DESIGNING AND EVALUATING AN INTEGRATED MODEL FOR TEACHER PREPARATION STRATEGIES AND DEVELOPING THEIR PROFESSIONAL COMPETENCIES IN LIGHT OF PROPHETIC TRADITIONS AND MODERN CONTEMPORARY TRENDS IN TRAINING IN THE STATE OF KUWAIT

Falah Dhuwaihi Al-Swairi Al-Ajmi

Assistant Professor, Amman Arab University, Arts and Sciences Faculty.

ABSTRACT

This study aimed to design and evaluate an integrated model for teacher preparation strategies and the development of their professional competencies in light of Prophetic values and modern training trends. It employed a descriptive approach, reviewing previous literature and distributing a questionnaire to a group of experts using the Delphi method. The study reached several conclusions, the most important of which was that Prophetic values play a vital role in improving the quality of education through their positive impact on academic outcomes, teacher competency development, and the fostering of a positive learning environment. The study recommended several measures, including: adopting the model proposed by the researcher for teacher preparation strategies and the development of their professional competencies in light of Prophetic traditions and contemporary training trends in the State of Kuwait; and recommending that educational institutions work to improve learning environments by providing sufficient resources, promoting a culture of cooperation and respect, and developing innovative teaching methods that encourage participation.

INTRODUCTION

Education is considered a vital foundation in building societies, where teachers contribute significantly to shaping students' minds and guiding them toward critical thinking and creativity by providing a learning environment that encourages inquiry and interaction. Teachers develop students' skills and reinforce values of cooperation and tolerance, while also working to update curricula to meet the needs of the era, ensuring that learning aligns with scientific and technological developments. Thus, teachers are considered leaders in the learning journey, effectively contributing to shaping the future of the coming generations.

Strategies for teacher preparation involve a range of training programs aimed at developing the academic and pedagogical skills of teachers. Among the most prominent of these strategies is practical training in classrooms, where new teachers are granted the opportunity to apply what they have learned in a real-world environment, which helps them adapt to the challenges of teaching. Reliance is also placed on developing curricula in a way that aligns with the needs of the educational market, and this includes the use of modern teaching technologies such as digital and interactive learning. Furthermore, supervision and guidance programs enhance teachers' skills by offering continuous feedback and necessary support, and accordingly, these strategies contribute to preparing teachers capable of creating a positive impact on students' lives and improving the quality of education in general[1].

The importance of teacher preparation strategies and the development of their professional competencies becomes evident in the light of Prophetic guidance, where the Prophet Muhammad (peace be upon him) emphasized the value of education by saying: "Seeking knowledge is a duty upon every Muslim" (Narrated by Ibn Majah), which highlights the necessity of continuous striving to develop skills. He also pointed to the role of the teacher by saying, "I was sent only as a teacher" (Narrated by Al-Bukhari), which clarifies his status as a leader in the path of education. Therefore, training programs acquire great importance, as they prepare teachers to be role models to be emulated, contributing to the building of a conscious and educated generation[2].

Furthermore, modern trends in teacher training seek to enhance continuous and interactive learning, where innovative methods are adopted, such as project-based learning and cooperative learning. This encourages teachers to develop their skills through practical experience. Technology is also used increasingly, where digital platforms and virtual workshops allow teachers to have access to diverse educational resources and enhance communication with their colleagues globally. Focus is also placed on self-directed learning, which empowers teachers to identify their specific needs and customize training programs accordingly. These trends aim to prepare teachers capable of dealing with the challenges of the modern era and promoting their effectiveness in dynamic educational environments[3].

This study is based on designing and evaluating an integrated model for teacher preparation strategies and the development of their professional competencies, grounded in the Prophet's traditions (Hadith) and modern training trends, while considering the educational context in the State of Kuwait.

The concept of "teacher preparation" includes the processes and programs that equip them with the necessary knowledge and skills to perform their teaching duties efficiently, while "professional competencies" refer to the essential skills, knowledge, and behaviors for a teacher's success. "Training strategies" encompass the methods used to develop teachers' skills, such as workshops and interactive courses. As for the "Prophet's traditions (Hadith)," they are the sayings and directives that reflect Islamic educational values, while "modern training trends" refer to the use of contemporary methods in teacher training. Finally, the "integrated model" represents a comprehensive framework that combines these elements to achieve greater effectiveness in the educational process.

