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The degree of use of basic skills in educational technology among Islamic education teachers in the governorate of the capital, Amman, in light of the Corona crisis

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Abstract:

The study aimed to identify the degree of use of basic skills of educational technology among Islamic education teachers in the capital, Amman, in light of the Corona crisis, and the study sample, which amounted to (141) teachers, was selected. Standardized analysis of variance, one-way analysis of variance, and a cross-test, and the study reached a set of results, the most prominent of which were:1.The degree of using basic skills in educational technology among Islamic education teachers, was high.

2. The existence of statistically significant differences at the level of significance (α≤0.05) in the degree of using basic skills for educational technology among Islamic education teachers due to experience, and the differences were in favor of those with more than (10) years of experience.

3.*There are no statistically significant differences at the significance level (α≤0.05) in the degree of use of basic skills for educational technology among Islamic education teachers, due to the scientific qualification variable and gender.*

The study concluded with a set of recommendations, the most important of which were: The Ministry of Education taking its role in the interest in employing educational technology and promoting its use in light of the Corona crisis because of its impact on improving the educational process.

Key Words: *Educational Technology, Corona Crisis, Islamic Education Teachers, Capital Governorate, Jordan.*

I. Introduction

Today, the world is facing a complex problem of the most complex problems that occurred in the twenty-first century so far, as a result of the outbreak of the new Coronavirus (COVID-19), as it imposed itself and swept the world, and affected all walks of life, and its impact has prolonged the educational process, as it was announced The state of emergency in all countries of the world to confront this pandemic, and forced many

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educational institutions, universities and institutes to stop their activities, and to close them on a large scale in most countries of the world, and in March 2020 most governments in more than (73) countries announced the closure of their schools, where more than (421) million learners in the world at home, that is, approximately (363) million learners around the world, from pre-primary to higher education, including (57.8) million students in higher education, according to data issued by the organization (UNESCO on March 10, 2020) Thus, one in five students worldwide has been out of school due to the COVID-19 crisis.

This closure and the cessation of formal education in schools and educational institutions has pushed decision-makers to search for modern means to maintain the stability of education, complete academic courses, switch to distance education programs and use technology as an alternative as the only option that has no alternative. To ensure the progress of the academic process, both in schools, to provide education during the closure period, and to save classrooms from being lost.

Therefore, the twenty-first century requires individuals with special characteristics, high skills, a high level of performance, and a high level of accountability to meet the challenges facing educational institutions in order to prepare individuals to have a role in the labor market, in the context of interest in achieving the quality, control and management of education (Al-Khatib, 2020).

Hence, the Jordanian schools, like the rest of the schools, seek to achieve the employment of technological innovations in education, as an integrated approach that aims to comprehensive and continuous development for all stages of performance, and constitutes a joint responsibility for all the basic axes of the educational process in its endeavor to develop work, improve performance and optimal investment of its resources, thus ensuring It has a competitive position through satisfactory outputs that meet the market's needs for specialized human resources (Abu Shanab, 2019).

This development of human, scientific and technological knowledge is exemplified by the accelerated clarity of many societies to the introduction of radical changes in their policies, plans and methods of education, and the changes have led to the emergence of new patterns and methods in the teaching and learning process, so technological development and its employment in the educational process has become an urgent necessity to take advantage of raising the efficiency of the process. Educational (Maria &, Diaz, 2017).

The introduction of educational technology into the classroom has led to a clear change in the learning and teaching process, and through what technological tools provide as a source of knowledge, a tool for reproducing or reconfiguring knowledge, and a means for audiovisual communication, in a way that develops the learner’s skill and scientific knowledge (Al Suroor , 2018).

Reaching an integrated educational system characterized by quality requires a radical change in the existing organizational climate and its determinants, and this concept also requires extensive training in order to build a culture of quality. Creating an appropriate climate is a prerequisite for achieving the quality strategy in its modern concept, and it also requires interaction with the community systems that are formed. Therefore, the twenty-first century requires individuals with special characteristics, high skills, a high level of performance, and a high level of accountability to meet the challenges facing educational institutions in order to prepare individuals who have a role in the labor market, in the framework of concern for the overall quality, its control and management (Al-Zuhairi, 2008) .

Educational technology contributes to providing learners with knowledge and information about what is recent in learning different topics and helps them to eliminate barriers between the branches of specialized knowledge, and to provide them with different types of innovative, critical and scientific thinking, and to provide many opportunities for creativity, and it also works in helping learners spread their ideas. Through the Internet and receiving new ideas to enhance their learning, this technology also contributes to the development of learners' skills in communicating between them and their teachers and between the learners themselves and the customer (Ababneh, 2010).

(Al-Qudah, 2017) states that it is necessary to pay attention to the inputs and processes as a system and the outputs as a product of the educational process and the educational technology is the method that uses all available material and immaterial capabilities, and in an effective manner to accomplish the desired work with a high degree. With the aim of helping learners reach goals with a high degree of mastery.

(Al-Khaja, 2015) indicated that the requirements of educational technology are numerous and endless, and the more an Islamic education teacher masters his profession, the more his experience increases. It begins with the creation of new and varied means of transferring information and skills to students, activating the well-known means employed by previous educators and developing them, and as a result of the tremendous development in educational theories and practical practices and the entry of technology into multiple areas of life, its entry into the field of education was a must in order to serve the objectives of the educational process And solving the problems he faces, and the learning process is a thoughtful and organized process in terms of preparation, implementation and evaluation. Therefore, all its elements must be integrated in all stages of work to reach better education, so it was necessary to conceive of new concepts and practices that are more powerful and capable of effecting change towards Best.

This development of human, scientific and technological knowledge represents an accelerated clarity for many societies to introduce radical changes in their policies, plans and methods of education. Changes have led to the emergence of new patterns and methods in the teaching and learning process, so technological development and its employment in the educational process has become an urgent necessity to take advantage of raising the efficiency of the educational process. (The Resourcefulness, 2014).

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Educational technology is also used as a method used to deliver information quickly and with high accuracy most of the time, because it has imposed itself greatly and has a role in the educational process, and has its effect on helping the Islamic education teacher and the learner to improve their performance together (Salama, 2018).

