

ASSESSING ISLAMIC EDUCATION TEACHERS' PERFORMANCE IN DEVELOPING OF THE 21ST CENTURY SKILLS FOR SECONDARY SCHOOL STUDENTS

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ABSTRACT _ the purpose of this study is investigating the performance of secondary school Islamic education teachers' in K.S.A in developing the 21 century skills for the students. To achieve this aim, a questioner of teaching the 21 century skills' indicators was prepared. The sample of the study was selected from the Teachers in Secondary School in K.S.A. It was (n=40) Islamic education teachers in (18 school) at Tabuk city. The questionnaire was used to assess the teaching performance through the first class in 2017/2018. The main results of this study showed that most of the teachers did not master the indicators of teaching performance that related to develop the 21 century skills including: (teaching plan and experiences organizing, building the knowledge, group and class management, teaching strategies, assessment, extra activities, professional development and the requirements of the 21st century skills. they also did not have deep perspective and teaching practices relative to developing the 21 century skills. The main recommendation of this study is preparing suggested proposal for developing Islamic education teachers' performance in for teachers of Islamic education. A suggested proposal encourage the teachers to build their awareness about the 21st century skills and understanding how to integrate them into the teaching plans, and integrating them as general objectives of Islamic education curricula. In addition, education and digital teaching should be integrated as part of the educational process, also developing the teacher's performance in how to develop and assess the 21st century skills.

KEYWORDS: developing and assessing the 21 century skills, Islamic education teachers' performance.

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I. INTRODUCTION

Kingdom of Saudi Arabia has developed national vision 2030 of sustainable development, which emphasizes developing the national curriculum in the light of international standards, and developing the teaching performance in the light of the standardized instruments. Also, the vision emphasizes assessing the teaching practices of pre-service and in service teachers. The main aims of assessing the teacher's performance are emphasizing professional development in Academic, professional, and instructional technology. In addition, the teacher's performance should be assessed in light of the student's performance standards in the secondary school, for examples: developing teaching practices for developing how the students build and apply the knowledge, developing thinking process, and applying the technological tools in improving of the student's achievement.

The main aim if the education system that is the students should be thinker and problem solver. The educational system of Kingdom of Saudi Arabia have solved a lot of problems that related to teaching practices, and developing teacher's performance. The teacher should make highlight the development of thinking and its process, creative and critical thinking skills, communication and connection skills, reasoning, application technological tools, and problem solving strategies. These skills are important for the secondary school students in their life, career, and continuing university learning. Also, the 21st century skills prepare the students to develop a lot of thinking types, make sense in learning experiences, and have approaches that can be applied in many different life situations. The 21st century skills are very important in education system at curriculum, teaching, professional development.

In addition, the Islamic education is core subjects at secondary school and educational system in of Kingdom of Saudi Arabia generally. The main aim of Islamic education is Building right knowledge that contributes to building the personality in the cognitive, skills and emotional dimensions. Islamic Education makes understanding of the Islamic characteristics and encourages the students to have way of life. It is the guidance of good manners and virtuous ethics. The Islamic Education subject emphasizes the practical and experiential aspects, developing critical thinking, problem solving. In general, the Islamic education makes the connection among the conceptual knowledge, procedure knowledge, and student's life. [1].

Also, Islamic education is defined as a process of self-discipline, which ensures spiritual and intellectual growth of the individual personality. In addition, the Islamic education is the process of learning that relative to investigation and acquiring knowledge. This knowledge and experiences are directly learned from the Qur'an as interpreted by the Prophet Muhammad in his Sunnah [2].

On the other hand, in the beginning the 21 century, a lot of researches in educational filed have presented and explained the concept of the 21 century skills as an approach of developing educational system and curriculum framework. Thus, it is considered to be very essential for the student's life in the 21st century. The 21st century skills are educational frameworks that developing quality of education system includes: the aims and content of curriculum, teacher's performance, teaching strategies, student's activities, learning environment, classroom management, traditional and technological learning tools, and evaluation strategies. The teachers and students will become more skillful at thinking, creativity, critical thinker, solver problem, applying the conceptual and procedure knowledge, communicating using alternative ways, and using the technological applying in developing the life [3].

In addition, the 21st century skills are framework of developing teacher performance. The teachers must have clear perspective relative to how transform the 21st century skills into teaching practices, including: teaching planning, selective teaching strategies, and performance evaluation. The teacher should move from concentration on experience to student-centered learning. It is essential that students participate in learning management and knowledge-building. Also, the teachers should move from learning evaluation to the evaluation as learning process [4].

The Islamic education teacher should use the 21st century in developing his performance at: developing lesson plane including the aim, experiences, activities, teaching strategies to develop creative and critical thinking, problem solving, digital literacy, in addition developing classroom management strategies, and developing assessing tools. All this activities need using a lot of way of professional development, for examples, descriptive study, action research, training courses, and descriptive feedback.

Developing the skills into a secondary school in through the Islamic education subject is very important for the student's life [12]. The experience and knowledge will be more effective for secondary school students if the teachers develop a deep understanding of the 21st century

skills. They may have numerous initial questions, for examples: What do these skills mean? It is relative to the concept. How will the Islamic education teachers work with the secondary school students to develop the 21st century skills? How can the teachers put the model into teaching practice? What is the role of the teachers in developing the 21st century skills? And what is the role of the students in developing the 21st century skills? All of these questions support the teacher to improve his performance.

Through analytical a lot of studies that showed , there are some components linked to the assessing and development of the 21st century skills that can be classified, as follows [5,6,7]: (a) understanding concepts of 21st century skills, It means that The Islamic education teacher should know the meaning of the 21st century skills, (b) learning process, it relative to how to setting the 21st century skills as learning process and learning outcomes, (c) teaching practices, It is related to the design the lessons and the teaching perspectives to develop the skills for secondary school students, (d) setting the learning tools and teaching strategies, (e) assessing the 21st century skills. It is relative to measuring the creative thinking, critical thinking skills, communication skills, and (g) determining the requirements of developing the 21st century skills in general, and the specific requirements of developing the 21st century skills in Islamic education subject.

The 21st century skills are of great importance to the secondary school students. They direct students towards thinking and its applying in different situations life using a lot of skills, such as problem solving skills, communication process, collaboration process, information literacy components, ICT literacy components, social and personal responsibility values, continuity of learning skills, creative thinking, critical thinking skills, learning to learn, and the assessment of the strategies of thinking. And to develop the 21st century skills, the product must ensure the awareness of teachers and the knowledge of development strategies and students evaluation [8].

