# The Impact of Field Practical Education on Improving the Level of Self-Efficacy in Teaching Islamic Education and Arabic Language among Female Class Teacher Students at Jerash University

**By Dr. Odeh Mustafa Ali Bani Ahmad**

Class Teacher Department, College of Educational Sciences, Jerash University, Jordan

&

**Dr. WalidFalahZaeedZureigat**

Class Teacher Department, College of Educational Sciences, Jerash University, Jordan

**Abstract**

This study aimed to show the effect of field practical education on the level of self-efficacy in teaching Islamic education and Arabic language among female class teacher students at Jerash University. The study sample consisted of (35) female students enrolled in field practical education in the first semester of the academic year (2021/2022).The researchers used the scale of self-efficacy beliefs in teaching Islamic education and the Arabic language, which consisted of (21) items and were divided into two areas:Personal self-efficacy in teaching Islamic education and Arabic language, and anticipating the outcomes of teaching Islamic education and Arabic language.The arithmetic means and standard deviations of the students' scores were found in the two applications, the pre and post applications of the scale, and the significance of the differences between the means in the two applications was tested with the (t) test.The results showed that there is a statistically significant effect at the level (α=05.0) of the subject of practical education in improving self-efficacy in teaching Islamic education and the Arabic language related to each of the field of personal self-efficacy in teaching Islamic education and Arabic language.And the field of anticipating the outcomes of teaching Islamic education and Arabic language among female students who studied these two subjects,The study recommended the use of modern and new methods in the training process, based on active interaction, and taking into account recent technological developments.

**Key words :**Practical education, self-efficacy in teaching Islamic education and the Arabic language, female classroom teacher students.

**The introduction**

All educational institutions in the Arab world seek to narrow the gap between theory and practice. There is a constant complaint that the student owns the theoretical material and cannot apply it.Hence, the field practical education course came to narrow the gap between theory and practice and to provide the student with the skill and ability to apply what he learned theoretically in the classroom, and this leads to the teacher's comprehensive preparation for all aspects of the educational process.Especially in the subjects of Islamic education and the Arabic language, as these two subjects prepare the student soundly to be a balanced personality in society, especially for students of the first three grades, as it is the basis upon which the rest of the education stages are built, and this is what the Faculty of

Educational Sciences at Jerash University is unhappy with through the Practical Education course field .

One of the major goals of Islamic education and the Arabic language is to build the student's personality in a comprehensive, balanced and integrated manner in all its dimensions, and to assist the learner in acquiring knowledge and science, and acquiring skills, values, attitudes and tendencies, and Islamic educational ethics in all aspects of his life, giving him the ability to think in all its forms.It can only be achieved by preparing the learner who is able to take responsibility,And by developing his will and conscience, raising his physical and mental energies, investing his talents and directing them towards science and knowledge that are commensurate with his preparations and abilities in order to have self-efficacy that makes him able to practice the profession of education in the future with high efficiency (Rayan, 1996).

It is worth noting that teaching Islamic education and the Arabic language in this era is of great importance in light of the advanced scientific and technological progress, and away from Islamic values and trends that mock books and understanding through the topics of the Arabic language, which is the language of the Noble Qur'an.The integration of these two subjects with each other, and the large number of manifestations of corruption and dissolution in society, all of this requires attention to the subjects of Islamic education and the Arabic language for students from a young age, until they are brought up on Islamic principles and teachings, which are assimilated and consolidated in the hearts of students through the Arabic language subject, so we find that the definition of Reading in Arabic is an organized process of building meaning in the brain. Therefore, meanings, values and knowledge must be built in the minds of students from a young age, and they are able to face the challenges and difficulties they face in life (Musa, 1998).

Islamic education and the Arabic language view the school curriculum in the basic stage as a tool in achieving its goals, bringing up the learners in an Islamic upbringing, and helping them to develop their abilities. Behavioral, as the Prophet's biography in the Islamic education curriculum in all its subjects represents a good example for learners at all academic levels in general and in the basic stage in particular (Jordanian Ministry of Education, 2009).

Given the importance of Islamic education and the Arabic language in this era, however, many studies indicate that the curricula of Islamic education and the Arabic language and methods of teaching them still depend on traditional methods based on memorization and indoctrination, and contentment with some knowledge, Islamic sciences, simple linguistic issues and the ability to decipher words and store them. In the minds of students, without giving them the opportunity to think, reflect, scrutinize and criticize, and invest their mental energies for creativity and discovery within the framework of the Islamic educational curriculum (Al-Jallad, 2000).

From here came the interest of Islamic education and the Arabic language using modern teaching methods in teaching all branches of Islamic education and the different Arabic language, in order to reach the development of thinking among learners and to preserve the survival of information and knowledge in the hearts of students, so that it is reflected on their behavior and behavior in contemporary and future life, and cognition And full awareness of the issues and problems facing society and overcoming them (Abu Jalgaif, 2006).

The philosophy of teaching Islamic education and the Arabic language is based on several factors and foundations that include preparing learners to practice different intellectual and skill processes, and not be limited to memorizing and retrieving information, and working to develop learners' mental ability, innovation, innovation, prediction, reflection and scrutiny, and the use of teaching methods and methods that meet the needs of learners and improve Their self-efficacy (Al-Dada, 2008).

It should be noted here that the development of learners' self-efficacy is the key to learning and training in self-control by reducing anxiety, providing the learner with the ability to defend his rights, facing life problems and solving them, interacting and communicating with others, and learning modern teaching methods that are in line with developments. And technological progress in all fields, especially what the Corona pandemic imposes on us in this era, hence the urgent need to develop the self-efficacy of learners in all their aspects (Miqdadi and Abu Zaitoun, 2010).