The employment of modern technology in the service of education within schools in our society is an inevitable necessity, as the employment of technology has become an integral part of the educational process,

whether in the field of public education and its schools, or higher education and its various institutions, so there is hardly a school without the tools of modern technology in the field of education, Countries and all countries of the world have paid great attention to the introduction and use of modern technology, as new patterns of education appeared that were not previously known, such as electronic schools, open education, distance education, and virtual schools, using modern technology and its electronic technologies in all educational stages (Al-Enezi) , 2018).

(Nwoobi, Ngozi, Rufina, &Ogbonnaya, 2016) indicates that educational technology helps learners to spread their ideas over the Internet and receive new ideas to enhance their learning, and this technology also contributes to developing learners' skills in communicating between them and their teachers and the learners themselves, Educational technology is also used as a method used to deliver information quickly and with high accuracy most of the time, because it has imposed itself heavily and has a role in the educational process.

Educational technology contributes to providing learners with knowledge and information about what is recent in learning different topics and helps them to eliminate barriers between specialized branches of knowledge. It also helps them effectively to acquire the skill of scientifically employing their knowledge, and to equip them with different types of innovative, critical and scientific thinking, and to provide opportunities. It also works to help learners spread their ideas and receive other new ideas that may benefit the educational process, and educational technology also contributes to developing learners' skills by communicating between them and their teachers and the learners themselves (Al-Shukry, 2016).

In light of the successive developments in the information age, educators seek to keep pace with these developments through attempts and efforts to transform the normal learning environment with the mediation of the teacher into a multi-source learning environment, and in view of the development of technology and the remarkable growth in its capabilities, the use of it in support of the educational process and the development of long-term strategies and their integration into Education has become a fundamental goal of contemporary educational reform (Al-Helah, 2017).

The past few years have also witnessed remarkable progress in the field of modern technology tools in general, and in light of this progress, modern technology has entered the field of education, providing ideas and solutions to the problems facing the educational process, the most important of which are; The scarcity of available materials, the large number of students in the classroom, the spacing of distances, and the adaptation to the minds of students that have been dominated by technology in order to facilitate the arrival of information to the mind in a way that suits the goals of the curriculum in an enjoyable way (Salama, 2018).

Al-Harbi (2015) focuses on the importance of introducing educational technology and the extent of the need for teachers to have adequate computer skills. To be used in education and the strategy followed by the Islamic education teacher is based on psychological theories, and is characterized by being defined and organized by the teacher, and it requires preparation and prior organization.

(Al-Enezi and Saadeh, 2018) state that the optimal use of educational technology skills helps the Islamic education teacher to perform his work efficiently and saves a large part of the time allocated to the class, with the possibility of obtaining a better educational level in an interesting manner, as well as working to create an atmosphere of interaction. And teamwork inside and outside the classroom, which provides the opportunity for students to grow their capabilities and improve their talents, and the judges (2017) also address the

importance of using educational technology, which is one of the important indicators for the success of the education process. Because it is one of the effective means to enrich the educational position; And because it bridges between the intellectual aspect and the tangible reality; It brings concepts and terminology closer to students' minds, and links theory with actual practice.

(Abu Rabi`, 2015) goes on to say that the Islamic education teachers' possession of the skills of using educational technology enables them to produce the collective curriculum according to the individual specifications within his group of students. Thus, group learning according to the individual characteristics of the learners will become possible, and in this case it allows students to learn according to their rates. Especially since any student will be able to receive an education that suits his abilities.

Also, the Islamic education teachers 'possession of the skills of using educational technology depends to a large extent on the degree to which Islamic education teachers use this technology and their desire to adopt it, and that Islamic education teachers who employ modern technology in education feel comfortable and confident together when using it, and their interest in training in it increases their confidence. Toward their use of it (Haubane, 2015).

As the introduction of educational technology and its entry into the field of education and learning has become part of the educational process and what it contains, it is necessary to highlight the degree of use of the reality of using educational technology in light of the Corona crisis by Islamic education teachers in the capital's governorate, and how the basic skills of educational technology can serve elements The educational process, and from this standpoint this study came; To find out the reality of the degree of use of basic skills for educational technology among Islamic education teachers in the governorate of the capital, Amman, in light of the Corona crisis.

The study problem and its questions

While concerns about the new Coronavirus (COVID-19) increase, many education leaders are taking the difficult decision to close universities. To assist in the transition to distance learning, distance learning has become an urgent matter required by the conditions that the whole world is going through in general and Jordan on the other hand. In particular.

And because the Islamic education course aims to prepare a generation who believes in God and adheres to his faith that has the ability to face the challenges posed by the cultural and intellectual invasion after the world has become a small village to which all ideas and information are accessed, the researcher's interest in studying the practice of Islamic education teachers of basic skills for educational technology, and through experience In the field of teaching, and perusing the notebooks of preparing lessons for fellow teachers and reviewing them, he found that the educational methods used by teachers are limited only to the textbook and blackboard, without the basic skills of educational technology having any share.

This indicates that there may be difficulties hindering the use of basic educational technology skills in the educational process. It is also believed that activating the teaching of Islamic education through the basic skills of educational technology can have a very great effect that can affect the emotional and behavioral aspects of students and the extent of Their adherence to Islamic teachings and adherence to the faith, all of which is necessary to preserve their cultural and intellectual identity and affiliation, as well as the low level of interest and

motivation by Islamic education teachers to use the basic skills of educational technology; They prefer the process of learning and teaching in the usual way.

In view of the rapid advancement of educational technology and its impact on the teaching process, and because technology has become indispensable for achieving comprehensive development, and because modernization of education should be based on the basis of developing teaching methods, methods and strategies, the use of technology in education has become an effective means in developing these methods. Methods and Strategies (Jarrah, 2020); (Al-Dheisat, 2020), so the Ministry of Education has worked to introduce educational technology to the learning and teaching process, due to its importance, and its impact on simplifying the curriculum, its content and its corresponding activities to help the teacher, train the learner and clarify the content in the easiest way. The basic stage of the basic skills of educational technology enables them to produce the collective curriculum according to the individual specifications within its group of students, thus group learning according to the individual characteristics of the learners will become possible, and in this case it allows students to learn according to their own rates as any student will be able to have an education that suits his abilities. .

And based on the importance of educational technology that is employed in the learning and teaching process and according to the recommendations of some studies such as the study (Abu Yahya, 2018); (Al-Janabi, 2017); (Ohuemisi, 2015), and the necessary response to conduct more research aimed at taking into account the use of educational technology in the process of learning and education. The need to know the degree of use of basic skills for educational technology among Islamic education teachers in the governorate of the capital, Amman, has emerged in light of the Corona crisis.

