

Ways for Female Students at Imam Abdulrahman bin Faisal University to Acquire Skills through the Use of Learning Strategies. An Applied Study on the Islamic Studies Program and Communication and Media Technology Program From August to June 2023

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Abstract

The importance of this study stems from analyzing the ways for female students at Imam Abdulrahman bin Faisal University acquire skills through the use of learning strategies. The Study aimed to analyze the learning strategies used to provide female students of the Islamic Studies Program and the Communication and Information Technology Program (to improve the level) with skills, and the teaching strategies used to provide female students with such skills. During the period from August to June, which is the period in which Three-Semester Teaching System was applied at the University, the Content Analysis Approach was used to analyze used learning strategies and learning outcomes to answer the research questions. Researchers chose the Non-Probability Sampling Method in the research because it is the most appropriate method for conducting this Study. Among this type of Sampling Method, the Deliberate Sampling Method was chosen. Therefore, researchers chose to analyze the content of the learning outcomes of the Islamic Studies Program and the Communication and Media Technology Program during the period from August 2022 AD to June 2023 AD, represented in the learning outcomes of three semesters of the Islamic Studies Program. To achieve compatibility between the size of the content for both Programs, researchers intentionally chose to analyze the content of the Journalism and Electronic Publishing Track for the Communication and Media Technology Program. In addition, researchers traditionally designed the Content Analysis Form, using the SPSS program for statistical analysis. The research came out with the following results: The research proved that the use of learning strategies led to the acquisition and improvement of the level of skills among female students of the Islamic Studies Program and the Communication and Media Technology Program. The most used strategy for teaching female students in the Islamic Studies Program was problem-solving, while the most used strategy for teaching female students in the Communication and Media Technology Program was the developed lecture. The research demonstrated that teaching strategies provided female students of the Islamic Studies Program and the Communication and Media Technology Program with the skills they had planned for, and the most achieved skill through the use of teaching strategies was M1 (finding solutions to problems based on theoretical knowledge and practical experiences) for the Islamic Studies Program, while the most achieved skill for the Communication and Media Technology Program was M3 (using digital and statistical techniques in the field of communication, media technology, and scientific research). The research sheds light on the fact that the evaluation methods used to measure the skills of female students of the Islamic Studies Program were written tests, while individual assignments were the most commonly used method to measure the skills of female students of the Communication and Media Technology Program. Moreover, the research sheds light on the fact that the Communication and Information Technology Program enhances the information technology skill that falls under the learning strategy (dialogue and discussion, flipped classroom) better than the Islamic Studies Program.

Keywords: Female Students, Use of Learning Strategies

INTRODUCTION

Institutions seek to activate Comprehensive Quality Procedures in their different fields; with the aim of quality and mastery of work, which are the basis for success and development. Therefore, it has become urgent to establish the Principles of Comprehensive Quality in the educational process as it has an effective role in its success, preventing failure, and improving such a process. Allah, the Almighty, said: “And do good; indeed, Allah loves the doers of good.” (Surah Al-Baqarah: 195).

Modern Education is no longer limited to knowledge and information, but rather it targets skills and values, in a way that achieves the comprehensiveness of the three learning outcomes; (knowledge, skills, and values),

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which represents the basic pillar of the modern education system, which aims to learn them, measuring these three models for the learner, and judging them objectively (4)

Research Importance: The importance of this research stems from the fact that it seeks to know the extent to which female students of the Islamic Studies Program and the Communication and Media Technology Program acquire skills through the use of learning strategies in teaching.

Research Objectives: This research seeks to determine the acquisition of skills by female students of the Islamic Studies Program and the Communication and Media Technology Program through the use of learning strategies. The following set of objectives stems from this main objective:

Identifying learning strategies used to provide female students of the Islamic Studies Program and the Communication and Media Technology Program with skills (to improve their level).

Identifying the most commonly used teaching strategies to provide female students in the Islamic Studies Program and the Communication and Media Technology Program with skills.

Identifying the evaluation methods used to measure the skills that female students acquired through the use of learning strategies?

Identifying the Program that best achieves such skills?

