

Haider Mohamed Hana, Mersal Abdulhameed Oudah Al-Hasnawi. (2021). The Effect of Quranic Teaching Methods on Developing Teaching Skills among Students of Arabic Language Departments in the Faculties of Islamic Sciences. *International Journal of Early Childhood Special Education (INT-JECSE)*, 13(2): 1112-1122. DOI: 10.9756/INT-JECSE/V13I2.211156

Received: 19.06.2021 Accepted: 25.09.2021

Haider Mohamed Hana^{1*}
Mersal Abdulhameed Oudah
Al-Hasnawi²

The Effect of Quranic Teaching Methods on Developing Teaching Skills among Students of Arabic Language Departments in the Faculties of Islamic Sciences

Abstract

The aim of the present study is to identify the effect of Quranic teaching methods on the teaching skills of students of Arabic language departments in Islamic sciences faculties. The two researchers used the partial control experimental design for the control and experimental groups. In light of this design, the department of Arabic language at the University of Babylon was intentionally chosen as the research sample from the research community, which is represented by the faculties of Islamic sciences. The number of the research sample members reached (72) male and female students distributed between two populations (A, B), with (36) male and female students for each of the experimental group and the same for the control group. The two researchers prepared two tools for this research. They were represented by the achievement test in teaching skills consisting of (30) objective paragraphs of the type of multiple choice with three alternatives, and a note card. The experiment was applied in the first semester of the academic year (2019-2020). After applying the research tool and analyzing the results obtained by the two researchers Using the (SPSS) program, the results showed the superiority of the students of the experimental group who study according to the Quranic teaching methods over the students of the control group who study according to the usual method.

Keywords: Quranic Teaching Methods, Arabic Language, Teaching Skills.

Introduction

Looking at the language in which the Qur'anic text was formulated reveals that it is a lofty language that shows what this eloquent text contains in terms of the abundance of words, the mobilization of meanings, the diversity of connotations, and the softness of expressions, which made it a source of inexhaustible giving, and a wealth of scientific material for research and study on the one hand; and a field of education on the other hand. So, it has become a destination for scholars and researchers,

especially those who are specialized in the Arabic language. They probe its depths to reveal its secrets, understand its vocabulary and meanings, analyze its phrases and structures, and benefit from its methods (Al-Shalah, 2020). The truth is that the high status of the Qur'anic text has made scholars and writers emphasize that it has been given great care throughout the ages. Therefore, reading ancient and contemporary texts for linguists reveals great praise for this eloquent text. Likewise, scholars and linguists have continued to view the Qur'anic text in various eras with a view of glorifying and

Haider Mohamed Hana^{1*}, College of Quran Sciences, University of Babylon, Iraq.
Mersal Abdulhameed Oudah Al-Hasnawi², College of Quran Sciences, University of Babylon, Iraq.

revering the Qur'anic text, all the way to present era. Every Arab person who is proud of his/her Arabic language draws from it as vocabulary multiplies, phrases take root, and connotations expand (Ender and Hajjar 2019); Al-Rafi'i, 2003).

In light of the foregoing, it seems clear that the Qur'anic text has great importance in the field of education, especially in institutions concerned with teaching the Arabic language. It represents the first level in eloquence and rhetoric. It is also the basis in the Arabic language. It includes the types of constructional and declarative methods, in which the expressive words and structures draw the reader and make him/her feel at ease. Almighty Allah has blessed humanity in general, and Muslims in particular, with the Glorious Quran that includes wisdom and the healing of souls from illness. There are many benefits. It became the goal of every one who seeks science and knowledge. Educational methods are presented in an effective format and a consistent presentation in order to convey the meaning to the reader, the listener, and the observer. These methods include the method of stories, the method of teaching by good example, the method of intimidation and enticement, the method of setting proverbs, the method of observation, and others. The teacher can employ these authentic methods derived from the Glorious Quran in his/her theoretical lessons, practical practices, and in all educational situations (Al-Hashimi et al., 2010). Thus, the teacher acquires an adequate wealth of knowledge and pedagogy that makes him/her perform his/her teaching tasks with skill and proficiency, especially since the teaching process and the skills it requires are no longer seen as requiring the preparation of students to be teachers by obtaining a university degree only, but rather as a multi-stage and multi-skill process; Including what takes place before the teacher joins the profession, some of which take place during practice of teaching, and some that take place after teaching (Bierman, and Kelly 2019); Zayer et al., 2016).