Accordingly, this study sought to answer the following questions:

What is the degree of use of basic skills in educational technology among Islamic education teachers in the capital, Amman, in light of the Corona crisis?

1. Are there statistically significant differences at the significance level α 0.05) (towards the degree of use of basic skills for educational technology among Islamic education teachers in the governorate of the capital Amman in light of the Corona crisis due to (gender, experience and qualification)?

Objectives of the study

The current study sought to achieve the following two goals:

1. An indication of the degree of use of basic skills in educational technology among Islamic education teachers in the capital, Amman, in light of the Corona crisis, in the first semester of 2020/2021.

2. Identifying the differences in the degree of use of basic skills for educational technology by Islamic education teachers in the capital Amman governorate in light of the Corona crisis due to (gender, experience and qualification).

The importance of studying

The importance of the study is highlighted in keeping up with the changes and developments resulting from the increase in knowledge, because the basic skills of educational technology have a great importance and role in the fields of life in general, and in the educational learning process in particular, and the

importance of the study is:

The theoretical aspect the current study may contribute to:

1. Enriching theoretical literature in knowing the degree of use of basic skills for educational technology among Islamic education teachers.

2. The scarcity of the previous study within the limits of the researcher's knowledge of the degree of use of basic skills in educational technology among Islamic education teachers.

3. The importance of educational technology as a basis for clearly presenting knowledge when used by teachers of the school stages in general in general and the primary stage in particular.

4. This study is of interest to researchers in opening the way for new studies on the use of educational technology applications in the educational process.

The practical and applied aspect, the present study may contribute to:

1. The study is important in employing the use of basic skills, the applications of educational technology in the service of the teacher and the learner.

2. It is expected that the current study constitutes a frame of reference for Islamic education teachers to know the basic skills of educational technology.

Conventional and procedural definitions

Basic skills for educational technology: It is the planning of the educational process and employment of all educational methods in order to reach a better education, that is, it is not limited to a specific method or a single technological device, but rather goes beyond all of them for the development of the educational program (Dheisat, 2020).

The researcher defines them procedurally the basic skills of educational technology: those skills related to the ability of female teachers to employ different techniques and technologies and new ideas and use them in the educational process, whether in the technical aspect, "skills of dealing with technologies, including hardware, materials and software", or the personal aspect, "personal skills such as the ability to present and explain And analysis, perception and interpretation, "or the employment aspect, the skills of employing technology in education, and choosing the device, material and new idea appropriate to the educational position.

Islamic education teachers: every teacher teaches Islamic education in schools in the capital, Amman, in the Hashemite Kingdom of Jordan.

Previous studies:

(Al-Dheisat, 2020) conducted a study aimed at finding out the degree of use of basic skills for educational technology among teachers of the lower basic stage in public schools of the Directorate of Education for the Minors Brigade. (186) questionnaires were distributed, and the number of recovered and analyzable questionnaires reached (183) questionnaires, 2021. The study relied on the descriptive and analytical approach, and in order to achieve the objectives of the study, the questionnaire was developed, consisting of five areas (the skill of using educational aids, the skill of using application software, the skill of using the computer, the skill of using the Internet, the skill of familiarity with technical knowledge)

The results of the study showed: The degree of use of basic educational technology skills among teachers of the lower primary stage in public schools of the Directorate of Education for the minor brigade was average, and the existence of statistically significant differences in the fields of (the skill of using educational aids, the skill of using the computer, the skill of using the Internet, the skill of familiarity with knowledge. Technology) attributed to qualification and the differences were in all fields in favor of postgraduate studies, and there were statistically significant differences in the field of (skill in using the computer) due to experience, and the differences were in favor of those with experience (10 years or more).

Jarrah (2020) conducted a study aimed at identifying the reality of using tools for using basic skills in educational technology in imparting technological culture to Taibah University students, and the researcher used the descriptive approach, through a questionnaire consisting of (41) tools from the Blackboard system used. At the university, the study sample consisted of (300) students from Taibah University, Al-Ula branch, who were randomly selected in the second semester of 1440/1441 AH.

The study found that the students used tools for using basic skills in educational technology to gain them the technological culture, with an average of (2.67) and a percentage (89%). The results also revealed the most used tools in providing students with a technological culture, as the number reached (10) tools. Especially for the e-learning management system, with an arithmetic average (2.79) and a percentage (93%) of those tools, smart devices, personal pages, and chat programs. The number of tools that are least used in providing students with technological education reached (10) tools, the average of which was (2.52) and a percentage (84%), and of those tools are interactive video, video conferencing, and presentation software. The results also showed that there were statistically significant differences in the use of tools for using basic skills in educational technology among university students due to the variable of sex and in favor of males, while those differences did not appear according to the variable of academic specialization. The study recommended the necessity of promoting the technological culture of university students in its other branches, and circulating the results of this study to Saudi universities to benefit from them. In addition to evaluating the e-learning experience in light of the Corona pandemic.

The study (Mahmoud, 2020) aimed at identifying the applications of artificial intelligence in the educational process in light of the challenges of Corona, and the study adopted the descriptive approach, through extrapolation and analysis of studies, research, books and periodicals. For the purposes of the study, an open questionnaire was designed to identify the most important problems and challenges facing the educational process. And the role of artificial intelligence applications in facing these challenges, and the study concluded that there are several challenges and problems related to the following aspects: (the educational process, educational administration, teacher, learner, parents), and the study made several recommendations, including the necessity of adopting some artificial intelligence techniques in educational institutions. Spreading technological culture and educating educational institutions and society about the positive effects of artificial intelligence. By employing some applications of artificial intelligence in the educational process, such as smart education systems, smart content, virtual reality technology (VR), augmented reality (AR), “Layer” applications, Aurasma, Augmented 4 applications, and others, in the face of some challenges and problems.

The study (Abu Shkheidem and others, 2020) aimed at revealing the effectiveness of e-learning in light of the spread of the Corona virus at Kadoori University, and to achieve the objectives of the study, the

descriptive analytical approach was relied upon, and the study sample consisted of (50) faculty members at Kadoori University who taught During the period of the spread of the Coronavirus through the e-learning system, the necessary data was collected using a questionnaire whose reliability factor was (0.804) and was applied to the study sample, as the results of the study revealed that the study sample's evaluation of the effectiveness of e-learning in light of the spread of the Corona virus from their viewpoint was average, Their evaluation of the field of continuity of e-learning, the field of obstacles to the use of e-learning, the field of interaction of faculty members with e-learning, and the field of student interaction in using e-learning was moderate. The researchers recommended holding training courses in the field of e-learning for both teachers and students and helping to get rid of all obstacles that transform Without benefiting from the e-learning system followed, and the necessity of combining face-to-face education with e-learning in public education institutions To the future.

