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Evaluation of Practical Education for the Courses of Arabic Language and Islamic Education in the College of Education – Kuwait University

Abstract

This study explores student-teacher interactions, highlighting discussions with associate teachers about educational challenges. It examines the impact of cooperative learning and internet resources on feedback exchange among students and teachers, also noting their active involvement in school activities. The research identifies a keen interest in developing educational situation management skills for teaching Islamic education and focuses on effectively utilising educational tools like the Internet. Furthermore, the study underscores the importance of a comprehensive theoretical framework encompassing Arabic and Islamic education requirements within the school context. The findings reveal multifaceted dimensions of student-teacher engagement, learning strategies, and skill enhancement in practical education.

Keywords: *Arabic students, Islamic students*

Introduction

A few years ago, educationalists demanding reform and improvement of public education made numerous calls. The focus was on rectifying its flaws and developing its facilities, materials, and human resources. While this reform encompassed various aspects such as curricula, teaching methods, educational

resources, and the school environment, special attention was placed on teachers as they are key educational figures.

In response to these demands, there were calls for re-evaluating and reforming education institutes, developing curricula, and strengthening teaching and training methods. The aim is to produce competent teachers capable of adapting to rapid changes in the education field. Just as other professions require specific preparation, teachers also need dedicated attention to excel in their practical roles (CAEP, 2013).

Hence, the importance of practical education became evident, as theoretical knowledge alone was deemed insufficient to handle real-life teaching challenges. Students sometimes showed poor performance on the practical level despite excelling academically. Therefore, an emphasis was placed on qualifying students through activities like micro-teaching, which proved successful as a stepping stone to field education.

Practical education has proven to be superior to theoretical education, as it equips students with the ability to understand real-world scenarios. Knowledge gained through practical application tends to be retained longer, and learning becomes enjoyable, eliminating boredom and anxiety. Therefore, today, our education system needs a practical approach. (Riyad et al., 2020, p. 150).

Modern Orientations in Practical Education

The practical education programme is designed to shape curricula across educational levels, focusing on fostering values for social and economic development while unlocking students' potential. It entails encouraging active learning, problem-solving skills, cooperative environments, and qualified teachers. It addresses teacher shortages and enhances educational quality for optimal outcomes (Al-Menoufi, 2005).

Practical education bridges the gap between faculties of education's academic and educational aspects, which is essential for future teachers' preparation. This cohesive approach integrates adaptable teaching methods and a robust academic foundation to effectively merge theory and practice.

1. Practical education instils genuine teaching interest and equips student teachers with vital skills to instruct specialised courses, solidifying their grasp of teaching principles.
2. Practical education serves as a platform for understanding educational challenges, fostering problem-solving strategies, and nurturing harmonious stakeholder relationships. It contributes to effective educational regulations and disciplinary measures.

3. Schools, facilitating their professional development and readiness for future roles.

Objectives of Practical Education

Practical education aims to achieve the following purposes (Helles, 2011):

Psychologically and educationally preparing student teachers for post-graduate professional responsibilities.

1. Equipping student teachers with essential teaching skills.
2. Facilitating the practical application of theoretical principles studied in educational curricula.
3. Providing advanced basic expertise, including defining learning requirements, formulating educational objectives, selecting appropriate activities and methods, and mastering classroom management and organisation skills.
4. Assisting student teachers in effectively handling emergent problems.
5. Facilitating communication and learning between student teachers, teachers from hosting schools, school administrations, and educational supervisors to enhance performance.
6. Cultivating student teachers' teaching abilities.

Factors Affecting Acquisition of Expertise during Practical Education by Students at the Department of Arabic and Islamic Education

A study by S. Loucks-Horsley et al. (2010, p. 23), along with studies by Munby and Runnell (2002, p. 7) and Gordon et al. (2009), identified various factors influencing the acquisition of expertise during practical education. These include student circumstances, teacher qualifications and aspirations, curriculum alignment and diversity, educational policy clarity, and the importance of effective supervision linking research, educational sciences, and field experiences.

Literature Review

The study by Warnis et al. (2019) aimed to identify policies to improve the management of the Arabic Intensive Programme at UIN Imam Bonjol. Using

qualitative methods, the study found challenges in planning, implementing, and evaluating the programme. The authors recommend a comprehensive evaluation to enhance the quality of Arabic language education.

Baharun's (2022) research focused on using Arabic for teaching and learning at Madrasah Aliyah Darullughah Wadda'wah. Through a qualitative case study, the paper showed that Arabic helps students with vocabulary, listening, speaking, and literacy. Grammar was also important for comprehension. Overall, using Arabic significantly supported student skills.