Attention to teaching skills is a necessity confirmed by modern educational trends. Teacher education in the modern era has become based on interest in teaching skills (Hameeda, 2000). Therefore, preparing students and providing them with effective teaching skills occupied a prominent place in the concerns of educators, researchers, and research institutions. The teacher is one of the most important elements in the mastery of students for the desired goals drawn and planned by officials in education to meet the challenges of development in light of the scientific, technological, social, and economic changes of contemporary societies for preparing the teacher (Al-Heila, 2007). The students of Islamic

sciences faculties are important elements in the teaching process. They are the builders of the future. Therefore, training them to acquire the main skills of teaching has become an important matter for the success of the educational process towards the possibility of success or failure (Al-Busaisi and Al-Khafaji, 2005). However, despite the need to take care of preparing these students and providing them with basic teaching skills, there is an agreement in the complaints of workers in the educational field, its supervisors, and those interested in the educational process in general about the weakness of students and university outputs in teaching skills that spread among students and extended its impact to universities (Al-Fatlawi, 2003).

At the local level, a number of studies and research on the reality of teacher preparation institutions in Iraq indicated that there is a weakness in the aspects of professional preparation and skills and shortcomings in the outputs of the faculties concerned with preparing teachers, including the study of (Al-Muusawi, 2004), the study of (Al-Ibadi, 2008), and the study of (Al-Azzawi and Al-Tamimi), the study of (Muhammad, 2015), and the study of (Kadhim, 2016). In order to make sure that there is a real problem for the students of the Arabic language departments in the faculties of Islamic sciences, they conducted an interview with a sample of professors in the same faculty, and asked them about the students' levels of teaching skills. Most of the answers were that their level of teaching skills is weak. In addition to that, the researchers conducted An exploratory study on a sample of University students. A questionnaire was directed to them in which they were asked about their knowledge of teaching skills. Most of the answers showed that they are below the required level.

In light of the foregoing, the two researchers were convinced of the necessity of conducting a scientific study that may contribute to addressing the research problem, which is summarized by answering the question of what is the impact of Quranic teaching methods on the teaching skills of students of Arabic language departments in Faculties of Islamic sciences?

Aims of the Study

The present study aims at:

Identify the impact of Quranic teaching methods for developing teaching skills among students in Arabic language departments in Islamic sciences faculties in the subject of educational applications.

To achieve the aim of the present study, the two researchers formulated the following two null hypotheses:

1. There is no statistically significant difference at the level of significance of (0.05) between the average scores of students-teachers in the experimental and control groups in the teaching skills test after applying the Quranic teaching methods.
2. There is no statistically significant difference at the level of significance of (0.05) between the average performance of students in the experimental and control groups in teaching skills as measured by the observation card.

Limits of the Study

1. Fourth grade-students in the Arabic Language Department at the Faculty of Islamic Sciences, University of Babylon.
2. The academic year 2019-2020.
3. Educational applications material.

Defining Terms

Quranic Teaching Methods

The two researchers did not find a definition of Quranic teaching methods in the sources and literature. So, they defined this term as a group of various educational methods derived from the Glorious Quran, with the intention of investing human energy and stimulating its mental, psychological, verbal, and kinetic potentials, and employing them in the educational field in order to raise it to the highest levels of knowledge. They include the style of stories and good examples, exploration, intimidation and enticement, practical presentation, and others.

The Procedural Definition of Quranic Teaching Methods

A set of teaching methods derived from the Glorious Quran to teach the experimental group in the subject of educational applications in the Department of Arabic Language, Faculty of Islamic Sciences.

Teaching Skills

They are defined as a set of behaviors, allegations, and procedures that the teacher must master to perform teaching and educational roles in order to achieve the desired goals of the educational process (Salah and Waleed, 2006). They are also defined as the mental and motor performance that the teacher follows during teaching, taking into account the accuracy, speed, and continuity of performance (Al-Khaza'ala et al., 2011).

The Procedural Definition of Teaching Skills

The ability of (research sample) student teachers in the Department of Arabic Language, Faculty of Islamic Sciences to perform the skill of formulating educational objectives, the skill of analyzing knowledge content, the skill of analyzing learner characteristics, the skill of preparation, the skill of presentation, the skill of Writing the daily plan, the skill of asking class questions, the skill of diversification of stimuli, the skill of reinforcement, the skill of communication and educational communication, the skill of class management, the skill of closing, and the skill of evaluation and preparation of tests, with mastery and high accuracy.