In a study conducted by (Draissi and Yong, 2020) aimed at knowing the response plan to the outbreak of (COVID-19) and implementing distance education in Moroccan universities, in this study the researchers examined various documents consisting of news articles in daily newspapers, reports and notices from Universities website The study used a content analysis approach, and the results of the study indicated that the concern is that the COVID-19 pandemic is challenging universities to continue to overcome the difficulties facing both students and professors, and to invest in scientific research and their continuous efforts to discover a vaccine. New teaching methods were based on increased independence. For the student, the additional duties assigned to the professors were to keep the momentum of their work from home, and to provide free access to a few paid e-learning platforms or databases.

And (Sahu, 2020) conducted a study aimed at knowing the effect of university closures due to Coronavirus (COVID-19) on education and mental health of students and faculty, as it originated in Wuhan, China, and the new coronavirus (COVID-19) has spread rapidly around the world, Thus, a large number of universities have postponed or canceled all university activities, and universities have taken extensive measures to protect all students and staff from the highly contagious disease, faculty members have moved to the electronic teaching system, and the research highlights the potential impact of the spread of COVID-19 on education and mental health. For students, the results of the study showed that universities should implement laws to slow the spread of the virus, and students and staff should receive regular information through e-mail, and the health and safety of students and staff must be a top priority, and counseling services must be available to support students' mental health, and also Authorities should take responsibility for ensuring food and housing for international students, and faculty should pay careful attention to technology to make students' learning experiences rich and effective.

And (Yulia, 2020) a descriptive study aimed at clarifying ways of the impact of the Corona pandemic on reshaping education in Indonesia, as it explained the types and strategies of learning that teachers use in the world via the Internet due to the closure of universities to limit the spread of the Corona virus epidemic, and the study showed the advantages and effectiveness of using Learning through the Internet, as the study concluded that there is a high speed of the impact of the Corona epidemic on the education system, as the traditional method of education was revised to spread instead of learning through the Internet because it supports learning from home and thus reduces the mixing of individuals with each other, and reduces the spread of the virus, and the study proved the importance of Using various strategies to increase the smoothness and improvement of

online education.

In a study conducted by (Basilaia, Kvavadze, 2020) aimed at studying the experience of moving from education in schools to learning via the Internet during the spread of the Corona virus epidemic in Georgia, as it was based on the statistics of the first week of the teaching process in a private school and its experience in the transition from education in person. He went to e-learning during the Corona pandemic, where she discussed the results of online education and the EduPage and Gsuite platforms were used in the educational process, and based on the statistics of the first week of the online teaching process, the researchers concluded that the transition between traditional education and online education was successful, and it can be used. Of the system and the skills that teachers, students and school administration have acquired in the post-epidemic period in various cases, such as those with special needs who need extra hours, or through increasing the effectiveness of group teaching or increasing the independence of the student and obtaining new skills.

(Hodges, Moore, Lockee, Trust, BondH, 2020) conducted a study aimed at uncovering the difference between distance teaching in emergency situations and online education, where the researchers designed a model consisting of evaluation conditions and a set of questions through which teaching can be evaluated about After in emergencies, and measuring the success of online distance learning experiences, the study concluded that online learning experiences differ from learning in emergencies in terms of the quality of planning, and in terms of online courses provided in response to a crisis or disaster, and the colleges and universities that operate On preserving education during the COVID-19 pandemic.

(Favale, Soro, Trevisan, Drago, Mellia, 2020) conducted a study aimed at analyzing the impact of the application of the closure on campus traffic and e-learning during the COVID-19 pandemic and how the epidemic changed the traffic on campus Politecnico di Torino, and to cooperate in the use of private platforms By distance learning, it adopts distance learning as well as searching for unwanted changes in (harmful) traffic. The results, after analyzing the studied changes, indicated that the internet is able to deal with sudden need, and that remote work, e-learning and online collaboration platforms are a viable solution to deal with the social distancing policy during the COVID-19 pandemic, and ease of controlling traffic in the campus. University when accrediting e-learning.

The study (Aljaser, 2019) aimed at identifying the use of basic skills of educational technology in the development of academic achievement, the trend towards learning the English language among fifth-grade students. Where the e-learning environment was designed, a test and a scale were prepared to assess the trend towards learning the English language, and the quasi-experimental curriculum was applied to a sample of fifth-grade students, divided into a control group studying through the traditional method, and an experimental group studying through the e-learning environment. The results of the study showed statistically significant differences in favor of the experimental group in both the post-achievement test and the measure of the trend towards learning the English language.

In a study conducted by (Bashir, 2019) aimed at using the basic skills of educational technology, learner satisfaction and intentions of continuous learning in Ugandan higher education institutions, and this study was based on the survey curriculum, examining the use of basic educational technology skills that have been linked to the learner's satisfaction and intentions of continuous learning. Data using a 28-paragraph questionnaire applied to 232 learners. The results revealed that the interaction of using basic educational technology skills

consists of a three-factor structure: the learner interface, the feedback interaction, in addition to the learning content.

The study (Al-Sabateen, 2019) aimed at identifying the degree to which postgraduate students possess basic skills in practical subjects in the field of educational technology in Jordanian universities from the viewpoint of the faculty members, as it followed the descriptive and analytical approach, and that the study sample consisted of (57) respondents from Faculty members who teach postgraduate students in the Jordanian private and government universities included in the study, and the researcher relied on collecting data through the questionnaire that was designed for this study, and the results of this study indicated the need to spread the culture of e-learning and its systems with an emphasis on the necessity of conducting strengthening courses for students And faculty members for multiple computer software and continuously in line with the requirements of the times.

The study (Abu Yahya, 2018) aimed to identify the degree of teachers' use of support technology in teaching students with learning difficulties and its relationship to their attitudes in Jordan, in which it followed the relational descriptive approach, and his sample contained (100) teachers from public and private schools, and the results of this study indicated The degree of these teachers 'use of assistive technology in education was moderate, and their level of attitudes was moderate in employing assistive technology in education.