Research Problem: The National Qualifications Framework (NQF) aims to “ensure consistency between qualifications and outcomes in line with national trends, development requirements, and future jobs.”⁵ This goal is achieved by paying attention to the areas of learning consisting of “knowledge, comprehension, skills, and values which the learner is expected to acquire from a specific qualification level, and adopts the learning outcomes in light thereof.”⁶ Therefore, the learning outcomes define what the learner is expected to know, what the learner can do in the field of learning, and what is reflected in his / her behavior, i.e., the final outcome of the learning process, which must be measurable. In light of assessment tools matching the level associated with the qualification, reflecting the goals of NQF in the goals of the University, then the goals of the College, as well as the goals of the Academic Programs, then the goals of different courses that seek to achieve areas of learning through the application of the teaching strategies as identified therein the Course Descriptions. From this standpoint, the idea of this research emerged, which seeks to provide an answer to the main question: What are the Ways for Female Students at Imam Abdulrahman bin Faisal University to Acquire Skills through the Use of Learning Strategies? The following set of questions branches out therefrom:

Research Questions

R. Q. 1: Does the use of learning strategies lead to providing female students in the Islamic Studies Program and Communication and Media Technology Program with skills (to improve the level)?

R. Q. 2: What are the most commonly used teaching strategies to provide female students in the Islamic Studies Program and Communication and Media Technology Program with skills?

R. Q. 3. What are the assessment methods used to measure the skills acquired by female students?

R. Q. 4. Which program achieves the best such skills

THEORETICAL FRAMEWORK

Learning Outcomes are defined as everything that the learner is expected to acquire in terms of knowledge, skills, attitudes, and values according to specific standard criteria, in addition to what the Institution and the

⁴ Aqeel Mahmoud Rifai, *Active Learning: Concept, Strategies, and Evaluation of Learning Outcomes*, Alexandria, Dar Elgamaa Elgadida, 2012, p. 39.

⁵ Education and Training Evaluation Commission (ETEC), *National Qualifications Framework (NQF), 2023 Education and Training Evaluation Commission (ETEC) - National Qualifications Framework (NQF)* (etec.gov.sa).

⁶ Education and Training Evaluation Commission (ETEC), *National Qualifications Framework (NQF), 2020*, ltr_lwtnty_llmwhlt2020.pdf (iau.edu.sa)

teacher have planned to impart to the learners, and which the learner will be able to perform at the end of a specific course or educational program (7).

It represents everything that a student should know and be able to perform after studying a specific course or educational program. Education Institutions in the Kingdom of Saudi Arabia, including Imam Abdulrahman bin Faisal University, seek to formulate the targeted learning outcomes through the Education and Training Evaluation Commission (ETEC). Such outcomes must be clear to the teacher and learner in order to ensure their achievement and acquisition, in order to prepare students capable of meeting the requirements of society and developing it, and what the labor market requires in light of Vision 2030.

In addition to formulate learning outcomes in a specific and precise way assisting the teacher organize his / her work in a way that facilitates the learner's acquisition of the intended outcomes away from randomness. (8)

Researchers define it as the fact that the student is expected to acquire of knowledge, skills, and values that enable him / her to perform them upon completion of a specific, high-quality curriculum.

Hence, there was an urgent need to pay attention to learning outcomes, develop standards to evaluate them, and determine appropriate teaching strategies for them.

Evaluation, which is intended therein this research, is a conscious and organized process of collecting and analyzing information to determine the extent of achieving goals or to make appropriate decisions (9).

Evaluating the Program's learning outcomes has positive repercussions on the educational process and helps achieving the Program's objectives. Students are taught based on the course learning outcomes related to the Program's objectives. Accordingly, the teacher develops an improvement plan based on the results of measuring the outcomes, and then benefits therefrom in developing the Program, identifying and addressing weaknesses, and identifying and strengthening strengths.

The importance of evaluating the Program's learning outcomes is highlighted in ensuring the quality of the educational process and knowing the extent to which the learner has acquired the targeted experiences, which leads to an increase in student success rates and deepening participation between students and the teacher and between the teacher and his / her colleagues, which achieves the Program's objectives.