Previous Studies

The study of Rajab (2014), which is entitled the effectiveness of using the generative learning model in developing some Arabic language teaching skills among female student teachers in the Department of Education at Al-Azhar University.

This study aimed to identify the effectiveness of using the generative learning model in developing the level of cognitive achievement for some Arabic language teaching skills among female student teachers in the Education section and the effectiveness of using the generative learning model in developing the level of practical performance for some Arabic language teaching skills among female student teachers in the Education Division. The quasi-experimental approach was used with the descriptive approach to achieve the objectives of the study. The research sample consisted of thirty fourth year students in the Education Division of the Islamic Faculty for Women, Al-Azhar University branch in Asyut. The test of the cognitive aspect of educational and specialized teaching skills, the observation card, and the student-teacher's guide were prepared as research tools. The study found that using the generative learning model in developing some Arabic language teaching skills among female student teachers in the Education Division of Al-Azhar University was effective (Rajab, 2014).

The study of Al-Kaltham (2015), which is entitled the effectiveness of a training program based on the reciprocal teaching strategy in developing teaching skills and the trend towards the teaching profession for Islamic education subjects), The Islamic University, Umm Al-Qura University, and their attitudes towards the teaching profession.

The researcher used the experimental method. He used a note card and a trend scale as two research tools in this study. The sample

of the study consisted of all students who are teachers majoring in Islamic education in the Faculty of Education, Umm Al-Qura University. The sample consisted of (91) students. The study found that there were statistically significant differences between the mean scores of both the experimental group and the control group in the post-application of the observation card, in favor of the experimental group. The effect of the training program based on the reciprocal teaching strategy in developing the teaching skills of the teachers of Islamic education for the experimental group was large, which confirms the effectiveness of the training program for the student-teacher based on the use of the reciprocal teaching strategy in developing the teaching skills of teachers of Islamic education (Al-Kaltham, 2015).

Comparison between Previous Studies and the Present Study

The previous two studies were conducted at different places as the study of (Rajab 2014) was conducted at Al-Azhar University and the study of (Al-Kaltham 2015) was conducted at Umm Al-Qura University. The present study was conducted in Iraq, Babylon. The previous studies varied in terms of their objectives. The study of (Rajab 2014) aimed to identify the educational and specialized teaching skills to be developed among female student teachers. The study of (Al-Kaltham 2015) aimed to identify the effectiveness of the training program for the student teacher based on the use of the strategy of reciprocal teaching in developing the teaching skills of Islamic education teachers. As for the present study, it aimed to identify the effect of Quranic teaching methods on the teaching skills of students of Arabic language departments in Islamic sciences faculties. The methodology used in the previous studies is different as the study of (Rajab 2014) adopted the quasi-experimental approach and the descriptive approach, and the study of (Al-Kaltham 2015) adopted the descriptive and the experimental method. The present study adopted the experimental method. The previous studies agree with the present study in terms of the experimental designs they adopted. The samples of the previous studies varied. The sample of the study of (Rajab 2014) was (30) female students. The sample of the study of (Al-Kaltham 2015) consisted of (91) students. The sample of the present study consisted of (72) female students. The previous studies differed in the gender of the sample. The study of (Rajab 2014) was on females. The study of (Al-Kaltham 2015) was on males. The present study included males and females. The study levels on which the previous studies were

conducted were at the university level. The sample of the present study was also at the university level. The previous studies used different research tools. The study of (Rajab 2014) relied on the cognitive aspect test for educational and specialized teaching skills, the observation card, and the student-teacher's guide. The study of (Al-Kaltham 2015) relied on a note card for teaching skills and the trend scale. The present study relied on the achievement test used for teaching skills. The previous studies used appropriate statistical methods for their research data as well as the present study.

Methodology

To obtain the objective of the present study, the two researchers relied on the experimental method as follows:

The Experimental Approach

The experimental research is based on the experiment that is concerned with revealing the causal relationship between variables. It is the most accurate type of scientific research that can affect the relationship between the dependent and independent variables (Al-Jabiri, et al., 2011). The two researchers chose this method because it fits the present study.

The Experimental Design

The experimental design is defined as the plan used in the experiment or is a series of steps that include the distribution of statistical treatments in the experiment. Every experimental research must have its own design to ensure its safety and accuracy of its results (Abdulrahman and Zankaneh, 2007). The nature of the present study necessitated the adoption of an experimental design consisting of two groups, one of which is an experimental group exposed to the experimental variable; the independent variable, and a control group in the traditional way.