The study (Klich, 2017) aimed at the degree of information and communication technology practice by government high school principals and its relationship to the level of administrative creativity they have from the teachers' point of view in the Western Mountain region of Libya, and the study sample consisted of (208) teachers who were chosen by the random stratified method, and the curriculum was used. The relational descriptor for its relevance to this study and to achieve the objectives of the study. Two questionnaires were used, the first to identify the degree of ICT practice, and the second to measure the level of creativity of government secondary school principals from the teachers 'point of view. The study revealed the most prominent results that the degree of public high schools 'practice of information and communication technology from the teachers' point of view was medium, and it was found that the level of administrative creativity they had was average.

The study (Al-Janabi, 2017) aimed to investigate the use of middle school teachers in the capital, Baghdad, of educational technology in chemistry from the point of view of their managers, and in order to achieve the objectives of the study, a questionnaire was developed and made sure of its validity and reliability, as the questionnaire focused on measuring the use of chemistry teachers for educational technology, and the curriculum was used. Descriptive survey, the study sample consisted of (254) directors and principals from the intermediate stage of government schools in the capital, Baghdad, using the simple random sampling method, and the study reached the most prominent results that the use of middle school teachers in the capital Baghdad for educational technology in teaching a subject of chemistry from the point of view of their director was average.

The study (Abu Rabee ', 2015) aimed to know the level of awareness of private primary school principals of the importance of educational technology, and its relationship to the level of teachers 'employment of this technology from the teachers' point of view in the capital Amman governorate. School principals 'awareness of the importance of using educational technology, from the primary stage for private schools in the

capital, Amman, and the second to measure the extent to which teachers employ technology from the teachers' viewpoint. The study sample consisted of (331) male and female teachers using the random stratified sample method, and it was found that the level of awareness of basic school principals of the importance of educational technology from the teachers 'point of view was average, and that the level of teachers' employment of educational technology from their point of view was average, and a statistically significant difference was found. In the level of awareness of private basic school principals of the importance of educational technology due to a variable of educational qualification, experience and gender

Sinedy (2015) study aimed to know the educational technological competencies of the faculty members of the College of Education at Sultan Qaboos University and the extent and practice of them, and the study aimed to know the degree of availability of these competencies and the degree of their practice of them, where a questionnaire was developed for the purpose of the study, and the researcher used the descriptive approach The results indicated that the most important competencies that were available to the study sample and are practiced to a high degree are those that deal with the main elements of the teaching process, from preparing a plan, analyzing the educational content, and determining educational strategies. Teaching at the College of Education at Sultan Qaboos University and the degree of their practice thereof.

Oluyemisi (2015) conducted a study aiming to find out the effective role of educational technology in the school from the point of view of secondary school teachers in Elisa governmental district in Osan, where a questionnaire was developed for the purpose of the study, and the researcher used the descriptive approach, and the study sample consisted of (120) teachers Of the school teachers were chosen randomly. The results showed that school teachers have positive perceptions towards the use of educational technology tools.

(Merc, 2015) conducted a study aimed at verifying the use of technology by teachers in the classroom, and it was observed during the practice of the teaching experience, and the method of quantitative research was used, and the questionnaire was distributed to a sample of (86) teachers, the lack of adequate training, and the lack of it. A lack of technological devices, the teaching practice of teachers was not at a satisfactory level, an integration between the classroom and the technology used, and a mismatch between the real teaching program and the electronic program.

Valamban (2014) study aimed to know the needs of faculty members in terms of teaching technological skills at Taif University, as the study adopted the descriptive approach, and the study sample consisted of (300) faculty members, and the study tool consisted of a questionnaire consisting of (30) paragraphs and reached The study indicated that the needs of the faculty members at the university of teaching technological skills were moderate, and there were statistically significant differences in the level of teaching technological skills due to the variable of experience and university ranks.

(Al-Zyoud, 2012) conducted a study aimed at identifying the degree of practice of government secondary school principals in the Kingdom of Bahrain with information technology from their point of view and its relationship to administrative creativity. The study sample consisted of (15) principals and (194) teachers, and the results of the study showed a high level. The degree to which managers practice information technology, and the presence of a high level of managerial creativity for managers, and the results indicated that there are no statistically significant differences between the degree of government managers 'practice attributable to the variable of gender and experience, and the presence of statistically significant differences in the degree of

managers' practice of information technology attributable to practical experience. And there were no statistically significant differences in the level of administrative creativity of school principals from the teachers 'point of view, due to the gender variable.

The study (Al-Mikhlafi, 2011) attempted to measure the effectiveness of a computer program in developing the IT skills of student teachers at Taiz University, and to measure its impact on their attitudes towards self-learning. The program was applied to the study sample consisting of two groups of students, one experimental and the other controlling, and the researcher used an achievement test. A note card and a measure of student-teacher attitudes towards self-learning as study tools. The results showed the effectiveness of the proposed program in developing the IT skills of student teachers, and the weakness of the program's effectiveness in developing student teachers 'attitudes towards self-learning.

Commenting on previous studies

What the researcher has learned from previous studies:

1- Previous studies helped the researcher in selecting the problem of the current study, by referring to the recommendations of previous studies, as they had a great impact in determining the problem of the current study.

2- Previous studies helped the researcher to identify the statistics used in the descriptive approach, and how to prepare the questionnaire of the current study.

3- Identify aspects of agreement and differences between the current study, previous studies, and the current study regarding the results.

4- Determining the objectives of the current study, which were represented in identifying the degree of use of basic skills for educational technology among Islamic education teachers in the governorate of the capital, Amman, in light of the Corona crisis.

After examining the previous studies, the researcher found the following: The agreement of previous studies with the current study regarding the importance of the effectiveness of educational technology, as the effectiveness of using basic skills for educational technology was not combined in one title. We hardly find a study that combined the two, but it spoke about the degree of use of basic skills for educational technology. Among Islamic education teachers in the capital, Amman, in light of the Corona crisis, and that educational technology came as an independent variable in the current study.

What distinguishes this study from previous studies is that it dealt with the degree of use of basic skills for educational technology among Islamic education teachers in the capital Amman governorate in light of the Corona crisis, and that the study community is different from the societies of previous studies, which is Islamic education teachers in the capital, Amman, and this is what distinguishes this study From previous studies

Study methodology:

The methodology used in this study depends on the descriptive and analytical approach, which includes a field survey to collect data by means of the study tool and to analyze it statistically to answer the study questions.