Based on the foregoing, this study deals with an important aspect of the stage teacher training and preparation represented by field practical education, which is a compulsory course for the class teacher specialization at Jerash University, and measuring its impact on self-efficacy in teaching Islamic education and Arabic language.

**Study problem**

Teaching Islamic education and the Arabic language at the lower basic stage in all their subjects, especially the first three grades, is of great importance, because teaching Islamic education and the Arabic language at this educational stage for students develops a love of knowledge and discovery, and satisfies their needs to understand Islamic sciences and knowledge and contemporary issues.This may be achieved only through the presence of a highly qualified and well-prepared teacher, who is able to create a classroom environment that encourages students to ask questions, and actively participate with the teacher, and through the experience of researchers in the field of the Ministry of Education that there is weakness among primary school teachers when Teaching Islamic education and the Arabic language, where the focus is on memorization and memorization more than on understanding the meanings and thinking about what is presented to the student,Because the nature of Islamic education and the Arabic language is based on thinking and contemplation, and when teaching them to students in the first three grades depends on tangible, tangible things. Negatively on their self-efficacy in teaching them, as the bulk of the responsibility for this falls on how to prepare teachers and the programs prepared for this when teaching the field practical education course in the field teacher specialization in Jordanian universities.The students of the classroom teacher, before learning the programs prepared in the field practical education course, have a kind of self-efficacy about the teaching skills that they had learned during their learning at the different academic levels, and from the educational knowledge that they had acquired in their university studies.

Therefore, it is the responsibility of the field practical education program to provide these students with better educational skills and ideas, and modern teaching methods that are in line with scientific and technological development, as the amount of development in teaching skills that the field practical education program brings about among student teachers and the associated change in their self-efficacy It is considered an indicator for judging the

effectiveness of field practical education and its ability to achieve self-efficacy among student teachers.

Hence, this study came to show the impact of the field practical education subject on self-efficacy in teaching Islamic education and Arabic language among female class teacher students at Jerash University.

**Study questions:**

In light of the foregoing, the problem of the study can be determined by answering the following main question: What is the effect of the practical education subject for the class teacher's specialization at Jerash University in improving self-efficacy in teaching Islamic education and Arabic language among female students enrolled in it? Whereas the following two questions emerged from the main question:

1- Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the mean scores of the study members in the pre and post applications of the study tool in the field of self-efficacy in teaching Islamic education and the Arabic language due to the subject of practical education?

2- 2- Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the mean scores of the study members in the pre and post applications of the study tool in the field of predicting the outcomes of teaching Islamic education and the Arabic language due to the subject of practical education?

**The importance of study:**

The importance of this study lies in the importance of the self-efficacy of the teachers of the first three grades in teaching the Islamic education and Arabic language course for this important age stage of the learner's life, and its significant impact on their educational behavior related to teaching Islamic education and the Arabic language for these grades.It is important to know the nature of self-efficacy in teaching Islamic education and the Arabic language to these teachers, and the effectiveness of pre-service preparation programs in shaping it at a level that helps them teach Islamic education and Arabic language to first grade students with high efficiency.The results of this study give indicators that may help in developing classroom teacher preparation programs in Jordanian universities in general and Jerash University in particular, with regard to teaching Islamic education and the Arabic language.Since there is no study - within the limits of the researchers' knowledge - that dealt with the impact of practical education programs on shaping the self-efficacy of teachers of Islamic education and the Arabic language before service, most of the studies dealt with the level of teachers' self-efficacy and its relationship to some factors and variables, as Abu Riash and Al-Safi study (2007), Al-Yousef study (2013), and Kattawi study (2013).

**Objectives of the study:**
**This study seeks to achieve the following objectives:**

1- Identifying the extent of the impact of the field practical education subject for the class teacher's specialization at Jerash University in improving self-efficacy in teaching Islamic education and Arabic language among female students enrolled in it.

2- Identifying the relationship between the field of self-efficacy in teaching Islamic education, Arabic language and field practical education.

3- Identifying the relationship between the field of anticipating the outcomes of teaching Islamic education and Arabic language and field practical education.

**The limits of the study :**

This study proceeds in the light of the following limits:

• Time limits: the first semester of the academic year: 2021/2022 AD.

• Spatial limits : Faculty of Educational Sciences at Jerash University.

• Human limits: female class teacher students who are registered for the field practical education in the first semester of the school year 2021/2022.

**Procedural Identifications:**

**Field Practical Education:** a subject in the study plan for the Bachelor's program in the specialty of the classroom teacher at the Faculty of Educational Sciences at Jerash University, representing the field application, for which the student usually registers in the last semester of his studies at a rate of (12) credit hours as a compulsory specialization requirement, where It provides the student teacher the opportunity to practice teaching and to apply what he learned in his studies at the university of educational principles and theories in a practical application in the school determined by the college, under the guidance and follow-up of the collaborator, and under the direct supervision of the faculty member who teaches and supervises the subject in the college.

**Female class teacher students:** They are the female students registered for the practical education course for the class teacher specialization at Jerash University in the first semester of the academic year (2021/2022), and they are practically applying in one of the cooperating schools close to the university and under the supervision of the Faculty of Educational Sciences.

**Self-efficacy in teaching Islamic education and the Arabic language:** It is the class teacher's confidence and belief in her ability to perform the tasks of teaching Islamic education subjects and the Arabic language to students of classes in the basic stage (the first three grades), and the positive influence in their learning of Islamic education and the Arabic language, and it falls within two areas, namely: Personal self-efficacy in teaching Islamic education and the Arabic language, which refers to the teacher's judgment on her skills and ability to teach subjects of Islamic education and the Arabic language with high effectiveness, and the general self-efficacy associated with the outcomes of teaching Islamic education and the Arabic language, which refers to the teacher's judgment on her teaching ability and effectiveness in Positive impact on learning the subjects of Islamic education and the Arabic language.