The scientific significance of this study lies in presenting an integrated model for teacher preparation strategies and the development of their professional competencies, based on scientific foundations and Prophetic traditions, which contributes to enriching educational literature. By analyzing modern training trends, the study allows researchers and practitioners in the field of education to explore best practices that enhance the

---

[1] Al-Anzi, Abdulaziz bin Matar Alayan. "Teacher Preparation Program: A Comparative Study between the Kingdom of Saudi Arabia and Singapore, Japan, and South Korea". *Journal of Educational and Psychological Sciences*, Vol. 4, No. 47 (2020): 121 - 136.
[2] Saadouni, Nadia, and Faiza Harizi. "Total Quality Management for Developing Teaching and Learning Strategies". *Dirasat Journal,* Vol. 10, No. 1 (2021): 110 - 122.
[3] Al-Hilali, Al-Hilali Al-Sherbiny. "Developing the Teacher Training System to Achieve a Competitive Advantage in the Digital Age."*Journal of the Faculty of Specific Education*, No. 14 (2021): 1 - 13.

effectiveness of teaching strategies, leading to an improvement in the quality of education in Kuwait and reflecting global trends in this area.

The practical significance is represented by providing a framework that concerned authorities in the Ministry of Education and educational bodies can follow to develop effective training programs. The study contributes to enabling teachers to acquire the necessary skills to interact with modern challenges in the educational environment, which enhances their ability to deliver distinguished educational content. The study also serves as a valuable tool for guiding educational policies toward improving teachers' professional performance, which positively reflects on students' achievement levels and supports the realization of desired educational goals.

The study's problem is the need to develop an integrated model for teacher preparation strategies and the development of their professional competencies in the State of Kuwait, in line with the Prophet's traditions (Hadith) and modern training trends. The core issue lies in the absence of a comprehensive framework that combines Islamic educational principles with contemporary teaching practices, leading to a gap in teachers' competencies and their ability to confront current educational challenges. The problem is also highlighted in how to integrate these strategies with the actual needs of teachers and students in the Kuwaiti environment, which calls for studying the effectiveness of current training programs and identifying their strengths and weaknesses. Therefore, the study seeks to address this issue by providing new insights that contribute to improving the quality of education and developing teachers' professional competencies, reflecting the importance of education as a tool for social change and sustainable development.

The following are the hypotheses for this study, which reflect the main dimensions related to teacher preparation and the development of their professional competencies:
1. The teacher preparation model can enhance the quality of education by focusing on Prophetic values such as sincerity, justice, and setting a good example, which leads to improved academic outcomes for students.
2. Training programs based on the Prophet's traditions contribute to developing teachers' professional competencies, which positively reflects on teaching and learning methods.
3. The proposed model provides a positive educational environment, which contributes to creating an atmosphere of mutual trust and respect among students.

This study also aims to achieve a set of objectives that enhance the quality of education in Kuwait by developing an integrated model for teacher preparation strategies and the development of their professional competencies, in light of Prophetic values and modern training trends. This includes exploring the impact of Prophetic values on improving students' academic outcomes in different educational environments, and evaluating the effectiveness of training programs based on these values in developing teachers' professional competencies. The study also aims to analyze the impact of a positive educational environment supported by Prophetic values on fostering mutual trust and respect between students and teachers, in addition to measuring participants' satisfaction with the proposed model and its effect on the quality of education.

This study relies on the descriptive approach and the Delphi method, which allows for a comprehensive and reliable analysis of the impact of Prophetic values on the quality of education and teacher competencies. The descriptive approach focuses on collecting data from previous literature and relevant studies, which helps in understanding the historical and theoretical context of the studied topic and reveals current trends and challenges facing education. Meanwhile, the Delphi method is used to gather the opinions of a group of experts in the field of education through multiple rounds of questionnaires, which enriches the study's results with diverse experiences and expertise. Through this integration of the two methods, the study seeks to provide in-depth insights based on quantitative and qualitative evidence, contributing to the development of effective educational strategies that enhance Prophetic values in the educational process.