Study population and sample:

The study population consisted of Islamic education teachers in the capital Amman governorate, and that was the first semester of the academic year 2020/2021, and their number was (189) teachers, from which (144) questionnaires were retrieved and (3) questionnaires were excluded because they were not valid for statistical analysis, so the number of questionnaires became Suitable for analysis (141), constituting (74.6%) of the total study population.

Table No. (1)Distribution of the study sample according to the levels of its variables

Variable	level	No.	Total
Gender	Male	76	**141**
	Female	65	
Qualification	Bachelor	101	**141**
	High studies	40	
Experience	1-10 years	29	**141**
	More than 10 years	112	

A questionnaire was developed to measure the degree of use of basic skills for educational technology by Islamic education teachers in the governorate of the capital, Amman, in light of the Corona crisis, and this questionnaire consisted of two parts:

The first part: includes the necessary demographic information about the respondent, which is (gender, qualification, and experience)

The second part: a questionnaire to measure the degree of use of basic skills in educational technology, and this part was based on a set of questionnaires designed by each of (Abu Shkheidem and others, 2020; Mahmoud, 2020; Yulia, 2020; Basilaia, Kvavadze, 2020)

And five answers were specified (strongly agree, agree, neutral, disagree, strongly disagree), and the answers were given numbers from (1-5), with the number (1) indicating (strongly disagree) and the number (2) indicating (disagreeing) No. (3) for (neutral), No. (4) for (agree), and No. (5) for (strongly agree).

Accordingly, if the arithmetic mean value of the paragraphs is greater than (3.68-5), then the level of perceptions is high, but if the arithmetic mean value ranges between (2.34-3.67) then the level of perceptions is average and if the arithmetic mean is less than (2.33) then the level of perceptions is high. Low, depending on the upper limit - lower limit criterion.

Validate the study tool:

The questionnaire was presented to (11) referees who are faculty members in Jordanian universities, and educational supervisors, in order to verify the validity of the paragraphs of the questionnaire, and they were asked to revise and review the paragraphs of the questionnaire in terms of the clarity of the paragraphs and the relevance of the paragraphs for each dimension, and the extent of their belonging to the dimension that they measure And amend or delete any of the paragraphs that they think do not achieve the goal of the questionnaire, as the questionnaires were collected from the arbitrators after that, and they were reformulated according to what was agreed upon by (80%) of the arbitrators, where the majority of their opinions settled on amending some phrases or replacing words with others according to What fits the educational environment, until the standard is in its final form.

Tool reliability:

The questionnaire was distributed to an exploratory sample from outside the study sample, totaling (20) male and female teachers, and the stability parameter was extracted using the Cronbach Alpha equation for internal consistency in its final form, and for each variable in all its fields, and the results were as shown in Table No. 2) The following:

Table No. (2)

Evaluate the stability coefficients using the Cronbach-alpha equation

Variable	Field	Cronbach-alpha equation
The degree of use of basic skills in educational technology	The skill of using educational aids	0.89
	The skill of using application software	0.79
	Computer skill	0.81
	The skill of using the Interne	0.83
	The skill of familiarity with technical knowledge	0.85

It is evident from Table No. (2) that the stability coefficients for all variables and fields of the study are high, and they are high stability coefficients to achieve the objectives of the study.

Study variables:

1.Independent variables:

A- Gender: It has two categories:

1- Male. 2- Female.

B- Academic qualification: It has two levels:

1- Bachelor's degree. 2- Postgraduate studies.

C- Administrative experience: It has two levels:

1- (1-10 years). 2- (More than 10 years).

2. The dependent variable: It is represented in the areas of the degree of use of basic educational technology skills, namely (the skill of using educational aids, the skill of using application software, the skill of using the computer, the skill of using the Internet, the skill of familiarity with technical knowledge).

Statistical treatment:

To answer the first question:

Arithmetic means and standard deviations were used.

To answer the second question:

Single-multiple analysis of variance was used.

View results

Answer the study questions:

The answer to the first question: What is the level of the degree of use of basic skills for educational technology among Islamic education teachers in the governorate of the capital Amman in light of the Corona crisis?

To answer this question, arithmetic averages and standard deviations were calculated for each field of the degree of use of basic skills for educational technology in light of the Corona crisis, according to the perceptions of Islamic education teachers in the governorate of the capital, Amman.

Table (3)

The arithmetic means and standard deviations of the responses of the study sample individuals for all fields of study and for the college

Field	SMA	Standard deviation	Rank	Evaluation
The skill of familiarity with technical knowledge	4.04	0.54	1	High
The skill of using application software	4.01	0.54	2	High
The skill of using the Internet	3.98	0.64	3	High
The skill of using educational aids	3.94	0.38	4	High
Computer skill	3.93	0.56	5	High
Total	3.98	0.43		High

It can be seen from Table (3) that all domains were rated high, and the highest rating was for the skill area of knowledge of technical knowledge, where the mean value of it was equal to (4.04). The lowest estimate was for the skill of using the computer, where the value of his arithmetic mean was equal to (3.93), and the overall estimate was high and the value of his arithmetic mean was equal to (3.98). This result is explained by the reality of using educational technology in light of the Corona crisis. The reason for this may be attributed to the growing concerns about the emerging corona virus (COVID-19), as many education leaders make the difficult decision to close schools, to assist in the transition to distance learning, so distance learning has become an urgent matter required by the circumstances the world is going through. I agree in general and Jordan in particular, and although Jordan is at the forefront of the Arab countries that have adopted the introduction of information and communication technology in their educational system, the Ministry of Higher Education has implemented many projects and initiatives to implement distance learning in secondary schools with the aim of developing and improving the teaching and learning processes.

The result is attributed to the importance of the availability of modern computers, lines of communication to the Internet, and keeping abreast of technological developments in order to improve the educational process, and the availability of lines of communication on the Internet made it easier to see what is new and also the availability of devices and the Web made it easier for Islamic education teachers to create electronic bulletins that concern the teaching process Posters and that every person has a phone connected to the Internet, and this in turn has saved time, effort and cost, and also helps information technology to communicate

through social networking sites (face book, twitter), electronic forums, and YouTube sites to access educational films that improve the educational process. These programs are among the basic programs that Islamic education teachers must master, in order to be able to benefit from them in writing his examination questions, preparing his summaries and lessons, and preparing presentations for some lessons.