Evaluating learning outcomes is a systematic process consisting of a series of connected steps, including the following stages: (10)

Planning: Providing a clear description of the skill or learning outcomes to be measured. It includes defining the Program objectives and student learning outcomes in a clear, measurable way, linking learning outcomes to courses, indicators of the extent to which student learning outcomes are achieved, and methods and procedures for measuring student learning outcomes.

Implementation: Developing an implementation plan, including preparing and applying measurement tools, determining strategies, collecting data and information, and summarizing evaluation information.

⁷ A Systematic Review of Studies of Learning Outcomes in the Curricula and Methods of Teaching Sharia Sciences during the period from 2012 to 2021 AD documented in the Saudi Digital Library, prepared by Al-Gharibi, Dr. Nouf Ali Abdel Wahed, Journal of the College of Education in Banha, Issue (130) Part 33, April 2022 AD, p. 226.

⁸ Sharahili, Jaber bin Abdullah Hassan. Role of School Leadership in Improving Learning Outcomes According to the Perceptions of School Leaders and Supervisors. Arab Studies in Education and Psychology. 2020; 213 issue, 118-245, p. 7.

⁹ Osama Muhammad Shaker Abdel-Aleem and Hamid Muhammad Al-Ahmadi, Total Quality Management in Education, Alexandria, Horus International Foundation, 2011, p. 169.

¹⁰ Ahmed, Mimi Al-Sayed. Differences in Dimensions of Learning Outcomes Assessment among University Faculty Members in light of their Specialization and Level of Self-Efficacy in Teaching. Education Magazine. 2016, 167 issue, vol. 2:745-785, p. 13-14.

Review and Analysis: It is for the faculty member to shed light on, demonstrate, or provide examples of achieving performance quality standards. This evaluation includes the processes included in the tool used to evaluate the final products and assess their level of quality in light of the specified rating scales.

Corrective Plans: Determine how the results can be used to improve the level of student learning.

Education based on the evaluation of learning outcomes helps the teacher choose teaching strategies and evaluation methods accurately and gives the learner various lifelong skills that qualify him / her to work academically and professionally.

Skill means ease, accuracy, speed, mastery, and saving of time and effort in a particular job ⁽¹¹⁾.

Researchers define it as an acquired behavior as a result of an organized and specific educational process that results in accuracy and professionalism in performance.

Researchers conclude from the definitions above that skills are an essential area of the learning outcomes, and that learning skills are indispensable for the learner as he/she can employ them when joining the labor market.

Skills are classified in the National Qualifications Framework (NQF) for the Kingdom of Saudi Arabia into three types:

First: Cognitive Skills, including applying knowledge, critical thinking skills, problem solving, investigation, and creativity.

Second: Practical and Physical Skills, including applying knowledge, using appropriate materials, devices, and tools, and skillfully applying motor and manual skills.

Third: Information Technology Communication Skills, including written, verbal, and non-verbal communication, numerical skills, and the use and production of information and communication technology ⁽¹²⁾.

The skills to be developed in the learner are not limited to merely acquiring cognitive skills such as deduction, analysis, comparison, and criticism, but rather extend to the acquisition of deeper and more comprehensive matters such as technical skills. To facilitate dealing with increasing information and for the learner to rely on himself in acquiring knowledge and information facing the challenges of the age of information and communications technology.

Teaching Strategies

Due to the increase in knowledge, it has become necessary to diversify the teaching strategies used by the learner – including **problem solving, cooperative learning, brainstorming, interactive developed lecture, dialogue and discussion, self-learning, blended learning, peer learning, mind maps, practical training, flipped classes, electronic interaction, and the use of multimedia technologies** - as they represent everything related to the method of delivering the material to students by the teacher to achieve a goal. This includes all the means that the teacher takes to control and manage the class. This is in addition to the general atmosphere that students live in and the physical arrangements (meaning nature and the visible world) contributing to the process of bringing students closer to the desired ideas and concepts ⁽¹³⁾.

¹¹ Attiya, Mohsen Ali (2007) Teaching the Arabic Language in the light of Performance Competencies (1st edition), Amman, Jordan, Dar Al-Manhaj for Publishing and Distribution.

¹² National Qualifications Framework (NQF) 1441 AH / 2020 AD, p. 13.