Finally, developing and assessing the level of the 21st century skills for Islamic education subject are very important to move from traditional teaching approaches to student-centered teaching approaches and from memory-based teaching practices to developing skills in different types of thinking. In addition, the development of the 21st century skills in the curricula of Islamic education as a pivotal material is a necessity for the intellectual, information and technical security of students in the secondary schools, especially in the knowledge industry, the spread of digital media, social media and related problems in the transfer of ideas and misconceptions, The lack of credibility of data, lack of documentation and the spread of rumors, shortcomings in the concepts of citizenship in a positive way, and the lack of social and

personal responsibility, all problems associated with the nature of the twenty-first century . For that reason, a lot of researchers have been investigating the teaching practices in order to develop and assess the 21st century skills of secondary schools students. It is very important to be able to observe the teachers and encourage them to be reflective and help them improve their performance in developing and assessing the 21st century skills.

On the other hand, through visiting the field, the researcher observed most of classes and the teachers of Islamic education. They did not consider developing the 21st century skills through the lesson plan, and the selection of the teaching activities, and teaching strategies. Most of teaching procedures that related to dealing with the content depend on the specific presentation of the concepts, acquisition of the skills, deducing the generalizations. This approach is important but it is not enough. The teachers should establish a link between the content, and developing the 21st century through teaching plan, managing the class, designing the learning environment, applying teaching strategies, and developing the students.

The problem of Research and its questions:

The problem of current research is determined by the poor performance of Islamic education teachers in developing and measuring the 21st century skills of secondary school students. This research investigates the following question:

What the teaching practices requirements of developing the 21st century skills in general, and the specific requirements of developing the 21st century skills in Islamic education?

To what extent teachers master activities associated with the development of teaching the 21st century skills in general and in. (teaching plan and experiences organizing, building the knowledge, group and class management strategies, assessment, extra activities, professional development)?

What are the What professional development needs in (teaching plan and experiences organizing, building the knowledge, group and class management strategies, assessment, extra activities, professional development) in light of the development and evaluation of 21st century skills?

Research objective:

First, determining the teaching practices that Islamic education teachers follow to develop and assess the 21st century skills to secondary school students. This list of teaching practices is related to the main teaching skills in the field of Islamic education. This list can be used to build the measurement tool in the current study.

Second, assessing the teaching performance of Islamic education teachers in the light of teaching, developing, and assessing the 21st century skills using teaching practices list. While identifying the weak teaching practices of

Islamic education teachers so that they can be developed through professional development mechanisms.

Finally, determining professional development needs for developing the performance of Islamic education teachers in the secondary stage in the light of the development and evaluation of 21st century skills.

II. LITERATURE REVIEW

In the recent years, a lot of studies presented the effectiveness of the 21st century skills a concept in educational studies. Most of those researchers referred to the importance of developing and assessing the 21st century skills .the 21st century skills means a lot of expressions, for examples: transferable skills’, ‘key competences’, ‘next generation learning. It is a framework for changing the teaching practices in the 21st century for developing teaching performance in the light of requirements of digital age. Also most of those researchers determined the advantages of presenting the 21st century skills to the teachers; in return will present them to the students [9].

the 21st century skills combine content knowledge with personal and learning skills: (creativity and innovation, critical thinking and problem-solving, and communications and collaboration) and information, media, and technology skills, all viewed as essential for future employment and keeping the country competitive in the global economy This movement points toward a shift that values knowing how to perform specified skills rather than knowing about a topic [10].

Traditional education and learning are giving way to more innovative modes and methods of learning, primarily due to radical technological changes that have increased the availability of information, knowledge, and improved communication. In an attempt to address this shift toward the 21st century skills and learning, the traditional methods of instructing students are no longer sufficient; it is no longer able to build the 21st century skills.

Memorization, repetition, and basic comprehension are lower-order skills that were once useful, hut are now considered insufficient when compared to higher-order skills, such as critical and creative thinking skills, elaboration process, and evaluation strategies [11, 20].

Moreover, 21 century school aged students are rapid processors of information and demand more expedient methods of instruction and communication. To understand the 21st century educational context, it necessary to understand how the students build the Coherent, honest and functional knowledge [18].

Historically, education was based on the acquisition of knowledge (memorization and repetition) through the consumption and use of textbooks, curriculum guides, and rote memorization-based instructional practices and evaluation techniques. However, students are now not only asked to know about the subject at hand, but also to apply the information in novel situations, think critically about the material, apply the information, and evaluate its appropriateness. Simply, students are now expected to be good problem solvers and knowledge builders using a lot of thinking types. Information can be easily sourced using the World Wide Web, but knowing how to use that information is much more difficult and therefore much more coveted. The students should [18].

Many categories of the 21st century skills have setting through a lot of studies, research, conferences, and workshop. most of the classifications have emphasized the importance and the value of developing and assessing some skills for the students, for examples: critical thinking skills, creative and productive thinking skills, problem solving skills and strategies, communication process, digital literacy components, informatics literacy components, ICT literacy components, individual and community responsibility values, citizenship and digital citizenship, and others of skills. The skills of the 21st century can be illustrated as the following table:

Table 1
The 21st century skills

| No. | The skills area | The 21st century skills |
|-----|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The skills relative to way and strategies of thinking | Critical thinking skills Creative thinking skills Innovation skills Learning how to learn skills Research skills |
| 2 | The skills relative to requirements and tools of working | Information literacy ICT literacy Data and statistics skills |
| 3 | The skills relative to way and strategies of working | Communication Collaboration Problem solving Effective Leadership skills Make a decision skills Managing self-skills |
| 4 | The skills relative to requirements and values living in the world | Citizenship (local and global) Digital citizenship Personal and social responsibility Culture awareness |

The 21st century skills are a general framework that can be used to develop the educational system and move to leadership in the 21st century. The uses of the 21st century skills are defined in curriculum development by building a national curriculum framework in the light of the 21st century skill set, ensuring that it is included in educational objectives and integrated into scientific content. The 21st century skills can also be used in the professional development of teachers and educational supervisors through a variety of professional development mechanisms. This requires evaluating the performance of teachers, supervisors and students, identifying the needs of teachers in developing and evaluating the skills of the 21st century, selecting appropriate professional development mechanisms for the teachers and then developing and following up the development programs within the schools for a period that will be included as part of the school day [12].