**Theoretical literature and previous studies:**

One of the most important theories that talk about teacher self-efficacy is the cognitive theory of self-efficacy that Bandura talked about, where he sees in his theory of self-efficacy that

learners' efficiency affects their future academic achievement and their ability to learn effectively. (Bandura, 1997)

Self-efficacy is the driving force of the behavior of the learner, who is based on his beliefs about his effectiveness, his skills, and his interaction with what he has learned to face the problems and challenges facing him. He tries to pay attention to his inner self, and he has many worries and pain, and he generates anxiety and tension about what he thinks of his cognitive ability, which leads to failure that leads him to apathy when facing weakness (Abu Ghazal and Alawneh, 2010).

It is worth noting that the judgments of others on the learner and their reactions towards his effectiveness in performing one of the various tasks is a basis for his self-efficacy, and a clear indication of his effectiveness in performing this task. In performing this task, and this leads to his poor performance when carrying out this task, but if the judgments of others on the learner and their reactions are positive, this raises his level of efficiency in performing any task whatsoever, and he performs it better, and achieves positive results and goals that he set for this task. The mission (Schunk, 2003).

It should be noted here that self-efficacy in the eyes of the world  have three dimensions:

1- The teacher's self-efficacy level: it starts from believing in self-efficacy in performing a task, no matter how difficult it is, to believing in self-efficacy in performing a particular task, until he comes to believe in performing an easy task.

2- Generalization of self-efficacy by the teacher: It means the extent to which the self-efficacy of the individual spreads across different problems and situations. It is possible to limit the self-efficacy of the individual to a specific problem or situation, or to generalize to a group of similar problems or situations.

3-  The strength of the teacher's self-efficacy: This dimension means the extent to which the level of self-efficacy of the teacher is stable under different and contradictory circumstances.

**Teachers' self-efficacy resources:**

The strength and development of self-efficacy in the learner depends on a number of main sources, namely:

First: Representative experiences: It means that the learner's self-efficacy when performing a task increases when he sees learners of his level performing this task with high efficiency.

Second: mastery experiences: It means that if the learner's success in performing a task is repeated, this leads to an increase in his level of self-efficacy, and on the contrary, repeated failure by the learner in performing one of the tasks reduces his level of self-efficacy.

Third: The psychological and emotional states of the teacher: The teacher's self-efficacy is affected according to the psychological and emotional state of the teacher when performing a certain task.

Fourth: Mental Persuasion: The teacher's self-efficacy is affected by what he is convinced of when performing a certain task from some teachers who trust their mental ability, provided that this task he performs is achievable, and that it is accomplished on time (Brinter, and Pajares, 2006.

**Domains of self-efficacy:**

Bandura's theory of self-efficacy has been of great benefit to those working in the field of education to study learner's self-efficacy, as the educational process has been defined in two areas, namely:

1- The teacher's personal self-efficacy in teaching: This field refers to the learner's beliefs that relate to his ability to teach effectively, and the positive impact on students' achievement and the teacher's confidence in his skills in that, as this is the main determinant in choosing activities and learning methods, and the effort that the teacher exerts in his performance. Teaching mission (Ozdilk, &Bulunuz, 2009)).

2- General self-efficacy in teaching or the efficiency expected from teaching outcomes: it means the teacher's beliefs about whether effective teaching has a positive impact on students' learning regardless of their status and attitudes. Students, because students have confidence in the competence of their teacher, as a teacher who has confidence in himself develops confidence in his students, so self-efficacy is a role model for learners (Pajares, 2002).

From the foregoing, the researcher notes that the teacher of Islamic education and the Arabic language who enjoys a high level of self-efficacy, and has the sufficient ability to absorb Islamic concepts, and apply them on the ground in practical life, also consists of self-efficacy to use different teaching methods that are commensurate with the ability of learners The mentality, as well as the ability to innovate and find solutions to life problems, and the behavior of teachers in teaching Islamic education topics depends on a high level of self-efficacy that they formed during the training and learning period before the job (Hassouna, 2009).

It is worth noting that practical education is the first practical step in preparing the teacher, who is able to teach the subjects of Islamic education and the Arabic language. Educational and professional, as well as giving the educated student the opportunity to psychologically prepare for the teaching profession before formal appointment and effective practice of the teaching profession (Sabri and Abu Daqqa, 2004).

Faculties of educational sciences in public and private universities in Jordan have been interested in preparing the future teacher adequately, scientifically and professionally, through the programs they prepare for students through the compulsory practical education course for students in the specialty of the classroom teacher (Shaheen, 2007).

**Previous studies:**

There are multiple studies that dealt with the issue of self-efficacy in general, and these studies include the following:

Abu Riash and Al-Safi (2007) conducted a study that aimed to investigate the effect of using a training program based on directed imagination in developing perceived self-efficacy, which means the individual's conviction of his personal ability to perform a specific behavior that leads him to specific results, with his expectation of the results and then evaluation of them among the fourth grade students.Jerash Governorate schools affiliated to the International Relief Agency in Jordan,The number of study members was (163) male and female students, divided randomly into two control and experimental groups. The self-efficacy scale was used to examine the effectiveness of the training program, and the results of the study showed the existence of statistically significant differences between the average

performance of the students of the middle school and the grade The students of the same level who were not exposed to training, and these differences were in favor of the experimental group, and the study also showed that there were no statistically significant differences between the average performance of females, and the average performance of male students of the fourth grade on the scale of self-efficacy, as well as the directed self-efficacy. In improving the efficiency of the individual in expressing himself efficiently.