¹³ Teaching Strategies and Effectiveness of Teaching Science, Significance of Activities Inside and Outside the School, Helwan University, College of Education, vol. 5, issue. 4, 1999 AD, Al-Ahmad, Nidal Bint Shaaban, p. 202.

Researchers define teaching strategies as easy and complex ways to stimulate student motivation to acquire the targeted knowledge and skills. “Although each individual has a different cognitive structure in terms of: needs, cognitive habits, beliefs, values, and skills.”¹⁴

Based on the foregoing, it is clear that the strategies are centered around the student. Therefore, the teacher must promote the student towards greater creativity and excellence in the educational process, because this is linked to the students’ pursuit of achieving the needs of esteem and self-esteem. “These needs include the need to feel important by others, and self-esteem that can be obtained through competence, competition, independence, status, and recognition by others of the individual’s value and ability to reach high positions.”

Reference: It also requires the teacher to master the skill of employing teaching strategies that take into account the individual differences of students. “Specialists in the psychology of learning have tried to discover how experiences and educational experiences from the social environment leave continuous effects on the individual. Their interests have focused in particular on how the cognitive structure (the internal psychological system which the individual acquires and the types of responses that the person issues to his external environment) ¹⁵ is formed,” and provides them with an educational environment with positive practices, to improve the level of student response and **needs** to suit the variables of **twenty-first century skills, the most important of which is active learning.**

Active learning has been considered one of the contemporary educational and psychological trends in teaching and learning, and the quality of its outcomes. Active learning is defined as reading work carried out by learners that includes work and positive experiences which would help them understand the knowledge and information they hear, in a way in which what they have learned is applied in their different life situations, through a rich and diverse educational environment, with the presence of a teacher who encouraged them to assume responsibilities, achieve the ambitious curriculum goals, and build the integrated, creative personality of today’s student and tomorrow’s generation.⁽¹⁶⁾

METHODOLOGICAL PROCEDURES FOR RESEARCH

Research Methodology

This research is cross-sectional descriptive research, which aims to “study the current facts related to the nature of a phenomenon, a situation, a group of people, a set of events, or a set of situations, with the aim of obtaining sufficient and accurate information about it, without going into its causes, or controlling it.”¹⁷ Among the Descriptive Research Methods, researchers chose to use the following method:

Content Analysis Method: Researchers chose to use the Content Analysis Method from among the descriptive Methods because it is the most appropriate to achieve the research objectives, in terms of description, diagnosis, and the sequence of development or change stages that prevailed in skills. As this research will provide knowledge of basic data and information about the results of female students’ learning skills, which will allow the development of new studies, according to the data and results that will be presented by the Content Analysis of the learning outcomes of female students in the Department of Islamic Studies and the Communication and Media Technology Program; this curriculum will also describe the learning skills of female students objectively, quantitatively, and systematically.

Researchers used the Content Analysis Method to provide an answer to the main question: What are the Ways for Female Students at Imam Abdulrahman bin Faisal University to Acquire Skills through the Use of Learning Strategies? This will meet the real needs of faculty members for knowledge about the skills that female students

¹⁴ Hassan Imad Makkawi, Laila Hussein Al-Sayyid, *Communication and its Contemporary Theories*, Cairo, Egyptian Lebanese Publishing House, 2003, p. 231.

¹⁵ *Ibid.*, p. 231.

¹⁶ Aqeel Mahmoud, *op. cit.*, p. 52-54

¹⁷ Mr. Ahmed Mustafa, *Media Research: Its Concept, Procedures, and Methods*, 3rd edition, Al-Falah Library, Kuwait, p. 210.

have acquired through the use of specific teaching strategies. Researchers used the Content Analysis Method to provide answers to the following questions:

What are the most effective learning strategies in providing students with the targeted skills?

What are the highest percentage of skills acquired by female students through the use of learning strategies?

What are the assessment methods used to measure the skills which female students acquired through the use of learning strategies?

Which program achieves the most such skills?

Methodological Procedures for Content Analysis

To define analysis categories and indicators, you shall first define the analyte. Through this research, the researchers analyzed the content of the learning outcomes of the Islamic Studies and Communication and Media Technology programs (Journalism and Electronic Publishing course). The content of the learning outcomes that was analyzed included several categories related to the research problem. Below is an overview of the content analysis categories that the researchers used.