In fact, there are three issues concerning the implementation of 21st century skills: they are integrating these skills in curriculum, the role of Islamic education teachers, and teacher Professional development. Perhaps one of the most controversial issues concerning the implementation of 21st century competences is how to define their role and place within the curriculum. What education should emphasize as its core outcomes, and how to directly and explicitly address the discourse of 21st century skills in the development of curricula are some of the complex questions raised when considering the implementation of 21st century competences. A number of frameworks refer to different approaches; these approaches suggest that 21st century skills can be: Added to the skills as new subjects or as new content within traditional subjects, or Integrated as cross-curricular competences that both underpin school subjects and place emphasis on the acquisition of wider key skills, or be part of a new curriculum in which the traditional structure of school subjects is transformed [10,11].

Another issue in the implementation of 21st century skills concerns the role of Teachers' attitudes, beliefs, knowledge, and teaching practices skills are determinant factors in the realization of change in teaching and learning in the light of 21st century [13].

The role of teachers in the implementation of 21st century skills depends on determining of teacher professional development needs. These needs are relative to many pedagogical challenges for teachers, as they are expected to find ways to integrate these skills across the subjects and to master diverse teaching strategies and assessment procedures. Furthermore, teachers are not only expected to facilitate the acquisition of 21st century skills in their students, but they are also expected to possess these skills [14,21].

In specific, realizing Islamic education teachers the 21st century skills is not enough to developing these skills for the secondary school students. Developing 21st century

skills is relative to the changing the culture of teaching within the classroom, not only for the teacher, but also for the student. The student must move from learning practices based on conservation and memorization and access to information is not linked and not useful, to the processes and strategies of learning, thinking and investigations [11].

Also the Islamic education teacher must review the learning experiences in the contents of Islamic education courses, according to the criteria of: functionalism, interdependence, relevance to the needs of students, their relation to the other fields of knowledge, and organization in a manner that can be addressed and updated on a continuous basis. In general, the learning experiences in the contents of Islamic education courses, according to the 21st century skills. The teacher and the student should move from using the textbook as a single source of knowledge to use of diverse, open, traditional and digital sources, train students to evaluate the sources of knowledge, and train teachers to select different teaching tools. Also, Students must be building the 21st century skills through learning activities inside and outside the school. They will be: sensitive to opportunities to apply these skills, able to perform these skills in the real world through designing instruction situations, inclined to apply these skills, and apply the previous experiences [22].

Developing the 21st century skills need a lot of teaching skills. The first, the teachers should have clear perspective about teaching the 21st century skills. It includes the concepts of the 21st century skills, and the importance of developing and assessing them to be clear, and the teacher can present them for the students. The teacher should transform from teaching into leaning, and form leaning based- experiences into leaning based- students. Also the teachers must know how the students learning and thinking. It essential points to make good lesson plan, design activities, and assess these skills. Also, the important point in teaching the 21st century skills is applying the technological tools in teaching, and how to use social media to develop communication skills [15].

The learning of Islamic education is linked to many courses relative to the Islamic sciences. The aims of these courses are building the moral, scientific and aesthetic aspects of the student. The problem developing the curricula of Islamic education and update its courses to ensure the integration of the 21st century skills in the goals, content, activities, and assessment. In addition the teachers of Islamic education secondary schools, focus on direct teaching strategies and traditional teaching strategies based on learning experiences on the one hand, and on the other, teacher-centered, where the teacher presents the concepts of the unit and lesson directly, followed by some examples, models and exercises. The evaluation also depends on the traditional tests of the subjectivity and objectivity, which measure the levels in the cognitive dimension, but the traditional assessment neglect the skill

dimension and emotional dimension. In fact, these strategies are not commensurate with the nature, needs, and requirements of development and assessment the skills of the twenty-first century. The studies stressed the need to evaluate the performance of the teachers of Islamic education and study their needs in light of the requirements of the development of skills of the twenty-first century, with the construction of training programs to develop the performance of teachers of Islamic education [16,17].

Through the analysis of many literature and previous studies [19,20] a set of points on the skills of the twenty-first century in terms of concept and classification and development strategies and measurement through learning of Islamic education. The main points can be clarified as follows:

21st-century skills are including: 1) “learning and innovation skills” (critical thinking and problem solving, creativity and innovation, communication, and collaboration); 2) “information, media and technology skills” (information literacy, media literacy, and ICT literacy); and 3) “life and career skills” (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility). Also Skill definitions are as the results of learning that requiring the teaching practices.

The skills can be used by teachers as a framework and concrete examples of the integration of 21st-century skills in designing and developing the learning that integrated with technology so that students can advance their learning comprehensively, appropriately; and can support those to understand what they need to be learned gained comprehensively core academic subjects and the 21st-century skills and themes in the learning; and how they learn supported by innovative learning climate, active-participatory, relevant, rigorous, and student centered. Also, the teachers create learning practices, human support and physical environments, technological tools to support the 21st-century skills achievement.

Support professional learning communities that enable teachers to collaborate, share best-practice experiences, and integrate 21st-century skills into classroom practice; allow students to learn in accordance with the real-world 21st-century contexts: through project-based, or problem-based learning .

Also, through investigating a lot of studies that showed, there are a lot of teaching practices that relate to teachers roles in developing the 21st century. The teachers should

help the students in developing their way in learning. The students should learn how to learn by their self independently. Also, the students should learn different way of thinking to solve problems in general. And the Islamic education Teachers must: change their teaching practices for developing the 21st century, for examples: Make good lesson plan that include one skills of the 21st century, Setting some questions in different levels, and relative to different type of thinking, Build an enjoyable classroom that fosters work and learning, Design the activities supporting developing skills, Encourage the students to think, communicate, search, explore, solve problem, question, and use the senses, Use multi- level of class organization, for example individual work, cooperative learning, and whole class, Assess the students in the light of these skills.

III. METHODS

The current study depends on the descriptive method for assessing the performance of secondary school Islamic education teachers' that relative to develop and assess the 21st century skills of the secondary school students, and assessing the requirements and the needs of the development of the 21st century skills each separately for the secondary school students.