The Study Community and its Sample

The present study community is represented by fourth-grade students in the departments of Arabic language in the Faculties of Islamic sciences, whose number is (685) male and female students. The department of the Arabic language at University of Babylon, whose (80) students was intentionally chosen to be the sample of the present study. (8) male students were excluded due to their dropping out. So, the

study sample became (72) male and female students.

Equality of the Two Study Groups

The two researchers statistically equalized the experimental and control study groups before starting the program in some variables that may affect the safety of the experiment and the accuracy of its results. These variables are:

The Previous year's Grades for Arabic Language Teaching Methods

The two researchers equalized the two research groups in the students' scores in the third-grade teaching methods course for the academic year (2018-2019). They balanced the two groups using the Mann-Whitney test to find out the significance of the difference between the two groups. The two groups are equivalent in this variable. The difference between them was not statistically significant at the level of significance of (0.05). The calculated Mann-Whitney value was greater than the tabular value as shown in Table (1).

Table 1.

The results of the Mann-Whitney test to find out the differences in the teaching methods subject scores between the two research groups

Group	Sample number	Ranks average	Ranks total	Man-Whitney value		Statistical significance (0.05)
				Calculated	Tabular	
Experimental	36	15.72	251.50	115.50	70	insignificant
Control	36	17.28	276.50			

Intelligence Tests

Intelligence tests reveal the general mental level of a person through his/her performance of certain mental tasks. They represent the functions involved in the concept of intelligence (Antonius, 1997).

In order to obtain accuracy in the results of the present study, the two researchers applied the Oates test for mental ability among university students. The test consists of (72) items. The Oates test was adopted because it is characterized by honesty, stability, accreditation

for the Iraqi environment, and suitability for the age group of the research sample, which is the university level.

The test was applied on Sunday (13/10/2019). It was evaluated by one score for the correct item and zero for the wrong, abandoned, or multiple answers. They are equivalent in this variable. The difference between them was not statistically significant at the level of significance of (0.05). The calculated Mann-Whitney value was greater than the tabular value as shown in Table (2).

Table 2.

Mann-Whitney test results to find out the differences in IQ test scores

Group	Sample number	Ranks average	Ranks total	Man-Whitney value		Statistical significance (0.05)
				Calculated	Tabular	
Experimental	36	16.03	256.50	120.50	70	insignificant
Control	36	16.97	271.50			

The Pre-test scores

Before starting the experiment, the two researchers applied the pre-test for teaching skills. It consisted of (30) items. One score was given for each item whose answer is correct and zero for the wrong answer. Then, the two groups were equalized using the Mann-Whitney test to find out the significance of the difference

between the two groups. It was found that both groups are equivalent in this variable. The difference between them was not statistically significant at the level of significance of (0.05). The calculated Mann-Whitney value was greater than the tabular value as shown in Table (3).

Table 3.

The results of the Mann-Whitney test to find out the differences between the two research groups in the pre-test

Group	Sample number	Ranks average	Ranks total	Man-Whitney value		Statistical significance (0.05)
				Calculated	Tabular	
Experimental	36	17.31	277	115	70	insignificant
Control	36	15.69	251			

Extraneous Variables

The experimental work is scientifically distinguished. Hence, controlling the experiment is not an easy matter. It is not only represented in the researcher's control over one variable and its impact on another variable, but rather in the exact observation and control of other variables that may affect the dependent variable (Al-Zoba'i and Al-Ghannam, 1981).

The two researchers controlled a set of extraneous variables, namely: selection of sample members, accompanying accidents, processes related to maturity, and experimental extinction. They proved that they all do not affect the dependent variable.

The Study Tool

A. Preparing the Teaching Skills Test

In order to obtain the objectives and hypotheses of the present study, this required the two researchers to build a pre-test for teaching skills to verify the equivalence of the two experimental and control research groups.

The two researchers built an objective test of the multiple choice type that consists of (30 test items). This type of test has many advantages, including its comprehensiveness, honesty, and reliability, in addition to the ease of correction. It is exciting and interesting for students. It does not take long time to answer (Imam et al., 1992). The test items were derived in light of a number of literature on curricula and teaching methods, writings related to teaching skills, and extrapolation of previous research and studies conducted in the field of teaching skills development.