First: Category of qualitative analysis – how was it said? It contains categories of learning strategies and methods for evaluating skills.

Second: Quantitative analysis - what was said? It contains the types of learning skills that were measured through the Excel sheet, learning outcomes in the study programs, during the three semesters of the research time period. It shall be considered a quantitative study that preceded this research. The distribution numbers in the learning outcomes analysis tables for the two aforementioned study programs were studied.

Third: Identifying the content analysis units: The content analysis units consisted of the total percentages of learning outcomes for each semester in the period specified for the research.

Fourth: The researchers used the following units to analyze the content of the content newspaper:

Subject unit: The content of learning skills can be analyzed at several levels, starting from the types of skills, and even their different levels. The units of analysis were determined according to the research objectives, and the determination was also linked to the formal structures of the learning outcomes measurement tables and to the content of the subject. The researchers chose the topic to be the unit of measurement, and the subject means the information and data related to the skills learning outcome. If the outcome contains more than one level of measurement, it can be classified under more than one category of information subjects according to its content.

Fifth: Applying credibility and reliability tests: The researchers prepared a content analysis form on which credibility and reliability tests were applied. The following are the most important steps that the researchers took:

1- Credibility of the analysis: Credibility or verification means the validity of the approach or method used to measure skills, and the extent to which the content analysis approach can provide the information required to achieve the degree of credibility of the analysis or verification. Therefore, the researchers followed the following steps to achieve credibility:

- The researchers identified categories and units of content analysis, and each category and unit were clearly defined.

- The researchers studied the opinions, data, and trends of some experts, to identify their prevailing understanding of the set of terms used in the analysis, to reach the closest and most accurate concepts.

2- According to HOLSTI method, the stability coefficient in the analysis according to the categories takes the following equation:¹⁸

Stability coefficient =

$$\frac{N2}{N1 + N2}$$

N = the number of cases in which the researcher and the external arbitrator agree

N1 = the number of cases coded by the researcher.

N2 = the number of cases coded by the external arbitrator

3- Consistency between analyses: The greater the degrees of agreement achieved by the content on these two dimensions, the more it is relied upon as a scientific tool. To achieve this goal, the researchers conducted a validity test through simultaneous analysis with each other, and then the researchers reached the same result when applying the categories and units of analysis on the same learning outcomes content "skills" in question and identifying the stability of the analysis at the general level. The researchers applied the "HOLSTI" method to a sample of the research community.

Research Community: The research community consists of the learning outcomes of the Islamic Studies Program and the Communication and Media Technology Program, which were measured during the academic period, which consisted of three semesters from August 2022 - June 2023, which is the first year in which Imam Abdul Rahman bin Faisal University implemented the Three-season system. Then, after this year, we switched again to the two-semester system in research, as the research community reached 99 courses out of the total subject outcomes.

Research sample: The researchers used the non-probability sampling method in the research, and among this type of sampling, the intentional sample was chosen, which "depends on the researcher choosing the sample items based on his personal experience and his personal evaluation of the characteristics that shall be present in the research sample,"¹⁹ and the reason to Choose this sample; Because the research seeks to test some questions and arrive at indicators, that is why it was sufficient to choose a non-probability sample, and based on that, the researchers chose to analyze the content of the learning outcomes of the Islamic Studies Program and the Communication and Media Technology Program in the period from August 2022 AD - June 2023 AD.

It represented the learning outcomes of three semesters of the Islamic Studies Program, and to be compatibility between the size of the content for the two programs, the researchers intentionally chose to analyze the content of the journalism and electronic publishing course of the Communication and Media Technology program, because the program consists of three courses: journalism and electronic publishing, public relations and advertising, Radio, and television. This course was chosen because it was the first course to be opened in the department in the year 1436 AH.

RESULTS

Does the use of learning strategies lead to providing female students in the Islamic Studies, Communication, and Media Technology programs with (improving the level of) skills?