The Instrumentation of this study: To achieve the aims of this research two Instruments were prepared and used. The first is list of teaching practices that relative to the 21st century skills. Then, to assess the teaching performance for the development of the 21st century skills general, a questionnaire was prepared. It is related to the assessment of the teaching performance of learning and developing the 21st century skills. The questionnaire included 6 dimensions of teaching practices: (teaching plan and experiences organizing, building the knowledge, group and class management strategies, assessment, extra activities, professional development and the requirements and the needs the 21st century skills) in the Islamic education. The scale of the questionnaire include for levels as following:

Beginning (B), it means (1.00-1.75) grades.

Developing (D), it means (1.75-2.50) grades.

Progressing (P) , it means (2.50-3.25) grades.

Extending(E) , it means (3.25- 4.00) grades.

The validity of the questionnaire is measured by a discussion of the specialists and making notes on the tool. The stability of the tool was calculated by the Alpha Cronbach coefficient, and the results were as follows:

Table 2

Reliability of questionnaire using Alpha Cronbach coefficient

| No. | The dimensions | Number of items | Alpha Cronbach coefficient |
|-----|------------------------------------------|-----------------|----------------------------|
| 1 | teaching plan and experiences organizing | 16 | 0.79 |
| 2 | building the knowledge | 24 | 0.85 |
| 3 | group and class management strategies | 20 | 0.84 |
| 4 | assessment | 17 | 0.81 |
| 5 | extra activities | 13 | 0.77 |

| No. | The dimensions | Number of items | Alpha Cronbach coefficient |
|----------------------------|-------------------------------------------------------------------------------------|-----------------|----------------------------|
| 6 | professional development and the requirements and the needs the 21st century skills | 13 | 0.73 |
| The total of questionnaire | | 103 | 0.88 |

Research Sample
The sample of this search was selected from the original community in the city of Tabuk. It includes (38) secondary school. The sample was selected randomly form original community. It was (40) Islamic education teachers that selected from (18) secondary school. Their frequency is stated in detail in the following table:

Table 3
Description of the sample

| Qualification | | | experience | | | Type of school | |
|---------------|----|----|--------------|------|-------------|----------------|---------|
| MA- | D | BC | More than 10 | 5-10 | Less than 5 | governmental | Private |
| 5 | 13 | 22 | 8 | 23 | 9 | 13 | 19 |

The procedures of applying the Instrumentation

A questionnaire was applied by the researcher in 18 secondary schools in Tabuk city. The three educational supervisors were selected from the school of sample to Enhancing the process of applying the questionnaire to the teachers of Islamic education. Each supervisor visited the Islamic education teachers to apply the questionnaire, and to provide instructions and guidelines to respond to the questionnaire. The applying of tool has focused mainly on measuring the teaching practices of the teachers in the teaching plan and experiences organizing, building the knowledge, group and class management strategies, assessment, extra activities, professional development and the requirements and the needs the 21st century skills. In addition, the researcher met the educational supervisors, and the Islamic education teachers to apply the questionnaire Clarify some of the concepts associated with the search variables explain how to respond, and how to choose the appropriate rating from the scale included in the tool. During the implementation of the tool, it was found that a large percentage of the PES sample had a clear vision of the 21st century skills concept, how they were integrated into the educational process, and practices to improve the teaching performance of their secondary

school students.

IV. RESULTS AND DISCUSSIONS

To answer the first question: What the teaching practices requirements of developing the 21st century skills in general, and the specific requirements of developing the 21st century skills in Islamic education subject? The list of teaching practices in developing and assessing the 21st century skills, was setting and was used to prepare the instrument of this study.

And To answer the second question, To what extent teachers master activities associated with the development of teaching the 21st century skills in general and in certain fields of the teaching and learning process; i.e. (teaching plan and experiences organizing, building the knowledge, group and class management strategies, assessment, extra activities, professional development)? And third question: What are the What professional development needs in (teaching plan and experiences organizing, building the knowledge, group and class management strategies, assessment, extra activities, professional development) in light of the development and evaluation of 21st century skills? Through using SPSS, the frequency, percentage and the mean were calculated. The results are clearly stated in the following Table 4:

Table 4
The mean, Std. deviation for teaching practices for developing the 21st century skills The dimension (1) teaching plan and experiences organizing

| Teaching practices for developing the 21st century skills | means | Std. dev. | level |
|-------------------------------------------------------------------------------------------------------------------------------|-------|-----------|-------|
| Posing the aims of lesson including at least one skills of the 21st century skills | 2.34 | 1.07 | D |
| Understanding how to combine the 21st century skills in educational Islamic courses. | 2.16 | 0.85 | D |
| Reorganizing learning experiences in educational Islamic courses based on the 21st century skills. | 2.52 | 0.99 | P |
| Analyzing the content of the lesson to understand its inclusion of 21st century skills. | 2.33 | 1.02 | D |
| Diagnosis of previous experiences, and learning of students relative to 21st century skills. | 2.61 | 1.12 | P |
| Design lessons plan in light of the use of technology tools and technology is part of the educational experience. | 3.04 | 0.87 | P |
| Providing an overview of 21st century skills for students during the preparation phase of the lesson or module. | 2.01 | 0.88 | D |
| Building a general annual plan for 21st century skills development and assessment. | 1.88 | 1.08 | D |
| Including some 21st century skills in each learning module, for example in the preparation phase of the unit. | 2.36 | 1.02 | D |
| Including some 21st century skills in each lesson, For example, including through the objectives of lesson, concept maps, ... | 2.41 | 0.97 | D |

| Teaching practices for developing the 21st century skills | means | Std. dev. | level |
|-------------------------------------------------------------------------------------------------------------|-------|-----------|-------|
| Planning some learning activities related to the development of critical thinking skills. | 2.53 | 0.84 | P |
| Planning some learning activities related to the development of creative thinking skills. | 2.27 | 0.99 | D |
| Planning some learning activities related to life skills development and assessment. | 3.03 | 1.17 | P |
| Building a scenario on how to employ digital literacy tools in an learning situation. | 3.09 | 1.15 | P |
| Formulating many diverse and gradual classroom questions that guide students towards learning and thinking. | 3.12 | 1.05 | P |
| Including some lesson plans learning activities related to personal, academic, and career decisions. | 1.61 | 0.82 | D |
| The mean total of The dimension | 2.46 | | D |

Through the table (4) we can observe that the mean total of the dimension (1) is (2.46). It is less than the mastering value (3.2). It means the Islamic education teacher's performance is developing level. In addition through the table (4), there are some items that level of performance of the teacher is very weak from the perspective study's sample. Most of these items indicate that there is no clear vision of the teachers of Islamic education in the secondary schools on developing and assessing the 21st century skills. It was reflected on the performance of the teachers of the study sample in the skills of teaching planning, where did not include teaching plans and intended to develop the 21st century skills. It is also noted through the discussion of Islamic education

teachers that most learning activities are linked to the scientific content of Islamic education courses, and that the planning of the lessons is based on the cognitive dimension, with some learning activities related to the employment of technological tools. However, in general there is no clear and specific plan for developing and measuring the 21st century skills of the teacher of Islamic education. One of the reasons for this lack of teaching performance is the lack of integration of the 21st century skills in the curriculum of Islamic education, it wasn't include on the level of objectives, and not to integrate into the scientific content of curriculum, and not follow-up by educational supervisors, also the educational supervisors just only follow the knowledge dimension of the course.