Al-Youssef (2013) conducted a study that aimed to show the relationship between social skills, perceived self-efficacy, and academic achievement among middle school students in the Hail region, Saudi Arabia, in light of a number of variables, genders, and the study's level of study sample: (90) Among middle school students in public schools affiliated with the General Administration of Education in the Hail region, the results of the study showed that there is a significant correlation between social skills, perceived self-efficacy and academic achievement among the members of the study sample. to gender in favor of females, and also showed that there are significant differences in the level of perceived self-efficacy due to gender in favor of males.

Talafha and Al-Hamran (2013) conducted a study aimed at knowing the impact of developing an educational unit according to the cognitive-emotional interaction model in teaching geography on the perceived self-efficacy of a sample of tenth grade students. The cognitive-emotional interaction model, and the use of a perceived self-efficacy questionnaire. The study sample consisted of (112) male and female students of the tenth grade of basic education, and they were chosen by the cluster method for the two randomized study groups for the 2011 study. The students of the experimental group (the cognitive-emotional interaction model) outperformed the perceived self-efficacy scale as a whole, and its five domains, and the study did not find statistically significant differences attributed to the gender variable.

Kattawi (2013) conducted a study that aimed to investigate the effect of an educational program based on service learning projects in developing self-efficacy and improving academic achievement in the subject of social and national education among tenth grade students and (121 tech students in the tenth grade of Jordan) sample. The experimental group that was subjected to the educational program based on service learning projects consisted of (64) students, while the control group that was subjected to the regular educational program consisted of (57) students, and the results of the study showed a significant difference ($\alpha = 0.05$). The development of self-efficacy in the subject of social and national education is attributed to the educational program in favor of the experimental group, and the results showed a statistically significant effect ($\alpha = 0.05$) in improving academic achievement in the subject of social education for the first-year experimental group, as well as the presence of a statistically significant effect ($\alpha = 0.05$) in improving academic achievement in the subject of social education for the experimental group. The results of the study indicated that there was a statistically significant effect ($\alpha = 0.05$) in improving academic achievement as a whole and in the levels of remembering and Understanding and comprehension among students is due to the interaction between the educational program and gender for the benefit of the female students, and the absence of a statistically significant effect ($\alpha = 0.05$) is due to the improvement of academic achievement at the application level due to the interaction between the educational program and gender.

Amr and Nimr (2016) conducted a study that aimed to investigate the effect of cooperative learning used in teaching Islamic education in improving the self-efficacy of tenth grade students in Jordan. The study sample consisted of (110) students from tenth grade students from the schools of the Directorate of LiwaNaour affiliated to the Ministry of Education in Jordan, they were chosen by the intentional method, divided into two experimental and control groups, and the researchers followed the quasi-experimental approach. Statistically significant ($\alpha = 0.05$) in improving the self-efficacy of the tenth grade students in the Islamic education subject is attributed to cooperative learning strategies for the benefit of the experimental group. The basic tenth in Islamic education is attributed to the interaction between teaching method and gender.

Through what was presented from previous studies, the researcher concluded the following:

1. Some previous studies focused on the development of self-efficacy in teaching subjects such as geography and social and national education, such as the study of Talafha and Al-Hamran (2013), and the study of Qatawi (2013), while the current study focused on the impact of the field practical education in improving the level of self-efficacy in teaching education. Islamic and Arabic language among female classroom teacher at Jerash University

2. Some studies focused on clarifying the relationship between social skills, perceived self-efficacy, and academic achievement among students in schools, such as the study of Al-Yousef (2013). As for the current study, it focused on showing the impact of practical education in improving the level of self-efficacy in teaching Islamic education and Arabic language among students. Bachelor's students at Jerash University majoring in class teacher.

3. 3. Some studies focused on investigating the impact of an educational training program on cooperative learning in developing self-efficacy, such as the Abu Riash and Al-Safi study (2007), the Kattawi study (2013), and the Amr and Nimr study (2016), while the current study focused on investigating the impact of practical education In improving the level of self-efficacy in teaching Islamic education and Arabic language among female class teacher students at Jerash University.

4. 4. The current study benefited from previous studies in building the theoretical framework and the tools that they used, such as the study of Abu Riash and Al-Safi (2007), the study of Kattawi (2013), and the study of Amr and Nimr (2016), but it differs from the previous studies in its subject in that the current study dealt with The classroom teacher and a study of the impact of practical education on improving self-efficacy in teaching Islamic education.

**Study Approach:**

To achieve the goal of the study, the researcher used the pre-experimental research method (Al-Kilani and Al-Sharifen, 2007), where one experimental sample was chosen intentionally, its members were subjected to experimental treatment, and the scale was applied to them before and after treatment.

**The study population and its sample:**

The study population consisted of all female students registered in the subject of practical education, specializing in class teacher, in the first semester of the academic year (2021/2022) in the Faculty of Educational Sciences at the University of Jerash. ), where the study sample consisted of the entire study population, which is (35) students.

**Study tool:**

This study relied on the scale of self-efficacy beliefs in teaching Islamic education and the Arabic language among teachers of the basic stage before service. (2016), also relying on Bandura's world theory of self-efficacy, the paragraphs of the scale have been reformulated in line with the goal of the study, where the scale consisted of (21) items, distributed as follows:

First: The field of personal self-efficacy in teaching Islamic education and the Arabic language, and it consists of (11) paragraphs, which measures the student's confidence in her ability to teach Islamic education and the Arabic language.

Second: The field of anticipating the outcomes of teaching Islamic education and the Arabic language, and it consists of (10) paragraphs, measuring the degree of the student's belief in the feasibility of teaching Islamic education and the Arabic language.