¹⁸ Mr. Ahmed Mustafa, previous reference, p. 240

¹⁹ Shaima Zulfqar, Research Methods and Statistical Uses in Media Studies, 1st edition, Cairo, Egyptian Lebanese Publishing House, 2009, p. 243.

Table (1): It shows the percentages of learning strategies for the Islamic Studies and Communication and Media Technology programs.

Teaching strategies for the communication and information technology program			Teaching strategies for the Islamic Studies program		
	Frequency	Percent		Frequency	Percent
Interactive developed lecture	30	13.2	Problem-Solving	40	17.5
Electronic interaction and use of multimedia technologies	29	12.7	Cooperative learning	36	15.8
Dialogue and discussion	27	11.8	Brainstorming	31	13.6
Self-education	21	9.2	Interactive developed lecture	30	13.2
Case Study	13	5.7	Dialogue and discussion	20	8.8
Microlearning	8	3.5	Self-education	17	7.5
Practical application in laboratories	7	3.1	Blended learning	13	5.7
Debates	6	2.6	Learn about peers	13	5.7
Cooperative learning	5	2.2	Mind maps	10	4.4
Simulation	5	2.2	Practical Training	9	3.9
Brainstorming	4	1.8	Inverted rows	6	2.6
Practical Training	3	1.3	Electronic interaction and use of multimedia technologies	3	1.3
Inverted rows	2	.9			
Educational films	2	.9			
Field visits	1	.4			
Problem Solving	1	.4			
Mind maps	1	.4			
Total	165	72.4			

The research demonstrated, through Table (1), the multiple use of learning strategies in the two programs, and among the learning strategies that most contributed to the acquisition of skills among female students of Islamic studies (problem solving, cooperative learning, brainstorming, and advanced lecture) at a rate of (17.5%, 15.8%, 13.6% and 13.2%) respectively. There are also some strategies that have a small impact, such as (electronic dealing and use of multimedia technologies) with a rate of 1.3%. As for the Communication and Information Technology program, we find that most of the learning strategies that contributed to the acquisition of skills were (developed interactive lecture, electronic interaction and use of multimedia technologies, dialogue and discussion) at a rate of (13.2%, 12.7% and 11.8%), respectively. Some strategies that have little impact, such as (field visits, problem solving, and mind maps) at 0.4% each.

In general, we find that the ability of students to acquire and improve cognitive and information technology skills during learning processes depends on the effectiveness of the strategies used and their impact on improving students' understanding and applied abilities in various subjects.