Table 5

The mean, Std. deviation for teaching practices for developing the 21st century skills The dimension (2) building the knowledge

| Teaching practices for developing the 21st century skills | means | Std. dev. | level |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|-------|
| Enhancing students' choice of strategies consistent with their learning styles. | 2.15 | 1.12 | D |
| Asking the students a lot of questions with a waiting time for thinking and rethinking. | 2.33 | 0.98 | D |
| Encouraging students to read the lesson at first to promote self-learning. | 1.85 | 0.87 | D |
| Discussing students' about to learn how each student learns by his self. | 1.42 | 0.74 | B |
| Discussing students' about to thinking strategies, and how to develop them using learning in (think- pair-share). | 1.33 | 0.92 | B |
| Using brainstorming strategy to develop some creative thinking skills including fluency, flexibility and originality. | 1.98 | 1.08 | D |
| Using problem-solving strategies to develop students' ability to solve problems and life situations. | 2.43 | 1.12 | D |
| Using collaborative learning strategies and cooperative learning to develop oral communication skills among students and teachers. | 2.71 | 1.17 | P |
| Using written strategies to develop written communication skills for the students. | 3.09 | 1.20 | P |
| Using digital tools in enhancing lesson execution such as: computers and the Internet. | 3.11 | 1.21 | P |
| Using social media to promote teaching and learning situations in clear ethics. | 2.61 | 0.87 | P |
| Diversifying teaching strategies to develop conceptual knowledge and procedural knowledge. | 2.57 | 0.91 | P |
| Training the students on 21st century skills constantly through teaching process. | 2.08 | 0.73 | D |
| Providing feedback to the student about how to think differently in solving real life problem. | 1.44 | 0.78 | B |
| Realizing the connections between different fields of knowledge and learning experiences in Islamic education. | 2.80 | 1.02 | P |
| Introducing the practical dimensions of knowledge in real learning tasks. | 2.74 | 1.05 | P |
| Providing the students some contradictory ideas, and encourage them to discuss differences and justify contradictions. | 2.35 | 1.01 | D |
| Inviting students to conduct some research using traditional and digital libraries. | 2.07 | 0.84 | D |
| Training students to avoid false ideas that are not credible through different media. | 2.24 | 0.91 | D |
| Design activities related to the development of the components of citizenship among students, including: responsibility, privacy, justice and belonging. | 2.38 | 0.99 | D |
| Integrating informatics literacy as part of learning experiences in the content of Islamic education. | 1.39 | 0.76 | B |
| Diversify digital and traditional learning resources with textbook, and workbook. | 1.62 | 0.83 | B |
| Diversify student organization within the classroom: holistic organization, collaborative learning and individual learning. | 2.16 | 0.95 | D |
| Allocation of part of the teaching time and some learning activities for students to self-learning | 2.35 | 0.89 | D |
| The mean total of The dimension | 2.23 | | D |

Through the table (5) we can observe that the mean total of the dimension (2) is (2.23). It is less than the

mastering value(3.2). It means the Islamic education teacher's performance in this dimension (building the

knowledge) is developing level. In addition through the table (5), low level of some item, which came at a Beginning level. These items relative to Integrating informatics literacy as part of learning experiences in the content of Islamic education, Discussing students' about to thinking strategies, Discussing students' about to learn how each student learns by his self, and Providing feedback to the student about how to think differently in solving real life problem, in addition Diversify digital and traditional learning resources with textbook, and workbook.

The table (5) also shows that most of the items of this dimension came at a developing level. These results are logical. The results of the second dimension are consistent with the results of the first dimension, since the lack of skills in the teaching of the teaching means the lack of skills in the implementation of teaching and building knowledge. The teachers of Islamic education, and the students in the secondary school used to traditional in teaching and instruction practices. They emphasize scientific content, rely on traditional practices to build minimum levels of knowledge, and most students and teachers are busy with achievement tests and capacity testing, which helps to build critical thinking skills, creative thinking, and other 21st century skills. Although

there are some practices associated with the employment of technological tools and social media, some activities for self-learning training and the development of thinking and research skills, these activities are inadequate, and are unsystematic and unplanned in the context of developing the 21st century skills.

In the discussion of some teachers and educational supervisors during the application of the research tool, it was found that there are many challenges that hinder the development of the teaching performance of the teachers of Islamic education, for examples: including the number of courses, the number of units and subjects, the focus on ending activities and exercises in textbooks, the need to adhere to the scientific content textbooks, With open educational resources, and the correlation of tests to the theoretical aspect of the curriculum. All these variables and challenges lead to low teaching performance of teachers of Islamic education in the development of the 21st century skills on the level of implementation of teaching and building knowledge. The 21st century skills do not grow through some informal or formal learning activities that are not planned in advance, but the 21st century skills must become part of school culture, school performance and instructional performance.