The researcher attributes this result to the ease of using the traditional blackboard in teaching, the use of pictures, drawings, or educational boards in teaching, the interaction of students when using them and their response, and the skills they acquire through using it, which increases their experience and the experience of teachers in using it, and is also attributed to the sensitization of Islamic education teachers These methods work to stimulate students' thinking, and prove the information in the minds of students for a long time, and save time and effort for teachers to communicate information to students.

It is also attributed to the use of maps, models, or educational samples in teaching, and the use of transparencies display devices in teaching, these two means in their colors that attract students to learning and practice the curriculum activity through them, and the positive trend of Islamic education teachers to use educational aids to know how to use them.

This is also due to the fact that the use of applied software in the teaching process has become a necessity of the times, its language and important means of communication and communication, especially in such circumstances and the spread of the Corona pandemic, which makes it imperative for everyone to seek training and for Islamic education teachers to be able to master their use in the educational learning process. The reason for this may also be due to the following data:

1. Every school in the Kingdom has equipped laboratories that are available for use by teachers. Almost all schools are connected to the Internet, and it is available in most homes.

2. The popularity of the Internet in general, and its ease of use compared to other computer technologies that require specialization.

3. The education directorates prepare training courses in the field of using the Internet and employing it in the educational learning process, which enhances its use, as it is included in many courses such as (ICDL), (Intel) and others.

The reason for this may be attributed to the growing concerns about the emerging corona virus (COVID-19), as many education leaders make the difficult decision to close schools, to help the process of transition to distance learning, so distance learning has become an urgent matter required by the circumstances the world is going through. I agree in general and Jordan in particular, and although Jordan is at the forefront of the Arab countries that have adopted the introduction of information and communication technology in their educational system, the Ministry of Education has also implemented many projects and initiatives to implement distance learning in Jordanian schools with the aim of developing and improving the teaching and learning processes.

The results of this study coincided with the results of the study (Merc, 2015), whose results indicated that the level of teachers 'employment in educational technology from their point of view was average. The results of this study also coincided with the results of the study (Oluyemisi, 2015), whose results indicated that there is a shortage. In the technological devices, and that the teaching practice of teachers was not at a

satisfactory level. The results of this study also coincided with the results of the study (Abu Yahya, 2018), the results of which indicated that the degree of these teachers 'use of assistive technology in education was moderate and the level of their attitudes was moderate. It also met with the study (Kalish, 2017), the results of which indicated that The degree of public secondary schools 'practice of information and communication technology from the teachers' point of view was average, and the results of this study matched with what was reported by the study (Al-Janabi, 2017), which concluded that the use of middle school teachers of educational technology from the point of view of their director was moderate, and the results of this study were agreed. With what was presented by the study (Abu Rabei, 2015), which concluded that the level of teachers 'employment of educational technology, from their viewpoint, was average.

The second question: Are there statistically significant differences at the level of significance (a≤0,05) in the level of the degree of use of basic skills for educational technology among Islamic education teachers in the governorate of the capital Amman in light of the Corona crisis due to variables (gender, academic qualification and experience)?

To answer the question, multiple single-variable analysis of variance was used to study the effect of each variable on the degree of use of basic educational technology skills, and the results were as follows:

For gender

The arithmetic averages and standard deviations of the degree of use of basic skills in educational technology were calculated according to the gender variable, and Table (4) shows the results of that.

Table (4)

The arithmetic means and standard deviations of the degree of use of basic skills in educational technology by gender variable.

Field	Gender	Arithmetic mean	Standard deviation
The skill of using educational aids	Male	3.91	0.40
	Female	3.98	0.34
The skill of using application software	Male	3.95	0.59
	Female	4.08	0.46
Computer skill	Male	3.88	0.60
	Female	4.00	0.51
The skill of using the Internet	Male	7.83	1.21
	Female	8.01	0.96
The skill of familiarity with technical knowledge	Male	4.02	0.56
	Female	4.07	0.53
Total	Male	3.94	0.47
	Female	4.03	0.37

Table (4) shows that there is an apparent difference in the values of the arithmetic mean of the degree of use of basic educational technology skills according to the variable of sex, and to find out if these differences are statistically significant, a single-variance analysis of the effect of gender on the degree of use of basic skills for educational technology, and the table 5) Shows the results of it.

Table (5)

Results of multiple one-way analysis of variance of the effect of gender on the degree of use of basic educational technology skills

Huling value	F value	Indication level
0.027	0.609	0.723

Table (5) shows that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of the degree of use of basic skills for educational technology among Islamic education teachers in the governorate of the capital Amman in light of the Corona crisis due to the gender variable, where the value of the level of significance was greater From (0.05).

This may be attributed to the fact that the tasks performed by Islamic education teachers are the same for males and females, such as interacting with students, serving the community, as they aspire to improve their academic achievement regardless of gender and are subject to the same regulations and laws, and many of the Ministry's keenness to spread the idea of teamwork among teachers Islamic education. This result is explained that regardless of gender, the use of educational technology is one of the catalytic effects on improving the performance of Islamic education teachers, as the employment of educational technology contributes to the prevalence of interaction and dialogue between individuals, the existence of cooperation and harmony between them and the school administration, and the opportunity for growth and development. And achieving individual aspirations, and facilitating methods and methods of work, in a way that ensures the utilization of the potentials and capabilities of Islamic education teachers.

Regarding academic qualification:

The arithmetic averages and standard deviations of the degree of use of basic skills in educational technology were calculated according to the scientific qualification variable, and Table (6) shows the results of that.

Table (6)

Arithmetic means and standard deviations of the degree of use of basic skills in educational technology according to the educational qualification variable

Field	Level	Arithmetic mean	Standard deviation
The skill of using educational aids	bachelor	3.96	0.34
	High studies	3.89	0.46
The skill of using application software	bachelor	4.07	0.49
	High studies	3.87	0.62
Computer skill	bachelor	3.98	0.54
	High studies	3.83	0.61
The skill of using the Internet	bachelor	8.02	1.04
	High studies	7.65	1.22
The skill of familiarity with technical knowledge	bachelor	4.10	0.51
	High studies	3.91	0.61
Total	bachelor	4.03	0.40
	High studies	3.87	0.49

Table (6) shows that there is an apparent difference in the values of the arithmetic mean of the level of the degree of use of basic skills for educational technology according to the scientific qualification variable, and to find out if these differences are statistically significant, a single-multiple variance analysis of the effect of scientific qualification on the degree of use of basic skills for educational technology was performed. Table (5) shows the results of that.