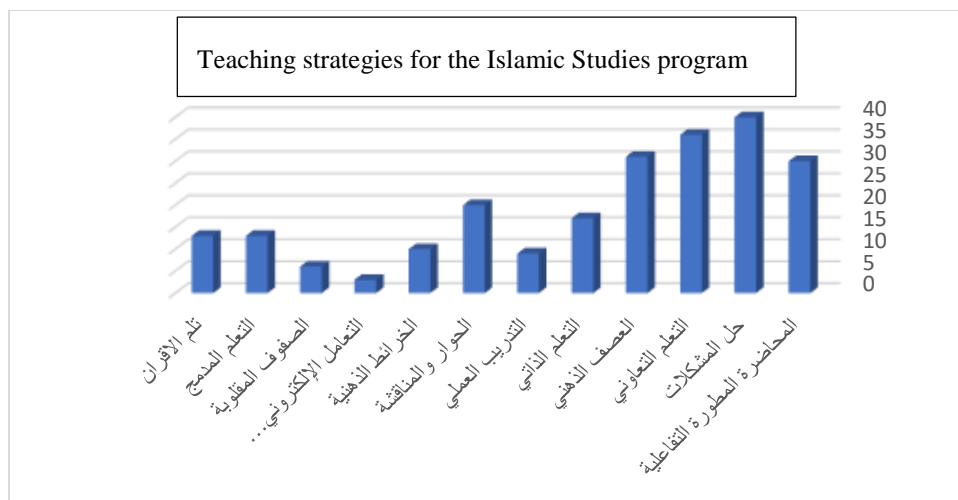


Diagram No. (1) showing the teaching strategies for the Islamic Studies Program

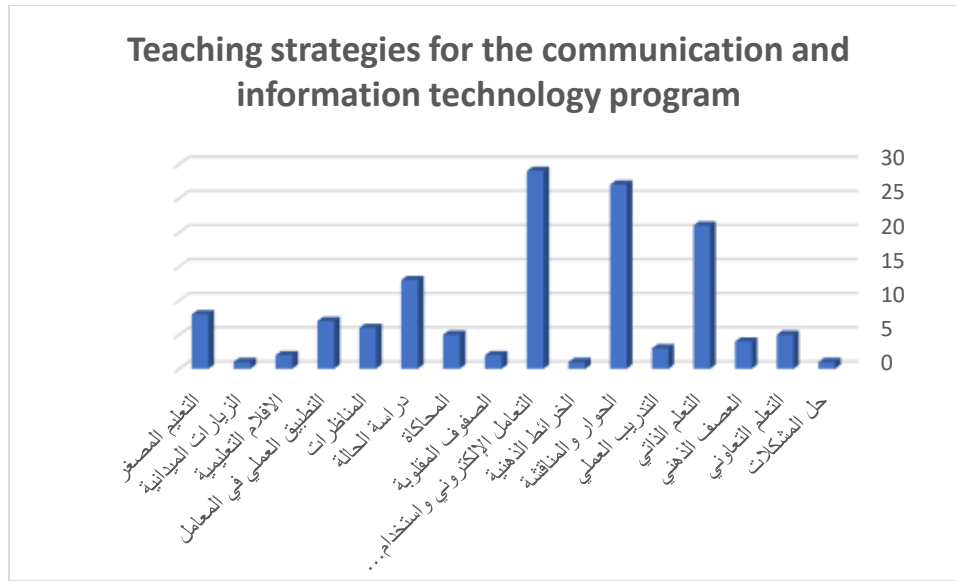


Diagram No. (2) showing the teaching strategies for the Communication and Information Technology program

Table (2) shows the significance of the learning strategies for the Islamic Studies and Communication and Media Technology programs

Studies	Skills in the Islamic Studies Program	Learning strategies for the Islamic Studies Program	
88.075 ^c	4.805 ^b	88.316 ^a	Chi-Square
26	3	11	Df
.000	.187	.000	Asymp. Sig.
Media	Skills in the communication and media technology program	Learning strategies for the communication and information technology program	
344.174 ^c	3.873 ^b	176.545 ^a	Chi-Square
10	3	16	Df
.000	.275	.000	Asymp. Sig.

The research showed through Table (2) that we find that the value of Sig = 0.000, which is statistically significant, so the use of learning strategies led to improving the level of skills among female students of the Islamic Studies and Communication and Media Technology programs.

2/ What skills have female students acquired most through the use of learning strategies?

Table (3): Shows the percentage of acquired skills when using the learning strategies for the two programs

Skills in the communication and media technology program		Skills in the Islamic Studies Program		
Percent	Frequency	Percent	Frequency	
18.4	42	22.4	51	M1
17.1	39	17.1	39	m2
20.6	47	14.9	34	m3
13.2	30	21.9	50	M4

It is clear from Table (3) above that using learning strategies effectively leads to improving the skills level of female students. These strategies can include M1 (creates solutions to problems based on theoretical knowledge and practical experiences), M4 (uses modern technologies in the educational, research and computational fields), M2 (judges opinions that contradict the truth with correct argument and evidence), and M3 (employs scientific research to serve society) in Islamic studies, as for Communication and Media Technology M3 (to employ digital and statistical techniques in the field of communication, media technology and scientific research), M1 (to employ concepts and theories of communication and media technology and their applications), M2 (to apply media skills in the field of journalism and electronic publishing), and M4 (to apply

journalistic production and directing skills. Paying attention to the diversity of learning styles contributes to meeting the different needs of female students and enhancing their understanding and effective application.

3. What evaluation methods were used to measure the skills acquired by female students?

Table (4): shows the evaluation methods that were used to measure the skills of female students in the Islamic Studies Program.