Table 6

The mean, Std. deviation for teaching practices for developing the 21st century skills the dimension (3) group and class management strategies

| Teaching practices for developing the 21st century skills | means | Std. dev. | level |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|-------|
| Training the students to listen carefully to others: the teachers and the students. | 2.85 | 1.25 | P |
| Training the students to speak with others in a positive way, clear aim, in the allotted time. | 2.46 | 1.15 | D |
| Encourage students to interact and engage in classroom discussions positively through learning strategies. | 2.48 | 1.06 | D |
| Training students on cooperative and Collaboration learning skills to be employed within the classroom. | 1.71 | 0.88 | B |
| Building classroom rules to manage dialogue and discussion within the classroom. | 1.95 | 0.94 | D |
| Distributing of tasks and responsibilities among the students within learning teamwork. | 2.33 | 1.01 | D |
| Providing students with self-learning opportunities in research teams using digital tools. | 2.65 | 1.04 | P |
| Discussing students' educational and academic needs and how to meet them. | 1.62 | 0.87 | B |
| Reducing competitive teaching and instruction methods and strategies among students. | 1.53 | 0.72 | B |
| Encourage students to participate in the tasks and responsibilities of classroom management to develop the skill of effective leadership. | 2.15 | 1.08 | D |
| Selecting and discussing some of contemporary and controversial issues on building decision-making skills based on specific data and arguments. | 1.87 | 0.99 | D |
| Realizing the differences between academic learning problems and behavioral problems within the classroom. | 2.54 | 1.07 | P |
| Design activities for students with learning difficulties to integrate them into the classroom. | 2.58 | 1.20 | P |
| Diversify the educational and traditional Teaching aids to attract students' attention continuously. | 2.75 | 1.19 | P |
| Discussing how the students decide in future their academic education areas. | 1.53 | 0.96 | B |
| Discussing students in their favorite professions and jobs and how they relate to their abilities. | 1.60 | 0.83 | B |
| Explaining the similarities and differences between personal responsibility and social responsibility within the class community. | 1.94 | 0.85 | D |
| Taking into account the cultural and social characteristics of students during the different classroom practices. | 1.79 | 0.83 | D |
| Manage classroom time efficiently according to the learning activities and practices included in the pre-written lesson plan. | 2.07 | 0.91 | D |
| Employing progressive questions in building positive classroom interactions and interactions within the classroom. | 2.30 | 0.90 | D |
| The mean total of The dimension | 2.14 | | D |

Through the table (6) we can observe that the mean total of the dimension (3) is (2.14). It is less than the mastering value (3.2). It means the Islamic education teacher's performance in this dimension (group and class management strategies) is developing level. In addition through the table (6), there is some item, which came at a

Beginning level. These items are relative to discussing how the students decide their academic education areas in future. It is very important point to help the students in building a clear picture of his abilities, choosing the appropriate academic course, predicting his future career and studying the required skills.

In addition reducing competitive teaching and instruction methods and strategies among students is very sessional. These teaching practices are contrary to the 21st century skills development requirements based on cooperation and partnership. It takes into account that classroom management practices, organization of work and learning represent the main variable that guides teaching practices towards work and teaching according to specific strategies. By observing the reality, class

management in the secondary level depends on controlling the class through strategies based on the attractiveness of the lessons within the courses, in addition to diversifying some traditional and digital educational methods. Classroom management also depends on the multitude of classroom questions to build dialogue. These practices focus on building the cognitive dimension, but they are insufficient to build 21st century skills.

Table 7

The mean, Std. deviation for teaching practices for developing the 21st century skills The dimension (4) assessment

| Teaching practices for developing the 21st century skills | means | Std. dev. | level |
|-------------------------------------------------------------------------------------------------------------------------|-------|-----------|-------|
| Diagnosing of student's levels in the 21st century skills continuously. | 1.35 | 0.88 | B |
| Design activities and training related to measuring the critical thinking skills of students. | 2.71 | 0.91 | P |
| Designing activities and training related to measuring students' creative thinking skills. | 2.30 | 0.95 | D |
| Designing activities and training related to measuring students' problem-solving skills. | 2.62 | 1.05 | P |
| Using technical and digital tools to assess student performance in 21st century skill | 1.29 | 0.76 | B |
| Transiting from tests-based assessment to performance-based assessment. | 1.34 | 0.77 | B |
| Assigning students to make some presentations on some contemporary issues. | 2.19 | 0.92 | D |
| Employing a role-playing strategy in assessing student performance and teacher performance within the classroom. | 2.57 | 1.12 | P |
| Design of some classroom and school exhibitions to present and discuss students' work | 2.64 | 1.14 | P |
| Employing speech as a method in student assessment by peers and teacher. | 2.95 | 1.20 | P |
| Design strategies, tools and activities to assess the skills dimension within the classroom. | 2.41 | 1.04 | D |
| Designing strategies, tools and activities to assess the higher levels in the cognitive dimension within the classroom. | 2.44 | 0.98 | D |
| Designing strategies, tools and activities to assess higher thinking skills. | 2.39 | 0.95 | D |
| Designing strategies, tools and activities to assess the emotional dimension: interests and attitude. | 1.63 | 0.85 | B |
| Using authentic evaluation strategies to evaluate performance in Islamic education curricula. | 1.55 | 0.74 | B |
| Using student portfolio to follow up student growth levels in 21st century skills | 1.85 | 0.93 | D |
| Conducting interviews with each student to discuss the challenges they face in developing 21st century skills. | 1.28 | 0.72 | B |
| The mean total of The dimension | 2.09 | | D |

Through the table (7) we can observe that the mean total of the dimension (4) is (2.09). It is less than the mastering value (3.2). It means the Islamic education teacher's performance in this dimension (assessment) is developing level. In addition through the table (7), there are some items in beginning level. It means Shortage of teaching performance. These items relative to conducting interviews with each student to discuss the challenges they face in developing 21st century skills. Each student during the academic year needs these interviews, which feedback is provided to the student about his level of academic achievement and personal and social skills. In this interview, strengths and shortcomings are described with a plan to address shortcomings. Also, using authentic evaluation strategies to evaluate performance in Islamic education curricula is unclear and unspecified.

The Islamic education teachers don't understanding of the concept and tools and strategies of the authentic evaluation. The teacher doesn't have perspective about mechanisms of employment in the teaching of Islamic education courses. In addition, using authentic evaluation strategies to evaluate performance in Islamic education curricula is of dimensions not found in teaching practices. In general, most of the items after evaluation were at a low level, due to the fact that the evaluation practices were limited to some periodic tests and final tests. The tests also focus on the lower levels of the cognitive side. It is clear that the calendar represents a pathway to the development of teaching performance. The development of teaching practices for Islamic education teachers related to assessment is the basis for developing the level of teaching performance.