I. THE THEORETICAL FRAMEWORK OF THE STUDY

1. *The Concept of Prophetic Values*

A. Definition of Prophetic Values:

Prophetic values are considered a set of ethical principles and human qualities that represent the teachings of the Prophet Muhammad (peace be upon him), derived from the Holy Quran and the Prophetic Sunnah (tradition). These values include a set of positive attributes such as sincerity, justice, mercy, tolerance, trustworthiness, truthfulness, and other virtuous morals. Prophetic values serve as behavioral standards aimed at promoting positive behaviors in individuals and societies. Prophetic values go beyond being mere religious teachings; they are

considered a comprehensive framework that helps individuals develop themselves and achieve balance in their lives. They reflect a set of universal human values that align with sound human nature, making them suitable for all cultures and nations. By applying these values, individuals can contribute to creating a supportive and healthy educational environment that encourages personal and social growth[4].

Furthermore, Prophetic values have a fundamental role in shaping the cultural identity of individuals, as they strengthen human relationships and contribute to building cohesive societies governed by a spirit of cooperation and understanding. The value of justice promotes a sense of security and equality among individuals, while the value of mercy contributes to fostering understanding and empathy, which helps reduce conflicts and disputes. The embodiment of Prophetic values is not limited to the personal aspect only but extends to include all aspects of life, including education, work, and social relations. Teachers can promote Prophetic values in classrooms by presenting positive role models to students, which helps in shaping their behaviors and fostering values of respect and cooperation[5].

The researcher believes that Prophetic values play a vital role in shaping the cultural and ethical identity of individuals and societies, as these values represent a foundation through which educational and pedagogical methods can be developed, contributing to the overall improvement of the quality of life. It is important that Prophetic values be integrated into educational and training curricula to promote positive behaviors and build a conscious and educated generation capable of facing the challenges of the modern era. Furthermore, investing in Prophetic values in education not only enhances academic achievement but also contributes to the development of students' well-adjusted personalities, which is essential for building a cohesive and prosperous society.

B. The Importance of Prophetic Values in Society:

Prophetic values are considered the cornerstone in building successful societies, as they contribute significantly to shaping individuals' behaviors and enhancing human relations, stemming from the teachings of the Prophet Muhammad (peace be upon him). These values promote the principles of justice, sincerity, and mercy, which contribute to creating a healthy and sustainable social environment. Thus, the importance of Prophetic values emerges as a means to foster social cohesion and achieve progress and prosperity. The importance of Prophetic values in society is represented in several key aspects[6]:

1. **Fostering Social Cohesion:** Prophetic values work to strengthen the bonds among members of society, as they encourage cooperation and participation. When individuals adopt values such as mercy and tolerance, a sense of belonging and mutual understanding is generated, which contributes to reducing conflicts and disputes.
2. **Guiding Individual Behaviors:** Prophetic values play a vital role in directing individuals' behaviors toward the better. By adopting values like trustworthiness and truthfulness, individuals can be good role models, which enhances trust between them and others and leads to improved social relations.
3. **Achieving Justice and Equality:** The values of justice and equality are considered among the foundations upon which successful societies are built. By adhering to these values, social and economic disparities can be reduced, contributing to the building of a more just and equitable society.
4. **Promoting Psychological and Emotional Stability:** Prophetic values contribute to achieving psychological stability for individuals, as they enhance their sense of security and tranquility. When individuals live according to noble values, they feel comfortable and serene, which positively reflects on their mental health.
5. **Stimulating Sustainable Development:** Prophetic values play an important role in promoting sustainable development, as they encourage individual and collective responsibility toward the environment and society. By reinforcing the values of sincerity and hard work, the goals of sustainable development can be achieved.

The researcher believes that Prophetic values represent a firm foundation for building a strong and cohesive society, as these values enhance social cohesion, guide individual behaviors toward the

---

[4] Tuwato, Ayoub Mohamed. "Teaching and Assessment Strategies in Light of the Prophetic Sunnah: A Descriptive Analytical Study". *Dalalat Journal*, No. 9 (2023): 82 - 91.

[5] Al-Atoum, Nader Ahmed Hussein, and Mohamed Musleh Thalji Ababneh. "Values Related to Mosques Mentioned in the Prophetic Sunnah and Their Educational Applications". *Islamic University Journal for Islamic Studies*, Vol. 30, No. 1 (2022): 368 - 397.