Validity of the Test

The validity of the test is its ability to measure the trait to be measured. It does not measure anything else as a substitute or equivalent to it (Khidhr, 2004). In order to verify the validity of the test, the two researchers used the following:

Apparent Validity

The general appearance of the test in terms of items, how it is formulated, and how clear it is to measure the content for which it was developed. The other type is the validity of the content, which means the extent to which the test items represent the content of the material to be measured, or the extent to which the item is related to the content of the objective to be measured (Al-Dhahir et al., 1999).

The two researchers presented the test to a group of (21) experts and specialists in educational and psychological sciences in order to obtain the validity of the test items and the soundness of their formulation.

The two researchers adopted an 80% agreement percentage as a minimum to accept the item in the test. The arbitrators' agreement percentage is considered acceptable if it reaches (80%) or more (Samara et al., 1989). The experts' opinions were unanimous on the validity and relevance of the test. The percentage of agreement was more than (85%).

The Exploratory Application of the Test

To verify the clarity of the test items and the time taken to answer them, the two researchers applied the test to an exploratory sample of (20) male and female fourth-grade students in the Faculty of Islamic Sciences at the University of Kufa for the academic year (2019-2020). They were randomly chosen. It became clear that the test items were clear. As for the time taken to answer it, the two researchers obtained that the average response time for the test items is (35) minutes by calculating the average time of the students using the equation of the average response time for the achievement test items.

Analysis of Test Items

The process of analyzing test items is of a high degree of importance due to its benefits that help to come up with effective measurement tools that measure traits accurately and develops test items to the extent that they make a significant contribution to what that test measures (Nabhan, 2004).

To analyze the test items statistically, the two researchers applied the test to a sample of (40) male and female students, corrected the answers, arranged their scores in a descending order, then divided the answer sheets into two categories, and calculated the difficulty level and the strength of discrimination as follows.

The Difficulty Level

The difficulty of the item is the percentage of the number of students who answered the item correctly. The higher this percentage indicates the ease of the item, and the lower it indicates its difficulty (Abu Salih et al., 2000). After calculating the coefficient of ease and difficulty for the test items, it was found that they are between (0.23 - 0.68). The test items are considered acceptable if their difficulty rate is (0.20) and (0.80). (Al-Zoba'i and Al-Ghannam, 1981). After calculating the difficulty coefficient for each of the test items, it turned out that it

ranges between (0.41-0.67). The two researchers infer from this that all the test items are acceptable and valid for application.

Distinguishing the Test Items

It is one of the important characteristics that should be available in the test items. It means the extent to which the test items can measure individual differences among students (Allam, 2002).

After calculating the discrimination power of each of the test items, the two researchers found that it ranges between (0.44-0.76). The test items are considered good if their discrimination power is (0.30) or more (Al-Kubaisi, 2007).

Test Stability

Stability is one of the desirable conditions for a good test. One of the conditions for a good test is its stability, which is the accuracy and consistency of the items in measuring the characteristic to be measured (Odah, 1998). The test is considered stable if the same results are obtained when re-applied to the same trainees in the same circumstances (Al-Khateeb, 2011). The two researchers calculated the test's stability using the half-split method.

Half-split Method

The half-split method is the fastest and simplest method for calculating stability. The test is applied once in one unit. Then, its items are divided into two equal halves, one of which includes the odd items, and the other includes the even items. After that, the correlation coefficient between the two halves of the test is calculated (Al-Rahman, 1998). The two researchers relied on the answers of the same statistical analysis sample of (40) male and female students to calculate the stability of the test. They divided the test items into two halves. The first half included the scores of the individual items. The other half included the scores of the even items. The correlation coefficient between the two parts of the test was calculated using Pearson correlation coefficient because it is one of the most important and common correlation coefficients in this field (Al-Rahman, 1998). It reached (0.79). Then, it was corrected by the Spearman-Brown equation. The test reliability coefficient reached (0.88). Thus, the test became ready for application in its final form that consists of (30) items.

The Observation Card

Observation is one of the most reliable tools of scientific research in measuring skill performance (Al-Zoba'i and Al-Ghanam, 1981). As the present study requires measuring students' performance, the two researchers built an observation form according to the following steps:

The Objective of the Observation Card

The observation card aims to measure the performance of the research sample students for specific teaching skills (writing the daily annual plan, educational objectives, preparation, analysis of knowledge content, identifying the characteristics of learners, educational communication, classroom questions, capturing the attention of trainees throughout the lesson (diversification). stimuli), reinforcement, in-class discipline, closure, evaluation, and test preparation).