Table 8

The mean, Std. deviation for teaching practices for developing the 21st century skills The dimension (5) extra activities

| Teaching practices for developing the 21st century skills | means | Std. dev. | level |
|-------------------------------------------------------------------------------------------------------------------|-------|-----------|-------|
| Studying the results of the assessment to determine the strengths and weaknesses of each student in the classroom | 1.23 | 0.71 | B |
| Identifying the challenges and difficulties faced by students in Islamic education courses | 1.43 | 0.83 | B |
| Building an enriching plan to meet the needs of gifted and talented students | 1.37 | 0.72 | B |
| Designing banks of questions and activities related to gifted and talented students | 1.66 | 0.77 | B |
| Designing treatment programs for the difficulties of learning Islamic education courses | 1.79 | 0.88 | D |
| designing of some learning activities for students can be digitally executed outside the school | 1.95 | 0.90 | D |
| Designing some learning projects for students to develop their performance in some 21st century skills | 1.71 | 0.95 | B |
| Instructing students to choose some environmental or societal problems and discuss them in a scientific way. | 1.63 | 0.86 | B |
| Conducting some open brainstorming sessions outside the scientific content for developing the of 21st century | 1.58 | 0.75 | B |

| Teaching practices for developing the 21st century skills | means | Std. dev. | level |
|------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|-------|
| skills. | | | |
| Communicate with the family to build plans to enrich students in some 21st century skills. | 1.70 | 0.99 | B |
| Designing a specialized web site to detect measure and develop students' excellence and excellence. | 1.81 | 1.02 | D |
| Designing a discussion in Islamic education courses helps students to developing self-learning skills. | 1.65 | 0.75 | B |
| Using of a forum for discussion specializing in Islamic education courses helps to develop independence in thinking and decision-making. | 1.60 | 0.79 | B |
| The mean total of The dimension | 1.62 | | B |

Through the table (8) we can observe that the mean total of the dimension (5) is (1.62). It is less than the mastering value (3.2). It means the Islamic education teacher's performance in this dimension (extra activities) is Beginning level. This means that teaching practices in this dimension are very low. In addition through the table (8), Most of the items of this dimension were low level. This is because the idea of extracurricular activities is a difficult process for the teacher of Islamic education because of many variables and challenges, the most important of which is the high degree of relevance to the curriculum and the scientific content included in the school educational tools, and not to be allowed to leave.

In addition, a large proportion of students are involved in the achievement tests, and the process of building capacity and skills in the perception of students, teachers and parents is not necessary at this stage. It is noted that most of the vocabulary of this dimension requires the teacher to many skills, including: analysis of the results of assessment tools, the classification of students according to their curriculum, and provide feedback for each student, and building remedial programs to address academic difficulties, and build enrichment programs to build talent and excellence, And understanding of the inter-linkages between the community and the problems and the scientific content of the courses.

Table 9

The mean, Std. deviation for teaching practices for developing the 21st century skills the dimension (6) professional development and the requirements and the needs the 21st century skills

| Teaching practices for developing the 21st century skills | means | Std. dev. | level |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|-------|
| Sharing Islamic education teachers to reflect on the necessary skills priorities in 21st century skills systems. | 1.62 | 0.75 | B |
| Design a workshop within the school to accommodate the concept of 21st century skills. | 1.32 | 0.81 | B |
| Design Open discussion sessions between teachers of Islamic education and educational supervisors on the mechanisms of integrating the 21st century skills in the educational process. | 1.54 | 0.86 | B |
| Communicate with the teachers of Islamic education in secondary schools in Tabuk to exchange successful experiences on the development of the 21st century skills. | 1.43 | 0.72 | B |
| Design a seminar within the school on the development of teaching practices in the light of 21st century skills. | 1.73 | 0.91 | B |
| Design a seminar within the school on the development of teaching practices in the light of 21st century skills | 1.69 | 0.69 | B |
| Design a seminar within the school on the development of teaching practices in the light of 21st century skills | 1.76 | 0.92 | D |
| Designing a model of a teaching plan in accordance with the requirements of 21st century skills development and implementation using mini-teaching. | 1.41 | 0.73 | B |
| Designing a site or discussion forum for teachers of Islamic education to enrich the scientific in the academic and educational aspects on the 21st century skills. | 1.38 | 0.68 | B |
| Networking between a range of schools to exchange experiences on developing and evaluating 21st century skills. | 1.45 | 0.85 | B |
| The use of reflective teaching strategies in the development of teaching practices for Islamic education teachers | 1.86 | 0.95 | D |
| Communicate with the school administration to design the vision and mission of the school and the objectives of the school in light of the development of the 21st century skills. | 1.37 | 0.64 | B |
| Communicate with the school administration to conduct workshops to move to digital learning and to build digital, informational and cognitive literacy within the school. | 1.60 | 0.84 | B |
| The mean total of The dimension | 1.55 | | B |

Through the table (9) we can observe that the mean total of the dimension (6) is (1.62). It is less than the mastering value (3.2). It means the Islamic education teacher's performance in this dimension (professional development and the requirements and the needs the 21st century skills) is Beginning level. This means that teaching practices in this dimension are very low. In addition through the table (9), Most of the items of this dimension were low level. This is due to several reasons, the most important of which are: The professional development programs of the teachers of Islamic studies are limited to the traditional programs of training outside the school and neglect many professional development mechanisms based on the professional development of the school, the practices of

exchanging experiences among teachers, . The content of most of the training programs is linked to some general teaching strategies, without focusing on topics such as the mechanisms of integrating the 21st century skills into the curricula and decisions of Islamic education, strategies for the development of critical thinking and strategies for developing creative and productive thinking, communication development, citizenship development activities and digital citizenship, Development of individual responsibility and community responsibility. The programs are routine programs familiar to the teachers of Islamic education in the secondary stage, so the teachers of Islamic education teachers do not have the motivation to participate in these programs. The impact of training is

also weak. The teachers of Islamic education need field studies to accurately describe the training needs in the fields of developing and evaluating the skills of the 21st

century. Teachers need to diversify traditional and digital professional development mechanisms, especially professional development strategies within the school.