Mawanti (2019) surveyed the need for communicative Arabic teaching materials among Islamic education students. Over 40% wanted materials renewed with communicative principles and Islamic topics. Writing and listening methods were suggested to build student communication abilities.

The study by Warnis et al. (2019) on the Arabic Intensive Programme emphasised appropriate policies to address planning, implementation, and evaluation challenges. A comprehensive evaluation was recommended to improve programme quality.

Mutholingah et al. (2023) focused their research on evaluating Islamic education for tolerance at public universities. A collaborative-participatory model was used as a novel approach to assess educational success. Fostering tolerance was deemed important in religiously diverse campuses.

Ritonga et al. (2020) utilised qualitative methods to analyse Arabic language learning at institutions with multi-religion students. Teacher competence and facilities were strengths, while student access disparities were weaknesses. Policies, cooperation, and integration of Arabic were opportunities to strengthen institutional identity.

Research Methods

1. Aims and Approach

Amid rapid advancements, traditional theoretical instruction struggles to effectively impart knowledge, particularly in subjects like Islamic education and the Arabic language. It creates a need to explore the potential of practical education in these domains. The central research question is: How does practical education enhance student teachers' proficiency in instructing Arabic language and Islamic education?

From this main question, the following sub-questions branched out:

1. To what extent does practical education provide students and teachers with the requisite theoretical frameworks and concepts necessary for effective instruction in Arabic language and Islamic education courses?

2. To what extent does practical education aid students and teachers in developing diverse classroom and school behavioural skills?

3. To what extent does practical education assist student teachers in gaining field experiences related to school activities and handling various educational challenges?

4. Are there statistically significant variations in the responses provided by the sample participants attributable to gender and specialisation variables?

2. Participants

An exploratory random sample of (35) education students was drawn for the courses in Arabic language and Islamic education at the College of Education, Kuwait University, in the academic year 2022/2023 to test the proposed questionnaire, verify its clarity, and ensure its validity. If the questionnaire meets these conditions, it will be distributed to the main sample of the study.

3. Data Collection and Analysis

The study employed an analytical descriptive approach. This method involves observing and describing a phenomenon as it naturally occurs, followed by analysis to quantify its extent, magnitude, or correlation with other phenomena.

For data collection, the validated questionnaire would be administered to the main sample of education students enrolled in Arabic language and Islamic education courses. The collected data would comprehensively address the study's research questions and objectives.

The distribution of the sample according to the variables of gender and specialisation is as follows:

Table 1. Distribution of the sample according to personal variables

Variable	Personal Variable Sections	Number	Percentage
Gender	Male	6	%17.14
	Female	29	%82.86
	Total	**35**	**%100**

Variable	Personal Variable Sections	Number	Percentage
Specialisation	Islamic Education	13	%37.15
	Arabic Language	22	%62.85
	Total	**35**	**%100**

The table shows that the percentage of male students in the sample is 17.14% compared to 82.86% for female students, which reflects the reality in the College of Education, where the number of female students exceeds the number of male students. As for the percentage of specialisation, the Arabic course predominates with a percentage of 62.85% compared to 37.15% for the Islamic Education course.

Test Validity and Reliability

Stability test:

Cronbach's alpha coefficient and split-half coefficient were used to measure stability:

Table 2. Cronbach's alpha coefficient and half-partition coefficient for the search Axes (Sample Size = 35)

Axis	Cronbach Alpha Coefficient	Split Half Coefficient
First	0.909	0.854
Second	0.901	0.836
Third	0.890	0.862
All Axes	**0.954**	**0.924**

The Cronbach's alpha reliability test outcomes reveal all Axes' exemplary performance, demonstrating values ranging from 0.890 to 0.909. As for the questionnaire's mid-term retail coefficient across its Axes attains a value of 0.924, underscoring the robust consistency in comprehending the sample's vocabulary utilised within the questionnaire.

a. Validity Assessment through Honesty Tests
The questionnaire's validity was substantiated through evaluation by 7 professors specialised in the field of education within the college. These experts were tasked with scrutinising the questionnaire's phrases and vocabulary. Their

assessment encompassed verifying the alignment of these elements with the corresponding Axes and assessing their efficacy in fulfilling the designated objectives. Moreover, they assessed the linguistic accuracy and clarity of the expressions.