**Validity of the tool:**

After the self-efficacy scale was prepared in its initial form, the researchers presented it to a group of faculty members in public and private Jordanian universities, specializing in curricula and methods of teaching, and measurement and evaluation. In it, and the extent of the clarity of the language, and the clarity of the meaning of these paragraphs, and in the light of their observations, the paragraphs that were suggested to be deleted by five or more arbitrators were deleted, and some paragraphs suggested by some arbitrators were added, and some paragraphs were modified and reformulated, until the study scale became in its final form consisting of ( 21) paragraph.

**Construction veracity:**

In order to ensure the validity of the construct of the self-efficacy scale, the scale was applied to a survey sample of (30) female students from the study community, and then calculating the correlation coefficient of the items with the domain to which they belong and for the scale as a whole. As it appears in the following table:

**Table (1) Correlation coefficients of paragraphs with the domain to which they belong and the scale as a whole**

| Number | Scale correlation coefficient | Domain correlation coefficient | Number | Scale correlation coefficient | Domain correlation coefficient |
|---|---|---|---|---|---|
| 1 | .473** | .555** | 1 | .549** | .461** |
| 2 | .678** | .748** | 2 | .715** | .716** |
| 3 | .668** | .700** | 3 | .675** | .726** |
| 4 | .659** | .642** | 4 | .668** | .767** |
| 5 | .581** | .285** | 5 | .715** | .722** |
| 6 | .477** | .529** | 6 | .668** | .284** |
| 7 | .760** | .752** | 7 | .658** | .738** |
| 8 | .798** | .817** | 8 | .664** | .754** |
| 9 | .742** | .784** | 9 | .686** | .756** |

| 10 | .654** | .672** | 10 | .709** | .779** |
|---|---|---|---|---|---|
| 11 | .603** | .765** | **The correlation coefficient of the second domain for the scale as a whole** | | .830** |
| **The correlation coefficient of the first domain for the scale as a whole** | | .932** | | | |

Table (2) shows that all the items stability coefficients are statistically significant at the significance level (α = 0.01). The values of the correlation coefficients for the items of the first domain with the same domain (personal self-efficacy in teaching Islamic education and Arabic language) ranged between (0.285-0.285). 0.817) and ranged with the total of the scale between (0.473-0.798),The correlation coefficient of the first domain with the scale as a whole was (0.932), while the values of the correlation coefficients of the paragraphs of the second domain with the same domain (expecting the outcomes of teaching Islamic education) ranged between (0.284-0.779), and ranged with the total of the scale between (0.549-0.715). ), the correlation coefficient of the third field with the scale as a whole was (0.830), which are all statistically significant at the significance level (α = 0.01), and thus it can be confirmed that the tool has a high constructive validity and is applicable to the main sample of the study.

**Scale stability:**

The stability of the study tool was confirmed by applying it to an exploratory sample of (30) students from the study community, where the stability coefficient was estimated by Cronbach-Alpha method, for each domain of the scale and for the scale as a whole, where it was found that the scale and its domains have coefficients Relatively high stability, the totality scale was (0.935), and the reliability coefficient for the first field was (0.801), and for the second field was (0.892), which are appropriate and acceptable stability coefficients for conducting the study.

**Criterion for interpretation of grades:**

**Table No. (2) Standard of comparison**

| Number | range | indication |
|---|---|---|
| 1 | 1.79-1 | I totally agree |
| 2 | 2.59-1.80 | I agree |
| 3 | 3.39-2.60 | I'm not sure |
| 4 | 4.19-3.40 | I'm not agree |
| 5 | 5.0-4.20 | I'm totally not agree |

**Statistical processing:**

A number of the following statistical tests were used to test the study questions as follows:

1. Cronbach's alpha coefficient to estimate stability and Pearson's correlation coefficient to calculate construction validity.

2. Means and standard deviations of the scores of the study members in self-efficacy in teaching Islamic education and the Arabic language.

In its pre and post applications, using a t-test for two related samples.

**Study results and discussion:**

**The results related to the first question, which states: "Are there statistically significant differences at the level of significance ($\alpha$ = 0.05) between the mean scores of the study members in the pre and post applications of the study tool in the field of self-efficacy in teaching Islamic education and the Arabic language due to the subject of practical education?"**

To answer this question, a t-test of two related samples was applied to test the significance of the difference between the mean scores of the study members in both the pre and post applications of the self-efficacy beliefs scale in teaching Islamic education and Arabic language in the paragraphs related to the field of personal self-efficacy in teaching Islamic education and Arabic language. As in Table No. (3).

**Table No. (3)**

**The results of the (T) test for the difference between the mean scores of the study members in the items related to the field of personal self-efficacy in teaching Islamic education in the pre and post applications of the scale**

| Time to apply the self-efficacy scale (Domain of personal self-efficacy) | mean* | standard deviation | freedom degree | t value | Indication level |
|---|---|---|---|---|---|
| Pre application | 46.42 | 4.42 | 35 | - 6.23 | 0.00 |
| Post application | 49.57 | 3.84 | | | |

*Maximum score 66 and minimum 14

It is evident from Table No. (3) that the arithmetic average of the degree of the study members in the study tool items related to the field of personal self-efficacy in teaching Islamic education and Arabic language in the pre-application of the study tool (46.42) and in the post-application amounted to (49.57), and the difference was statistically significant, The value of (T) was (-6.23) with a significance level of (0.00),This means that the field practical education has a statistically significant effect at the level of significance ($\alpha$ = 0.05) in improving self-efficacy beliefs related to the field of personal self-efficacy in teaching Islamic education and Arabic language among the female class teacher students.