Evaluation methods	Percent			
	M1	M2	M3	M4
Problem solving project evaluation card			6.1%	8.4%
Achievement file	1.2%	7.2%	7.0%	7.2%
Formative assessment, short tests	7.0%	8.1%	3.5%	10.5%
Written tests	12.8%	3.5%		

The research in Table No. (4) showed that the evaluation method (written tests) is the most widely used to measure skill M1 (creates solutions to problems based on theoretical knowledge and practical experiences) at a rate of 12.8%, while the evaluation method (formative evaluation, short tests) Second rank for measuring skill M4 (using modern technologies in the educational, research and computational fields) with a rate of 10.5%, while the third rank (problem solving project evaluation card to measure the M4 was achieved with a rate of 8.4%. The evaluation method (achievement file) came in last rank with an equal percentage for M2 (opinions that contradict the truth are judged with correct argument and evidence) and M4.

Table (5): shows the evaluation methods that were used to measure skills for the communication and media technology program.

Evaluation methods	Percent			
	M1	M2	M3	M4
Achievement tests	47.1%	35.3%	5.9%	
Individual assignments		11.8%	52.9%	20.6%
Research duties			2.9%	
Working papers			2.9%	
Graduation project plan		2.9%		
The final evaluation of the project from the course professor		2.9%		
Dialogue and discussion		2.9%	2.9%	
Evaluation of the training agency's performance of female students			2.9%	
Training supervisor's evaluation of female students' performance			2.9%	
Final evaluation of the project by a committee			2.9%	
Assigning female students to submit written reports and presentations about the training period				2.9%

The research showed, through Table No. (5), the evaluation method (individual assignments), which is the most widely used to measure skill M3 (to employ digital and statistical techniques in the field of communication, media technology, and scientific research) at a rate of 52.9%, while the evaluation method (achievement tests) occupied the second rank for measuring skill M1 (to employ concepts and theories of communication and media technology and their applications) with a rate of 47.1%, and in third rank the evaluation methods achieved (a graduation project plan and the final evaluation of the project from the course professor) with an equal percentage for measuring skill M2 (to apply media skills in the field of journalism and electronic publishing), which reached a rate of 2.9%. The evaluation methods (research assignments, work papers, the training body's evaluation of the female students' performance, the training supervisor's evaluation of the female students' performance, and the final evaluation of the project by a committee) achieved an equal percentage for measuring skill M3, amounting to 2.9%; With the same percentage, the evaluation method (dialogue and discussion) achieved equal results for both M2 and M3 skills, and finally, the evaluation method (assigning female students to submit written reports and presentations about the training period) for measuring skill M4 (to apply journalistic production and production skills) achieved a rate of 2.9%.

In general, these tables illustrate the use of different evaluation methods to measure learning skills, which enables the analysis of female students' performance in different skills and directing educational efforts effectively.

What is the most achievable program for learning skills?

Table (6): shows the results of the average comparison test

Test	Laboratory value	Probability value
Mann-Whitney U	49.000	.001

Table 6 above shows that the probability value of the Mann-Whitney U test is (Significant = 0.001) and is greater than 0.05, meaning there are statistically significant differences. This indicates that there is a communication and information technology program that enhances the information technology skill that falls under the learning strategy (dialogue and discussion, flipped semesters) better than the Islamic studies program.

RESULTS

1. The research proved that the use of learning strategies led to the acquisition and improvement of the level of skills among female students of the Islamic Studies and Communication and Media Technology programs. The most used strategy for teaching female students in the Islamic Studies program was problem-solving, while the most used strategy for teaching female students in the Communication and Media Technology program was the developed lecture.
2. The research demonstrated that the teaching strategies provided the students of the Islamic Studies and Communication and Media Technology programs with the skills they had planned for, and that the skill most achieved through the use of teaching strategies was represented in M1 (creates solutions to problems based on theoretical knowledge and practical experiences) for the Islamic Studies program, While the most achieved skill for the Communication and Information Technology program was M3 (to employ digital and statistical techniques in the field of communication, media technology, and scientific research).
3. The research showed that the evaluation methods used to measure the skills of female students in the Islamic Studies Program were written tests. While individual assignments were the most commonly used method to measure the skills of female students in the Communication and Media Technology program.
4. The research showed that the Communication and Information Technology program enhances the information technology skill that falls under the learning strategy (dialogue and discussion, flipped semesters) better than the Islamic Studies program.

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