Sources of Derivation of Card Paragraphs

Card Paragraphs Were Derived Through:

1. Examining the literature on curricula and teaching methods related to teaching skills.
2. Reviewing previous research and studies conducted in the field of developing teaching skills.
3. Analyzing the main teaching skills identified in the present study into their sub-components.

The Validity of the Observation Card

To verify the validity of the form, it was presented to a group of (14) experts and arbitrators to judge the validity of the items of sub-skills and their belonging to the main skill. In light of this, the items that did not obtain an agreement percentage of (80%) were deleted. Some modifications were made in the formulation of other items according to the experts' directives. So, the number of items of the observation card became (45). Thus, the two researchers were able to verify the apparent validity of the items of the observation card.

Observation Card Stability

Observers' agreement method is one of the most common methods in calculating the stability of the observation form (Al-Mufti, 1984). So, it requires the presence of at least one other observer than the observer; a researcher to observe the students' teaching themselves at the

same time using the observation form to find its stability. Therefore, the researcher and another researcher observed the teaching performance of ten students. Cooper's equation was then applied to match it with the other researcher to extract the average agreement that was (0.87), which is a high agreement rate. (Al-Nabhan, 2004).

Application of the Experiment

In the application of the experiment, the two researchers followed the following procedures:

The Beginning of the Application of the Experiment

The subjects of the experiment were studied on the members of the experimental group on Sunday, 13/10/2019, with two lessons per week.

Application of the two study tools

Post-test

After the end of the experiment, the two researchers applied the post-test to the two research groups on Sunday, December 29, 2019. 14 days later, it was applied again to the experimental group in order to determine the effect of Quranic teaching methods.

The Observation Card

In order to note the teaching performance of the research sample members as a whole to show the effect of Quranic teaching methods in developing the teaching skills specified in the observation card after the end of the experiment period, the two researchers visited the administration of Al-Khansa Secondary School for Girls on Tuesday, 12/24/2019 to obtain their

Table 4.

The results of the Mann-Whitney test to find out differences between the experimental and control groups in the post test of teaching skills

Group	Sample number	Ranks average	Ranks total	Man-Whitney value		Statistical significance (0.05)
				Calculated	Tabular	
Experimental	36	20.63	330	62	70	insignificant
Control	36	12.38	198			

Results Related to the Fourth Hypothesis

There is no statistically significant difference at the level of significance of (0.05) between the average performance of students in the experimental and control groups in teaching

agreement on the application of twenty students of the Arabic language department for the purpose of completing the experiment and evaluating their teaching performance through the observation card.

Correction of the Two Study Tools

In order to give the numerical character of the response of the research sample members to the two tools, the two researchers set a set of criteria in correcting the two research tools. They gave (zero, 1, 2) scores for the estimates (not able, medium degree, complete ability) respectively for the observation form (Zaitoun, 2005). The scores (zero, 1) were given for the pre-post-test. One score was given for each correct answer.

Statistical Means

The two researchers used the statistical program (SPSS) to analyze the data.

The Results

1. Results related to the third hypothesis

There is no statistically significant difference at the level of significance of (0.05) between the average scores of students (teachers) in the experimental and control groups in the post-teaching skills test after applying the training program. To verify this hypothesis, the two researchers used the Mann-Whitney test which revealed that there was a statistically significant difference in favor of the members of the experimental group. The calculated Mann-Whitney value was smaller than the tabular value at the level of significance of (0.05) as in Table (4). Thus, the previous null hypothesis is rejected.

skills as measured by the observation card. To verify this hypothesis, the two researchers used the Mann-Whitney test which revealed that there was a statistically significant difference in favor of the members of the experimental group.

Table 5.

The results of the Mann-Whitney test to find out differences between the experimental and control groups performance of skills as measured by the note card

Group	Sample number	Ranks average	Ranks total	Man-Whitney value		Statistical significance (0.05)
				Calculated	Tabular	
Experimental	36	23.28	372.50	19.50	70	insignificant
Control	36	9.72	155.50			

Interpretation of the results

The results of the present study showed the following:

1. There is a statistically significant difference at the level of significance of (0.05) between the scores of the students of the experimental and control groups in the post test of teaching skills, in favor of the experimental group.
2. There is a statistically significant difference at the significance level of (0.05) between the scores of the students of the experimental and control groups in the performance of teaching skills according to the observation card, in favor of the experimental group.

This indicates the superiority of the experimental group over the control group in the following aspects:

1. The performance aspect of teaching skills as measured by the observation card for teaching skills.
2. The cognitive aspect of teaching skills as measured by the post test of teaching skills.