In order to test the effect of the field practical education subject on each of the paragraphs of the personal self-efficacy scale in teaching Islamic education and the Arabic language, the arithmetic averages and standard deviations of the degree of the study members were calculated in each paragraph of the study tool in the pre and post applications, and a T-test was applied. To test the significance of the differences between the two applications, as in Table (4).

**Table No. (4)**
**The results of the T-test for the differences between the mean scores of the study members in each paragraph of the study tool related to the field of personal self-efficacy in teaching Islamic education and the Arabic language in the pre and post applications**

| Number | Graphs | Application | Mean | Standard division | Freedom degree | T value | Indication level |
|---|---|---|---|---|---|---|---|
| 6 | I will be able to answer the questions posed in Islamic education and Arabic language by students | Pre post | 4.55 4.72 | .711 .535 | 35 | -1.82 | .072 |
| *1 | I will constantly try to find new ways and methods to teach Islamic education and the Arabic language | Pre post | 3.49 3.53 | 1.051 1.050 | 35 | -62 | .532 |
| 9 | When I study Islamic education and Arabic in the future, I will comfortably accept students' questions | Pre post | 3.56 3.86 | .737 .701 | 35 | -3.69 | .001 |
| *3 | I know the necessary steps necessary to effectively teach Islamic and linguistic concepts | Pre post | 3.66 3.45 | .833 .921 | 35 | 2.21 | .030 |
| *2 | No matter how hard I | Pre post | 3.84 4.20 | .617 .616 | 35 | -4.34 | .000 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | try to teach Islamic education and the Arabic language, I will not be able to teach the subjects of Islamic education and the Arabic language with the same efficiency with which I teach other subjects. | | | | | | |
| 5 | I understand Islamic and linguistic concepts in a good way that enables me to effectively teach Islamic education and Arabic language subjects to students of the first three grades | Pre post | 3.82 4.09 | .723 .626 | 35 | -3.26 | .001 |
| *7 | I doubt whether I will be able to have the necessary skills to teach Islamic education and the Arabic language | Pre post | 3.66 3.72 | .629 .764 | 35 | -.61 | .536 |
| 8 | When I find that a student | Pre post | 3.66 3.72 | .882 .750 | 35 | -1.83 | .070 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | has difficulty understanding an Islamic linguistic concept, I am confused in understanding that concept | | | | | | |
| *11 | If I am given a choice, I will not invite the school principal to evaluate my teaching in Islamic Education and Arabic Language | Pre post | 3.39 3.72 | .817 .764 | 35 | -2.61 | .011 |
| 10 | I do not know what to do in order to provoke and attract students to learn Islamic education and the Arabic language | Pre post | 3.41 3.82 | .845 .882 | 35 | -3.30 | .001 |
| *4 | My teaching of Islamic education and Arabic language subjects will be ineffective | Pre post | 3.82 4.05 | .807 .754 | 35 | -2.29 | .025 |

* Represents negative paragraphs, in which the scores were reversed upon correction.

Table No. (4) shows that the field practical education has a clear impact on improving (6) self-efficacy beliefs related to the field of personal self-efficacy in teaching Islamic education and the Arabic language, where the difference between the mean scores of the study sample members in each of the paragraphs Which represent these six beliefs in the tribal application and the post application of the scale is statistically significant at the level of significance ($\alpha$ =

0.05 in favor of the post application, while the difference between the mean scores of the study individuals in the two applications of paragraph (3) was statistically significant in favor of the tribal application, and the difference was not significant) Statistically for paragraphs with numbers (8,7,1,6).

The researchers attribute this result to the fact that student teachers have acquired, during their studies of the subject of practical education, teaching experiences that enabled them to apply these experiences in practice with students in teaching topics of Islamic education and the Arabic language. Efficiency in teaching This helped in increasing the sufficient confidence of student-teachers, and this led to raising their self-efficacy in general, and teaching Islamic education and the Arabic language in particular, and the field practical education course at Jerash University does not focus only on teaching, but is concerned with training students in all aspects of the process. The educational learning includes preparing the quarterly and daily plans, how to prepare the monthly and final quarterly exams, and the use of appropriate methods and means in teaching the subjects of Islamic education and the Arabic language, school shifts, and attending various meetings. The continuous follow-up of the teachers of Islamic education, the Arabic language, and the member of the teaching staff supervising the field practical education, and the support, promotion, support, promotion, guidance and evaluation of their performance provided by the directors of cooperating schools to these students, this contributed to improving the performance of student teachers in the future and increasing their level of self-efficacy. Teaching subjects of Islamic education and the Arabic language.

This result agreed with the study of Hassouna (2009), which indicated the reasons that affect the teacher's self-efficacy, which are due to feedback on his educational performance, and the supporting environmental reasons and Bayraktar's study (2009), which indicated the existence of a positive and statistically significant effect The program for preparing teachers of the first basic stage in personal self-efficacy

**The results related to the second question, which states: "Are there statistically significant differences at the significance level (α = 0.05) between the mean scores of the study members in the pre and post applications of the study tool in the field of predicting the outcomes of teaching Islamic education and the Arabic language due to the subject of practical education?"**
To answer this question, a t-test of two related samples was applied to test the significance of the difference between the mean scores of the study members in both the pre and post applications of the self-efficacy beliefs scale in teaching Islamic education and Arabic language in the paragraphs related to the field of anticipating the outcomes of teaching Islamic education and Arabic language, as in Table No. (5)

**Table No. (5)**

**The results of the (T) test for the difference between the mean scores of the study members in the items related to the field of anticipating the outcomes of teaching Islamic education and Arabic language in the pre and post applications of the scale**

| Time to apply the self-efficacy scale (Domain of personal self-efficacy) | mean* | standard deviation | freedom degree | t value Indication level |
|---|---|---|---|---|
| Pre     application   37.45 | | 3.6635 | - 4.25 | 0.00 |
| Post   application        49.57 | | 2.78 | | |