Table 10

The mean, Std. deviation for teaching practices for developing the 21st century skills- in general

| dimensions | NO. of items | means | level |
|-------------------------------------------------------------------------------------|--------------|-------|-------|
| teaching plan and experiences organizing | 16 | 2.46 | D |
| building the knowledge | 24 | 2.23 | D |
| group and class management strategies | 20 | 2.14 | D |
| assessment | 17 | 2.09 | D |
| extra activities | 13 | 1.62 | B |
| professional development and the requirements and the needs the 21st century skills | 13 | 1.55 | B |
| The total of questionnaire | 103 | 2.02 | D |

Through the table (10) we can observe that the mean total of the questionnaire in general is (2.02). It is less than the mastering value (3.2). It means the Islamic education teacher's performance in this questionnaire is Developing level. This means that teaching practices in this Developing are low. In addition, through the table (10), some of the dimensions is Developing level and others is Beginning level. These results indicate the absence of a clear vision of Islamic education teachers on the skills of the twenty-first century. Also understanding of the concept of these skills is not clear and deep.

In addition, the teachers of Islamic education did not integrate these skills at the levels of planning and implementation of lessons in Islamic education courses. And that some practices of Islamic education teachers associated with the development and evaluation of 21st century skills are not planned in advance. It does not come within the framework of a clear program to develop these skills for high school students. Professional development programs are routine programs that do not meet the vision of addressing the 21st century skills as a tool to develop teachers' instructional performance, but rather an introduction to the development of school performance as a whole. Technology as a major part of 21st century skills is not related to the development of these skills.

V. DISCUSSION

To answer the questions "What the teaching practices requirements of developing the 21st century skills in general, and the specific requirements of developing the 21st century skills in Islamic education?" the previous studies were analyzed to determine the 21st century skills and the teaching practices requirements of developing these skills. The list of teaching practices was used to prepare the instrument of this research.

And to answer the question "to what extent teacher's master activities associated with the development of teaching the 21st century skills in general and in. (teaching plan and experiences organizing, building the knowledge, group and class management strategies, assessment, extra activities, professional development)?" the main finding There are some weaknesses of the teachers of Islamic education in the practices of developing and evaluating the 21st century skills.

These results are consistent with the study (Lapek, 2017). The study emphasized the importance of developing these skills for students, while employing them as an input in the planning of teaching, And to include them in educational objectives [20].

Also the study (Aslan, 2015) explained that 21st century skills are an approach to the development of teaching skills and practices [3]. The study (Gibson, 2010) explained that the teacher is in need of the 21st century skills to be deeply absorbed before working on her teaching processes [7].

In addition, the study (Li, et.al, 2013) She stressed that teachers need to develop their performance on the academic and educational level on understanding the skills of the 21st century and how to develop and measure them among high school students, while diversifying the mechanisms of professional development of teachers to build a clear vision or accurate perspective on the appropriate teaching practices to develop these skills [14].

It also the study (Imam, 2016) linked the development of teaching performance of teachers in accordance with technology practices and the development of 21st century skills. Technology is an important and necessary entry point for the development of these skills, as 21st century skills are appropriate for life in the digital age[12].

In generally, the present study has shown the importance of building teaching practices for Islamic education teachers. These educational practices help to build a clear conceptual and procedural vision for 21st-century development and measurement practices for high school students. It also helps in the development of teacher practices related to teaching plan and experiences organizing, building the knowledge, group and class management strategies, assessment, extra activities, and professional development.

VI. Conclusion

Developing the 21st century skills for secondary school students depends on the teachers, their awareness, knowledge, and application. It also depends on considering the dimensions of teaching practices and indicators for developing the 21st century skills for secondary school students. In addition, the Islamic education subject is core subject in the secondary school. It must therefore be linked to development and assessment

21st century skills. Therefore, it is the task of the teachers of Islamic education to integrate the 21st century skills in teaching practices, and the development of teaching performance to meet the development goals of students. So the aims of this study are determining the list of teaching practices is related to the main teaching skills in the field of Islamic education. This list can be used to build the measurement tool in the current study.

Also, the study is assessing the teaching performance of Islamic education teachers in the light of teaching, developing, and assessing the 21st century skills using teaching practices list. While identifying the weak teaching practices of Islamic education teachers so that they can be developed through professional development needs. Finally, to construct a proposed scenario for developing the performance of Islamic education teachers in the secondary stage in the light of the development and evaluation of the 21st century skills, including the foundations, objectives, content and treatments of the proposed scenario.

Through the results of this study, most of the teachers of Islamic education did not have clear and deep perspective of teaching in general and its dimensions (teaching plan and experiences organizing, building the knowledge, group and class management strategies, assessment, extra activities, professional development and the requirements and the needs the 21st century skills). Most of Islamic education teachers do not integrate the 21st century skills into lesson plans. They do not formulate lesson objectives, including 21st century skills such as developing critical and creative thinking skills. They also do not plan the associated educational activities. They do not formulate educational scenarios linked to the 21st century skills development. Most of teacher did not write lessons aims that are relative to developing and assessing to the 21st century skills, did not pose questions, problems and situations, and did not design teaching strategies that encourage the students to think, discuss, rethink, work, and using the technological tools in learning. They, also, did not design the learning activities and exercises to assess developing the 21st century skills for the students.

On the other hand, most of the teachers did not have clear and deep perspective teaching Islamic education based on the 21st century skills. They did not have enough experiences that relate to the 21st century skills and how to develop them. Therefore, the needs of Islamic education teachers are determined in a set of points can be clarified in the following questions: What is the concept of 21st century skills? What is the list of 21st century skills? What is the procedural description of each skill? How can 21st century skills be integrated through Islamic education? How can it be integrated into the scientific curriculum of Islamic education courses? What are the teaching practices associated with Islamic education teachers to develop and evaluate these skills? And what professional development mechanisms can be employed to improve the teaching

performance of Islamic education teachers? All of the above requirements for building a suggested proposal for developing the teaching performance of Islamic education teachers in the secondary school in the light of the 21st century skills.

At the first it takes into consideration the principles of the suggested proposal for development of performance is determine the teaching practices that relative to the teachers' needs. Through the current results, most of items are less than mastering value. Most of items of questionnaire are the teachers' needs. To supports the general framework for the development of 21st century skills, a set of considerations must be taken into account. The most important principles may be summed up as follows:

The general aims of the suggested proposal are developing the Islamic education teachers performance in following dimensions:

teaching plan and experiences organizing,
building the knowledge of the secondary school students,
group and class management strategies,
Assessment-based on - the 21st century skills extra activities,

Professional development and the requirements and the needs the 21st century skills.

The scientific content depends on the design of activities for the professional development of the teachers of Islamic education in light of the using 21st century skills.

Professional development strategies can be diversified, including training programs, microteaching workshops, discussion forums, using media.

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