The two researchers attribute the main reason for these results to the effect of Quranic teaching methods in developing teaching skills among students of Arabic language departments through the following points:

1. The effectiveness of Quranic teaching methods in diversifying stimuli and creating motivation, which is positively reflected on students, so they have a motivation to learn, moving away from routine and traditional teaching methods.
2. The accuracy of the theoretical and applied information provided by the Quranic teaching methods and their focus on giving adequate information to students about teaching skills and presenting them to students in a procedural manner.
3. Making the student the focus of the educational process through the diversity of Quranic teaching methods in classroom situations.
4. Paying attention to the practical aspect by making each student practice actual teaching more than once, in addition to classroom situations and problems, which makes him/her self-confident and breaks the barrier of fear and shame in the teaching process.

Conclusions

1. Quranic teaching methods are significant in developing teaching skills among student teachers in Arabic language departments in Islamic sciences faculties.
2. It is possible to develop the teaching skills of students who teach Arabic departments in Islamic sciences faculties through training.
3. The process of organizing and linking theoretical information with the practical information is effective.

References

- Abdulrahman, A., & Zangana, A. (2007). *Methodological patterns and their applications in the humanities and applied sciences*. Al Wafaq Printing Company, Baghdad, Iraq.
- Abu Salih, M. (2000). *Measurement and Evaluation*. Textbook Printing Press, Sana'a, Yemen.
- Al-Azzawi, H., & Al-Tamimi M. (2013). The Availability of Teaching Skills for Arabic Language Teachers and Teaching Methods at Baghdad and Al-Mustansiriya Universities in Light of Quality Standards. *Journal of the Faculty of Basic Education*, Babylon University.
- Al-Bussain, H., & Al-Khafaji, H. (2011). The quality of the university scientific curriculum and the teaching techniques used to improve the quality of the outcomes of the educational process, reality and ambition. *Journal of the Faculty of Medicine*, University of Kufa, 23.
- Al-Dhahir, Z. (1999). *Principles of Measurement and Evaluation in Education*. Al-Nasher Library, House of Culture for Publishing and Distribution, Amman, Jordan.
- Al-Dulaimi, H. (2011). *The effect of Excavation in Qur'anic Texts and Traditions of Arab Speech in Avoiding Grammatical Error and Developing Language Ability*, Babylon University. Faculty of Education - Safi al-Din al-Hilli, Unpublished doctoral thesis.
- Alfalh, H. (2002). *Building an educational program based on the theory of contextual and its impact on the analysis of texts*