*Maximum score 50 and minimum 10

It is clear from Table No. (5) that the arithmetic average of the degree of the study members in the study tool items related to the field of anticipating the outcomes of teaching Islamic education and Arabic language in the pre-application of the study tool (37.45) and in the post-application amounted to (39.76), and the difference was statistically significant, as it reached The value of (T) (4.25-) at the level of significance (0.00), which means that the subject of practical education has a statistically significant effect at the level of significance ($\alpha = 0.05$ in improving the level of self-efficacy in teaching Islamic education and Arabic language among the classroom teacher students in the field of predicting outcomes Teaching Islamic education and the Arabic language.

In order to test the effect of the field practical education subject on each of the paragraphs of the self-efficacy scale related to the domain of anticipating the outcomes of teaching Islamic education and the Arabic language, the arithmetic averages and standard deviations of the degree of the study members were calculated in each of the paragraphs of the study tool in the pre and post applications, and a test was applied ( c) To test the significance of the differences between the two applications, as in Table No. (6)

**Table No. (6)**

**The results of the (T) test for the differences between the mean scores of the study members in each item of the study tool related to the field of predicting the outcomes of teaching Islamic education and Arabic language in the two applications, pre and post**

| Number | Paragraph | Application | Mean | Standard division | Freedom degree | T value | Indication level |
|---|---|---|---|---|---|---|---|
| 12 | **If the students' performance in Islamic education and the Arabic language becomes better and better than their usual performance, it is most likely due to** | **Pre** **Post** | **4.18** **4.34** | **.703** **.667** | **35** | **-2.21** | **.030** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | the teacher making an extra effort. | | | | | | |
| 13 | When students' grades improve in Islamic education and Arabic, it is often because the teacher used more effective teaching methods | Pre Post | 4.16 4.47 | .693 .617 | 35 | -6.82 | .001 |
| 20 | There is a close relationship between students' achievement in Islamic education and the Arabic language and the efficiency of their teacher in teaching it | Pre Post | 3.72 3.89 | .791 .830 | 35 | -2.06 | .043 |
| 16 | The teacher can't be blamed for the underachievement of her students | Pre Post | 4.03 4.37 | .650 .671 | 35 | -3.65 | .001 |
| *15 | Good teaching helps to overcome improper scientific knowledge of students | Pre Post | 2.78 2.72 | .617 .616 | 35 | -4.34 | .000 |
| 19 | The teacher is usually responsible for the students' achievement in Islamic education and the Arabic language | Pre Post | 3.82 4.09 | .723 .626 | 35 | -3.26 | .001 |
| *21 | If the guardian of a student notices that this student is showing more | Pre Post | 3.66 3.72 | .629 .764 | 35 | -.61 | .536 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **interest in Islamic education and the Arabic language, the credit for that goes to his teacher** | | | | | | |
| 14 | **The students' low achievement in Islamic education and the Arabic language, if any, is due to the teacher using ineffective teaching methods with them** | **Pre** **Post** | **3.66** **3.72** | **.882** **.750** | **35** | **-1.83** | **.070** |
| 17 | **The improvement that may appear in the achievement of Islamic education and the Arabic language for a student whose academic achievement is low, it may be that the teacher gave this student extra attention.** | **Pre** **Post** | **3.39** **3.72** | **.817** **.764** | **35** | **-2.61** | **.011** |
| 18 | **The additional efforts that the teacher makes in teaching Islamic education and the Arabic language have a limited effect** | **Pre** **Post** | **3.41** **3.82** | **.845** **.882** | **35** | **-3.30** | **.001** |

* Represents negative paragraphs, in which the scores were inverted upon correction.

Table No. (6) shows that the subject of practical education has a clear impact on improving (6) self-efficacy beliefs related to the field of anticipating the outcomes of teaching Islamic education and Arabic language, where the difference between the mean scores of the study sample members in each of the paragraphs that represent beliefs. These six in the pre and post

application of the scale are statistically significant at the significance level ($\alpha = 0.05$ in favor of the post application, while the difference between the mean scores of the study individuals in the two applications for paragraph (3) was statistically significant in favor of the tribal application, and the difference was not statistically significant for the items with The numbers (8,7,1,6).

The researchers attribute this result to the fact that the student teachers have acquired, during their study of the field practical education subject, teaching experiences that enabled them to apply these experiences in practice with the students in teaching the subjects of Islamic education and the Arabic language. efficiency in teaching it, and this helped in increasing the sufficient confidence of student teachers, and this led to raising their self-efficacy in general, and teaching Islamic education and the Arabic language in particular, and the field practical education course at Jerash University does not focus only on teaching, but is concerned with training Students in all aspects of the educational learning process, from preparing the quarterly and daily plans, how to prepare the monthly and final quarterly exams, and using appropriate methods and means in teaching Islamic education topics, school shifts, and attending various meetings, and all of this leads to raising self-efficacy in teaching Islamic education topics.Also, the continuous follow-up to the School of Islamic Education, and a member of the teaching staff supervising M The practice of practical education, and the support, promotion, support, promotion, guidance and evaluation provided by the principals of cooperating schools to these students, contributed to improving the performance of student teachers in the future and increasing their level of self-efficacy in teaching Islamic education and Arabic language subjects.

This result agreed with the study of Hassouna (2009), which indicated the reasons that affect the teacher's self-efficacy, which are due to feedback on his educational performance, and the supporting environmental reasons and Bayraktar's study (2009), which indicated the existence of a positive and statistically significant effect The program for preparing teachers of the first basic stage in personal self-efficacy.

