design model with e-learning approach is affected by the hard work of third grade high school students in English course?

**Table 3: ANOVA test to investigate the influence of the ADDIE design model for the hard work of students**

<table>
<thead>
<tr>
<th>Source of change</th>
<th>total squares</th>
<th>Degrees of freedom</th>
<th>Mean</th>
<th>Computing F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>1/728</td>
<td>1</td>
<td>1/728</td>
<td>61/559</td>
<td>0/000</td>
</tr>
<tr>
<td>Groups</td>
<td>2/212</td>
<td>1</td>
<td>2/212</td>
<td>78/803</td>
<td>0/000</td>
</tr>
<tr>
<td>Errors</td>
<td>1/291</td>
<td>47</td>
<td>0/028</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>4/967</td>
<td>49</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Based on the above results, a confidence in the level of 99% (01/0 = α), since (01/0 = α <000/0 = Sig.), there is Significant meaningful differences between students' hard work score in the pretest-posttest and control group and experimental group, so that the average of student motivation for achievement in pre-test and Since the subjects were divided evenly over the control and experimental groups, Differences as a result of the impact of e-learning approach ADDIE instruction design model.

**Question 3:** Does the ADDIE design model with e-learning approach is affected to the academic achievement of third Grade high school students in English course?

**Table 3: ANOVA test to investigate the influence of the ADDIE design model to the academic achievement of students**

<table>
<thead>
<tr>
<th>Source of change</th>
<th>total squares</th>
<th>Degrees of freedom</th>
<th>Mean</th>
<th>Computing F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>72/302</td>
<td>1</td>
<td>72/302</td>
<td>82/959</td>
<td>0/000</td>
</tr>
<tr>
<td>Groups</td>
<td>57/981</td>
<td>1</td>
<td>57/981</td>
<td>66/527</td>
<td>0/000</td>
</tr>
<tr>
<td>Errors</td>
<td>40/091</td>
<td>47</td>
<td>0/872</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>165/888</td>
<td>49</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Based on the above results, a confidence in the level of 99% (01/0 = α), since (01/0 = α <000/0 = Sig.), there is Significant meaningful differences between academic achievement of students score in the pretest-posttest and control group and experimental group, so that the average of student motivation for achievement in pre-test and Since the subjects were divided evenly over the control and experimental groups, Differences as a result of the impact of e-learning approach ADDIE instruction design model.

**Discussion and Conclusion**

At present time various educational software is available that according to the type of training is provided to teachers, But what about using such programs should be considered, it is due to instructional design. Educational design must be consistent with age and audience characteristics, educational content, training duration and existing facilities. In addition to this, use of educational software with regard to limitation of time and facilities is not possible for all teachers and all courses. Therefore, with using educational design...
models can be partially removed this problem. Appropriate instructional design with educational content can improve the quality of education. One of these patterns of educational design is an ADDIE design pattern; this model is designed based on cognitive theory. And because of the positive characteristics of a general and comprehensive nature of it can be used in any educational situation due to the characteristics of the audience and the content. We seek to create a widespread educational environment that is no limitation of the traditional learning environments such as restrictions on the number of learners, course venue, time course, and presence of the teacher. The content of this education, system design model ADDIE, learning independently of the training center itself can lead to actualize their potential. In this new educational system with the content of ADDIE designed model, learner without depending on the training center, learner itself could lead to actualize their potential. Research results showed that the experimental group students on the post-test content lesson that were designed ADDIE instructional design model based on e-learning; have better performance compared to the control group based on the educational pattern design that they were trained same content into traditional methods. Thus it can be argued that these methods, achievement motivation, self-confidence, hard work and academic achievement in English language courses have increased. The results of this research, have been in Both sides with the results of research with Mojtahedzadeh et al., (2011), Rastegarpoor et al., (2009), Salami (2008), Seraji (2003), Tsai and Jencks (2007), Almekhlafi (2006), Chuan and Chuo (2002), Hilary (2000); quotes from Purjimshidy (2007) and Desi et al., (2000). All the researchers considered important the use of multimedia software to create effective learning and change the learner’s attitude and students to take advantage of these features have gained greater academic achievement and this means to improve the English language skills of students. If the results of this study and previous studies, confirming the effectiveness of e-learning and instructional design models in the teaching and learning process, Will no doubt and concern about the use of multimedia in education. In a final sum could be as a result of the general classification and research with previous research into this case, the expression of that e-learning can transform the learning environment, In the final conclusion can expression of the results of the study supported previous research on e-learning that could change the learning environment, Interesting it, Attract students and learners in the learning process, injected Reinforcing stimulus into the process of teaching and learning to improve educational quality And in this way increase the motivation of students towards learning courses.

With increasing motivation, effort of the students and collegian is better to learn more; consequently, their scores are better. Increased motivation and higher scores create a positive attitude about themselves and their abilities and ultimately lead to the development of a positive self-concept. Since the electronic device (Multimedia) able to optimize the teaching and learning process and provides a rich and varied learning environments, our educational system must be appropriate and proper utilization, to make a change in a learning process and curriculum. Multimedia data can be used as a useful and effective tool as an educational and in all stages of the educational issue because they have the ability and power potential to improve the educational affairs.

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