The questionnaire was administered to a study sample, randomly selected from education students for the Arabic language and Islamic education courses at the College of Education – Kuwait University during the academic term of 2022–2023. A total of 140 questionnaires were distributed, of which 130 were deemed suitable for subsequent statistical evaluation. The distribution of the participant pool, categorised by gender and specialisation, unfolded as follows:

Table 3. Distribution of the sample according to personal variables

Variable	Personal Variable Sections	Number	Percentage
Gender	Male	24	%18.5
	Female	106	%81.5
	Total	**130**	**%100**
Specialisation	Islamic Education	51	%39.2
	Arabic Language	79	%60.8
	Total	**130**	**%100**

The table highlights that the male participants comprised 18.5% of the sample, while female participants accounted for 81.5%. Regarding specialisation, the Arabic language course dominated at 60.8%, compared to the Islamic Education course at 39.2%. These ratios align with statistically significant scores from exploratory sample data.

Results

First Question: To what extent does practical education contribute to providing student teachers with the requisite theoretical frameworks and concepts necessary for effective instruction in Arabic language and Islamic education courses?

Table 4. Frequencies, percentages, and the arithmetic mean of the first axis

N	Item		Very Large	Large	Medium	Weak	Very Weak	Standard Deviation	Mean	The verbal significance of the mean
1.	Students provide teachers with a theoretical framework that includes the requirements of teaching Arabic and Islamic	Number	53	52	25	0	0	0.7469	4.21	Very high
		%	40.8	40.0	19.2	0.0	0.0			
2.	Students provide teachers with educational concepts to understand the nature of teaching Islamic and Arabic	Number	49	56	21	3	1	0.8270	4.14	high
		%	37.7	43.1	16.2	2.3	0.8			
3.	Students provide teachers with educational concepts that enable them to realise the roles they play	Number	43	62	21	3	1	0.8055	4.10	high
		%	33.1	47.7	16.2	2.3	0.8			
4.	Students acquire psychological concepts that enable them to understand the behaviour of learners	Number	52	46	30	0	2	0.8717	4.12	high
		%	40.0	35.4	23.1	0.0	1.5			
5.	Giving students an opportunity to practice educational situation management skills related to teaching Islamic and Arabic	Number	47	56	23	2	2	0.8559	4.11	high
		%	36.2	43.1	17.7	1.5	1.5			
6.	Students acquire the ability to apply teaching methods in Islamic and Arabic	Number	47	60	21	2	0	0.7485	4.16	high
		%	36.2	46.2	16.2	1.5	0.0			
7.	Students acquire the ability to use teaching methods while teaching Islamic and Arabic	Number	54	52	24	0	0	0.7423	4.23	Very high
		%	41.5	40.0	18.5	0.0	0.0			
								0.6214	4.15	high

The prior table clearly shows that the mean of the first axis strongly supports participants' views, signifying their belief in practical education's substantial contribution to equipping student teachers with essential theoretical foundations for effective teaching Arabic and Islamic education.

The paragraph "Students acquire the ability to use teaching methods while teaching Islamic and Arabic" takes the lead with a mean of 4.23. Following

closely, "Students provide teachers with a theoretical framework including the requirements of teaching Arabic and Islamic" ranks second with a mean of 4.21. Conversely, "Students provide teachers with educational concepts that enable them to realise their roles" gains the least support in the sample, with a mean of 4.10.

Second Question: To what extent does practical education aid student teachers in developing diverse classroom and school behavioural skills?

Table 5. Frequencies, percentages, and the arithmetic mean of the second axis

N	Item		Very Large	Large	Medium	Weak	Very Weak	Standard Deviation	Mean	The verbal significance of the mean
8.	Students get the ability to use strategies for disciplinary management in the classroom	Number	59	46	25	0	0	0.7630	4.26	Very high
		%	45.4	35.4	19.2	0.0	0.0			
9.	Students participate as members of the teaching staff	Number	41	44	38	5	2	0.9470	3.90	high
		%	31.5	33.8	29.2	3.8	1.5			
10.	Students give their opinions on public educational decisions	Number	49	47	29	3	2	0.9129	4.06	high
		%	37.7	36.2	22.3	2.3	1.5			
11.	Students receive direct support from teachers	Number	49	46	29	4	2	0.9306	4.04	high
		%	37.7	35.4	22.3	3.1	1.5			
12.	Students get feedback to mark the knowledge and skills they achieved	Number	45	54	30	1	0	0.7761	4.10	high
		%	34.6	41.5	23.1	0.8	0.0			
13.	It defines skills students must demonstrate during practical training	Number	49	61	17	3	0	0.7512	4.20	high
		%	37.7	46.9	13.1	2.3	0.0			
14.	Students are allowed to attend school meetings	Number	47	45	25	10	3	1.0366	3.94	high
		%	36.2	34.6	19.2	7.7	2.3			
								0.6873	4.07	high

The aggregate mean of the second axis has garnered substantial endorsement among respondents. It underscores their conviction in the significant

role of practical education in facilitating student teachers' acquisition of diverse classroom and school behavioural skills.