**Recommendations:**

In light of the previous results presented, the study recommends the following:

- Using modern and new methods in the training process, based on active interaction, and taking into account recent technological developments, especially what the Corona pandemic imposes on us.

- Taking care of the field practical education subject, and increasing the training period for students on the use of modern methods of teaching, and proper lesson planning and how to implement and evaluate it, especially in topics related to Islamic education and the Arabic language.

- Conducting multiple studies dealing with field practical education programs in other disciplines.

**Arabic and foreign references:**

1. Abu Gilgef, Mahmoud (2006). The effect of using cooperative learning and brainstorming on developing creative thinking and preserving learning through teaching concepts of the

Prophet's biography to primary stage students in Jordan. Unpublished Master's Thesis, University of Jordan.

2. Abu Ghazal, Muhammad, and Alawneh, Shafiq (2010). School justice and its relationship to perceived self-efficacy among a sample of primary school students in Irbid Governorate: an evolutionary study, Damascus University Journal, 26 (4), pp. 285-317.

3. Abu Riash, Hussein Mohammed, and Al-Safi, Abdel Hakim Mahmoud (2007). The effect of a training program based on directed imagination on the development of perceived self-efficacy among fourth graders in Jordan. The Journal of Psychological and Educational Research, Menoufia University, Vol. (2) of the twentieth year, p. 35-1

4. Hassouna, Sami Issa (2009). Self-efficacy in teaching sciences for teachers of the lower basic stage before service, Al-Aqsa University Journal, Human Sciences Series, Palestine 13 (2), pp. 134-239.

5. Al-Jallad, MajedZaki (2000). Islamic Education in Jordan: An Analytical Study. Amman, Dar Al-Manar for Publishing and Distribution, the Association of Islamic Studies and the International Institute of Islamic Thought.

6. Amr, Ayman Muhammad, Nimr, Muhammad Ahmad (2016). The effect of cooperative learning used in teaching Islamic education in improving the self-efficacy of tenth grade students in Jordan, Mutah Journal for Research and Studies, Human and Social Sciences Series, 31 (4), pp. 183-219.

7. Eldada, Marwan Suleiman (2008). The effectiveness of a proposed program to increase the social competence of shy students in the basic education stage. Unpublished Master's Thesis, College of Education, The Islamic University, Gaza.

8. -Kattawi, Mohamed Ibrahim (2013). The effect of an educational program based on service learning projects on developing self-efficacy and improving academic achievement in the subject of social and national education among tenth graders in Jordan. Unpublished doctoral thesis, University of Islamic Sciences, Jordan.

9. Ryan, Muhammad Hashem and others (1996). Methods of Teaching Islamic Education, 1st Edition, Amman: Al-Quds Open University, Education Program Course No. (5424).

10. Talafha, Firas, Al-Hamran, Muhammad (2013). The effect of teaching an educational unit according to the cognitive emotional interaction model on the development of perceived self-efficacy among tenth grade students. An-Najah University Journal of Research (Humanities), 27 (6).

11. Al-Kilani, Zaid, and Al-Sharifin, Nidal (2007). Introduction to research in educational and social sciences: its basics, curricula, designs, statistical methods, 2nd floor, Dar Al-Masira, Amman.

12. Salem, Rebekah Khalif (2009). The relationship of self-efficacy and the academic branch to the motivation of academic achievement among female students, Journal of Educational and Psychological Research, University of Baghdad, (23), pp. 134-169.

13. Shaheen, Mohamed Abdel-Fattah (2007). Evaluation of the Practical Education Program at Al-Quds Open University, Al-Aqsa University Journal, Human Sciences Series, 12 (1), pp. 171-207.

14. Sabry, KhawlaShakhshir, and Abu Daqqa, Sana Ibrahim (2004). An evaluation study of the reality of practical education in Palestinian colleges of education and universities, Journal of the Islamic University, Gaza, 12 (1), p. 219-239.

15. Musa, Mustafa Ismail. (1998). Teaching Islamic education to beginners. University Book House, Abu Dhabi.

16. Miqdadi, Youssef Mousa and Abu Zaitoun, Jamal Abdullah (2010). The effectiveness of a training program based on rational and emotional education in improving social competence and problem-solving skills among students of the seventh and eighth grades. The Islamic University Journal (Series of Studies), 18 (2), pp. 521-555.

17. Ministry of Education (2009). The Islamic Education Curriculum (tenth grade), Curriculum and Textbook Department, Amman/Jordan.

18. Al-Youssef, Ramy Mahmoud (2013). Social skills and their relationship to perceived self-efficacy and general academic achievement among a sample of middle school students in the Hail region in the Kingdom of Saudi Arabia in light of a number of variables. Journal of the Islamic University of Educational and Psychological Studies, 21 (1), pp. 327-365.

19. Bandura, A (1997). Self – Efficacy: The Exercise of Control, NY: Stanford University W. H. Freeman and Company.

20. Brinter, S., and Pajares, F. (2006) Sources of science self-efficacy beliefs of middle school students, Journal of Research in Science Teaching, 43, p485-499.

21. Ozdilk, Z., &Bulunuz, N. (2009) The effect of a guided inquiry method on pre-service teachers' science teaching self-efficacy beliefs, Journal of Turkish Science Education, 6(2), p24-42.

22. Pajares, K. (2002), Gender and perceived self-efficacy in self– regulated learning, Theory into Practice, 41(2), p116–125.

23. -Schunk, D. (2003) Self-efficacy for reading and writing: Influence omodeling, goal setting, and self-evaluation, Reading and Writing Quarterly, 19, p159-172.