Table (7)

Results of a single-multiple variance analysis of the impact of academic qualification on the degree of use of basic educational technology skills

Huling value	F value	Indication level
0.053	1.190	0.316

Table (7) shows that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of the degree of use of basic skills for educational technology among Islamic education teachers in the governorate of the capital Amman in light of the Corona crisis that is attributed to the scientific qualification variable, where the value of the level of significance was Greater than (0.05). This may be attributed to the Ministry of Education's keenness to develop the performance of Islamic education teachers by offering them many courses, including e-learning, which may improve the employment of educational technology in schools. In the sense that regardless of academic qualification, the employment of basic skills for educational technology among Islamic education teachers is available and this is due to the nature of the training programs held by the Ministry of Education, and then all teachers of different qualifications are exposed to the

same programs, which focus mainly on educational and academic materials that give Great weight for computer applications, the Internet, and many different advanced skills in educational technology, which made them employ to improve the educational process.

As for the experience

The arithmetic averages and standard deviations of the degree of use of basic skills in educational technology were calculated according to the experience variable, and Table (8) shows the results of that.

Table (8)

Arithmetic means and standard deviations of the degree of use of basic skills in educational technology according to the variable of experience

Field	Level	Arithmetic mean	Standard deviation
The skill of using educational aids	1-10 years	3.77	0.47
	More than 10 years	3.99	0.34
The skill of using application software	1-10 years	3.75	0.69
	More than 10 years	4.08	0.47
Computer skill	1-10 years	3.51	0.61
	More than 10 years	4.04	0.50
The skill of using the Internet	1-10 years	7.19	1.38
	More than 10 years	8.10	0.94
The skill of familiarity with technical knowledge	1-10 years	3.62	0.64
	More than 10 years	4.15	0.46
Total	1-10 years	3.68	0.51
	More than 10 years	4.06	0.37

Table (8) shows that there is an apparent difference in the values of the arithmetic mean of the level of the degree of use of basic skills for educational technology according to the variable of experience, and to find out if these differences are statistically significant, a single-multiple variance analysis of the impact of experience on the degree of use of basic skills for educational technology, and the table (9) Shows the results of it.

Table (9) Results of a single-multiple variance analysis of the effect of experience on the degree of use of basic educational technology skills

Huling value	F value	Indication level
0.232	5.180	0.000

Table (9) shows that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of the degree of use of basic skills for educational technology among Islamic education teachers in the governorate of the capital Amman in light of the Corona crisis due to the experience variable, where the value of the significance level was less than (0.05), and to find out what domain the differences were, a single-domain analysis of variance was performed for each domain and for the total, and Table (10) shows the results of that.

Table (10) Results of a single-factor analysis of the impact of experience on the degree of use of basic educational technology skills

The source of the contrast	**Dependent variable**	**Sum of squares**	**Degrees of freedom**	**Average of squares**	**F value**	**Indication level**
Experience	The skill of using educational aids	1.140	1	1.140	8.153	0.005
	Sharing	2.515	1	2.515	9.100	0.003
	Computer skill	6.462	1	6.462	23.294	0.000
	The skill of using the Internet	19.122	1	19.122	17.398	0.000
	The skill of familiarity with technical knowledge	6.450	1	6.450	25.026	0.000
	Total	3.202	1	3.202	19.154	0.000
Error	The skill of using educational aids	19.433	139	0.140		
	Sharing	38.417	139	0.276		
	Computer skill	38.558	139	0.277		
	The skill of using the Internet	152.770	139	1.099		
	The skill of familiarity with technical knowledge	35.827	139	0.258		
	Total	23.238	139	0.167		
Total	The skill of using educational aids	20.573	140			
	Sharing	40.932	140			
	Computer skill	45.020	140			
	The skill of using the Internet	171.892	140			
	The skill of familiarity with technical knowledge	42.277	140			
	Total	26.440	140			

Table (10) shows that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of the degree of use of basic skills for educational technology among Islamic education teachers in the governorate of the capital Amman in light of the Corona crisis due to the variable of experience in all fields and at the macro level, where The value of the significance level was less than (0.05), and the differences were in favor of those with experience of more than (10) years, as can be seen from the values of the arithmetic averages in Table (6).

Meaning that the more Islamic education teachers have more experience, the more they employ basic educational technology skills, the experience increases the awareness of Islamic education teachers of the importance of using these skills, which encourages the Ministry of Education to participate in the free courses that it provides to Islamic education teachers without looking at their experiences in computer driving Such as the ICDL course and the Intel Course of Education for the Future, where Islamic education teachers who pass these courses receive a financial incentive and be promoted to a higher academic rank. Hence, we can say that it is not sufficient for the teacher to be a practitioner of educational technology programs and applications only, but rather he must possess the necessary skills and competencies to be able to employ these programs and applications for the purposes of teaching. And it met with what was presented by the study (Al-Zyoud, 2012), whose results indicated that there are statistically significant differences in the degree of managers 'practice of information technology attributable to practical experience, and the result of this study agreed with what was presented by the study (Abu Rabee, 2015) The results indicated that there are statistically significant differences in the level of awareness of private basic school principals of the importance of educational technology due to a variable of academic qualification and experience.

Recommendations

In light of the results of the study, the researcher recommends the following:

1- Providing resource rooms in a manner consistent with the used means, especially computers, the Internet, and their software.

2- Urging Islamic education teachers to employ educational technology in the teaching process by providing financial and moral incentives.

3- The Ministry of Education prepares a comprehensive program for schools that guarantees the opportunity for Islamic education teachers and others, to use the computer and the Internet inside their schools to the maximum extent possible and continuously.

4- That higher education institutions (the Ministry of Education, the Ministry of Higher Education, public and private universities) adopt the provision of Islamic education teachers with the mechanisms, tools and concepts of educational technology through holding training courses, workshops and specialized seminars to overcome the difficulties and obstacles to their use.

5- Training Islamic education teachers on computer driving is not sufficient. Rather, it should go beyond that to involve Islamic education teachers in specialized courses in employing educational technology and using it for teaching purposes.

6- Increasing the effectiveness of educational supervisors in order to evaluate the performance of Islamic education teachers in using the basic skills of educational technology efficiently and effectively to overcome obstacles.

7- Conducting a study similar to this one, using observation to identify the extent of computer, Internet and other educational aids used in the classroom and school.

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