The paragraph "Students get the ability to use strategies of disciplinary management of the classroom" ranked first, with a mean of 4.26, while the second paragraph, "It defines skills students must demonstrate during practical training", with a mean of 4.20, while the paragraph "Students participate as a member of the teaching staff" got the least support from the respondents, with a mean of 3.90.

Third Question: To what extent does practical education assist student teachers in gaining field experiences related to school activities and handling various educational challenges?

Table 6. Frequencies, percentages, and arithmetic mean of the third axis

N	Item		Very Large	Large	Medium	Weak	Very Weak	Standard Deviation	Mean	The verbal significance of the mean
15.	Students participate in school activities	Number	43	59	21	5	2	0.8880	4.04	high
		%	33.1	45.4	16.2	3.8	1.5			
16.	Students have the opportunity to use information technology	Number	51	58	16	5	0	0.7982	4.19	high
		%	39.2	44.6	12.3	3.8	0.0			
17.	Field experience and hands-on training are distinct and intense	Number	54	50	21	2	3	0.9104	4.15	high
		%	41.5	38.5	16.2	1.5	2.3			
18.	Students get feedback from each other	Number	51	54	22	3	0	0.7921	4.17	high
		%	39.2	41.5	16.9	2.3	0.0			
19.	Students discuss with teaching assistants any educational problems they face	Number	56	52	20	2	0	0.7682	4.24	Very high
		%	43.1	40.0	15.4	1.5	0.0			
20.	Students participate in school activities	Number	43	53	24	7	3	0.9720	3.96	high
		%	33.1	40.8	18.5	5.4	2.3			

N	Item		Very Large	Large	Medium	Weak	Very Weak	Standard Deviation	Mean	The verbal significance of the mean
21.	Students acquire self-assessment skills	Number	49	64	14	1	2	0.7845	4.20	high
		%	37.7	49.2	10.8	0.8	1.5			
								0.6372	4.14	high

The overarching mean of the third axis has garnered a considerable degree of endorsement from the participants, thereby signifying their conviction in the significant role of practical education in facilitating student teachers' acquisition of diverse behavioural competencies within both classroom and school environments.

The paragraph "Students discuss with teaching assistants any educational problems they face" secured the foremost rank, demonstrating an average score of 4.24. Subsequently, the second-ranking paragraph, "Students acquire self-assessment skills", attained an average score of 4.20. Conversely, the paragraph „Students participate in school activities" encountered relatively less endorsement among the respondents, registering an average score of 3.96.

Fourth Question: Are there statistically significant variations in the responses provided by the sample participants attributable to gender and specialisation variables?

Table 7. The arithmetic mean, standard deviation, and coefficient of variation for all three axes

Axis	mean	Standard Deviation	Coefficient of difference	The verbal significance of the mean	Order
First	4.15	0.621	%14.96	high	1
Second	4.07	0.687	%16.87	high	3
Third	4.14	0.637	%15.38	high	2
The overall mean of the axes	**4.12**	**0.592**	**%14.36**	**high**	

The study assessed practical education in Arabic language and Islamic education courses at Kuwait University's College of Education, revealing an overall

mean score of 4.12 with significant statistical significance. Among the axes, the first ranked highest (mean: 4.15), followed by the third (mean: 4.14), and the second-ranked third (mean: 4.07). Notably, the second axis exhibited the highest coefficient of difference (16.87%), followed by the third axis (15.38%), while the first axis had the lowest coefficient of difference (14.96%). It suggests greater variation in responses for the second axis compared to the others, and more pronounced difference and variance in responses for the third axis compared to the first.

Recommendation and Future Research Agenda

This study's findings highlight key areas for enhancing practical education, proposing measures to improve the student teaching experience. Based on research outcomes, the following suggestions are made:

1. Education to align with educational progress and student competence standards.
2. integrating them to enhance student teachers' classroom abilities.
3. Problem-Solving Guide: Develop a comprehensive guide to address common educational challenges, integrating it into interactive practical courses.
4. Effective Field Study: Strategically select schools for field studies, ensuring smooth integration into the regular schedule.
5. Technological Competence: Enhance students' digital skills to align with evolving educational practices.
6. Extended Training and Evaluation: Extend field training duration, coupled with continuous assessment and thorough tracking. Building on this study, the future research agenda includes:
7. Modernising Student Evaluation: Research methods to refine student evaluation during practical education for increased accuracy.
8. Contemporary Pedagogy: Explore modern teaching methodologies to enhance practical education's effectiveness.
9. Approaches.

In conclusion, this study emphasises ongoing improvement in practical education, offering comprehensive recommendations for curricular, pedagogical, and methodological advancement. Implementing these measures can collaboratively enhance practical education, better-preparing students and teachers for their future roles.

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