- Quranic Arabic Students sections in the faculties of Islamic Sciences.* Al-Mustansiriya University, Faculty of Basic Education, 2020, Unpublished doctoral thesis.
- Al-Fatlawi, S. (2003). *Teaching Competencies: Concept - Training - Performance*. Dar Al-Shorouk, Amman, Jordan.
- Al-Hashimi, A. (2010). *Contemporary Strategies in Teaching Islamic Education: An Applied Theoretical Vision*. 1st Edition, Dar Alam Al Thaqafa for Publishing and Distribution, Amman, Jordan.
- Al-Ibadi, S. (2008). *Professional Preparation for Secondary School Teachers in the Faculty of Education, Ibn Rushd*. University of Baghdad and Faculty of Education, Ain Shams University, a comparative study. Unpublished doctoral thesis, University of Baghdad, Faculty of Education, Ibn Rushd.
- Al-Imam, M. (1990). *Evaluation and Measurement*. Dar Al-Hikma for printing, Baghdad, Iraq.
- Al-Jabiri, K. (2011). *Curriculum and Textbook*, House of Books and Documents, Baghdad, Iraq.
- Al-Kaltham, H. (2015). The effectiveness of a training program based on the strategy of reciprocal teaching in developing teaching skills and the trend towards the teaching profession for Islamic education subjects. *The Specialized International Educational Journal*, 4(1).
- Al-Khateeb, M., & Al-Khateeb, A. (2011). *Psychological Tests and Measures*. Dar Al-Hamid, Amman, Jordan.
- Al-Khaza'leh, M. et al. (2011). *Effective Teaching Methods*. Dar Safaa for Publishing and Distribution, Amman, Jordan.
- Al-Kubaisi, A. (2007). *Measurement and Evaluation, Updates and Discussions*. Jarir Publishing and Distribution House, Amman, Jordan.
- Allam, S. (2002). *Analysis of Psychological, Educational and Social Research Data*, 3rd Edition, Dar Al-Fikr Al-Arabi, Cairo: Egypt.
- Al-Mufti, M. (1984). *Teaching Behavior*. The Arab Gulf Foundation, Nahdhat Misr Press.
- Al-Musawi, M. (2004). *Evaluation of vocational preparation curricula for students of Faculties of education in both Iraq and Jordan, a comparative analytical study*. University of Baghdad, unpublished doctoral thesis.
- Al-Nabhan, M. (2004). *The Basics of Measurement in Educational Sciences*, Dar Al-Shorouk for Publishing and Distribution, Jordan.
- Al-Rafi'i, M. (2003). *Quranic metaphor and prophetic rhetoric*, Al-Mukhtar Institution for Publishing and Distribution, Cairo, Egypt.
- Al-Rahman, S. (1998). *Psychometrics (theory and practice)*. Dar Al-Fikr Al-Arabi, Cairo, Egypt.
- Al-Zoba'i, A. (1981). *Psychological Tests and Measures*. Book house for printing and Publishing, Mosul, Iraq.
- Al-Zoba'i, A., & Al-Ghannam (1981). *Educational Research Methods*, Part 1, Baghdad, Iraq.
- Antonius, M. (1997). *Measurement and Evaluation in Modern Education*, Damascus University Publications, Syria.
- Attia, M. (2002). *Cultural preparation for students of the Faculty of Education*, Al-Azhar University in light of the challenges facing the Islamic world unpublished MA thesis, Al-Azhar University, Faculty of Education, Fundamentals of Education.
- Bierman, A., & Kelty, R. (2019). Religious coping, job hazards and distress among civilians deployed to Iraq and Afghanistan. *Res Militaris*, 9(1).
- Dawoud, A., & Abdurraheem, A. (1990). *Educational Research Methods*. Bait Al-Hikma for Publishing and Distribution, Baghdad, Iraq.
- Doran, R. (1985). *Basics of Measurement and Evaluation in Teaching Science*. Department of Education, Jordan.
- Ender, M.G., & Hajjar, R.M. (2019). Teaching war from a sociological perspective: The west point exemplar. *Res Militaris*, 9(1).
- Hameeda, I. (2000). *Teaching Skills*, Zahraa Al Sharq Library for Publishing, Cairo.
- Heila, M. (2007). *Classroom Teaching Skills*, Dar Al Masirah for Publishing and Distribution, Amman, Jordan.
- Hussein. (2008). *The Arabic language is a legacy, advancement and life*. Arab Writers Union, Damascus, Syria.
- Kadhim, H. (2016). The level of performance of teachers of applications in modeling teaching skills from the point of view of student teachers. *Babylon University Journal, Humanities*, 24(2).
- Khidhr, F. (2004). *Methods of Teaching Social Studies*. Dar Al Masirah for Publishing and Distribution, Amman, Jordan.
- Muhammad, M. (2015). Evaluating the effectiveness of Arabic language teachers in light of effective teaching skills. *Journal of Human Sciences, Faculty of Education for Human Sciences*, 22(3).
- Odah, A. (1988). *Measurement and Evaluation in the Teaching Process*. Second Edition, Dar Al-Amal, Irbid, Jordan.
- Rajab, N. (2014). *The effectiveness of using the generative learning model in developing some Arabic language teaching skills for female student teachers in the Education Division of Al-Azhar University*. Faculty of

- Human Studies in Cairo, Al-Azhar University, Egypt, unpublished MA thesis.
- Salah, S., & Al-Kandari, W. (2006). *The effect of integrating micro-teaching and modeling in developing some teaching skills among students of the College of Basic Education, Arabic Language Division*. Journal of Studies in Curricula and Teaching Methods, The Egyptian Society for Curriculum and Instruction, Faculty of Education, Ain Shams University.
- Samara, A. (1989). *Principles of Measurement and Evaluation in Education*, 2nd edition, Dar Al-Fikr, Amman, Jordan.
- Zaitoun, K. (2005). *Teaching Models and Skills*, World of Books, Cairo.
- Zayer, S. (2016). *Teaching strategies between theory and practice*. Al-Amir Library, Baghdad, Iraq.
- Robertson, C., & Messenger, W. (2010). Early childhood intervention in the UK: Family, needs, standards and challenges. *International Journal of Early Childhood Special Education*, 2(Special Issue), 161-171.