[6] Gouji, Kabir, and Hassan Salem Habshan. "Teacher Values Inspired by the Prophetic Sunnah and Their Role in Developing Education and Building Sound Pedagogy". *Umm Durman Islamic University Journal*, Vol. 21, No. 1 (2025): 319 - 346.

better, and achieve justice and equality among individuals. Promoting Prophetic values in society is not just a religious duty, but a social necessity for achieving development and prosperity, as through the integration of these values into education and daily practices, we can build a society that achieves progress and well-being for its members, contributing to the creation of a healthy and prosperous environment for everyone.

C. The Impact of Prophetic Values on Individual and Collective Behaviors:

Prophetic values are considered fundamental guides that shape individual and collective behaviors in society, as these values reflect the teachings of the Prophet Muhammad (peace be upon him), which aim to promote good morals and positive behaviors through the adoption of values through the adoption of Prophetic values, where the individual can contribute to building a society characterized by cooperation and mutual respect, which reflects on the overall quality of life. The impact of Prophetic values on individual and collective behaviors and their effect on improving social relations are demonstrated through the following[7]:

1. **Shaping Individual Identity:** Prophetic values contribute to shaping the personal identity of individuals, as they drive them to adopt principles such as sincerity and truthfulness in their daily interactions. When an individual adopts these values, they become more capable of making sound decisions that reflect their morals and principles.
2. **Fostering Cooperation and Teamwork:** Prophetic values encourage the spirit of cooperation and respect among individuals, which enhances society's ability to engage in teamwork. Through values like mercy and tolerance, individuals can overcome disagreements and achieve common goals, contributing to the building of a cohesive and active society.
3. **Impact on Social Relations:** Prophetic values play a crucial role in improving relations between individuals. When individuals adhere to values such as justice and respect, trust among them increases, which helps reduce conflicts and promote mutual understanding.
4. **Stimulating Positive Behaviors:** Prophetic values encourage individuals to adopt positive behaviors such as generosity, helping others, and participating in charitable work. This leads to reinforcing the spirit of social responsibility among individuals, which promotes the values of altruism and participation in society.
5. **Impact on Quality of Life:** Prophetic values contribute to improving the quality of individual and collective life, as they enhance the sense of belonging and security when individuals live according to these values. They feel psychological comfort and achieve balance in their lives, which positively reflects on their general health.

The researcher sees that the impact of Prophetic values on individual and collective behaviors is vital for building a positive and cooperative society, as these values enhance individual identity, encourage teamwork, and improve social relations, contributing to achieving a better quality of life. Adopting Prophetic values is not merely a religious duty, but a social necessity that contributes to the development of society and the well-being of all its members through the integration of these values into daily life. Thus, a society can be built that achieves progress and prosperity and promotes the spirit of cooperation and understanding among all its members.

II. PROPHETIC VALUES IN EDUCATION:

A. The Role of Prophetic Values in Shaping Educational Identity:

Prophetic values are considered a fundamental pillar in shaping educational identity, as they play a pivotal role in guiding the educational process toward building integrated and ethical personalities. These values are based on the teachings of the Prophet Muhammad (peace be upon him), which promote ethical principles and positive behaviors within the learning environment. By integrating Prophetic values into educational curricula and teaching methods, a conscious generation capable of facing the challenges of the age can be formed, contributing to the building of a cohesive society. Their role is highlighted through[8]:

1. **Promoting Ethical Principles:** Prophetic values help promote ethical principles among students, such as trustworthiness, truthfulness, and sincerity. When these values are integrated into education, they enhance students' ability to make sound and informed decisions in their daily lives, contributing to the formation of their values-

---

[7] Al-Shehri, Abdullah bin Hassan bin Ghurman. "Quality in Light of the Prophetic Sunnah: Education Quality as a Model". *Journal of Sharia Sciences and Arabic Language*, No. 13 (2022): 283 - 331.

[8] Mahmoud, Ola Ibrahim. "Promoting Prophetic Values in International Schools in Iraq: A Field Study". *Zanko - Humanities,* Vol. 29, Special Issue (2025): 303 - 312.

based identity.

2. **Developing an Integrated Personality:** Through teaching Prophetic values, the focus is placed on developing the intellectual, spiritual, and social aspects of students, enabling them to build an integrated personality characterized by balance and respect toward others, which enhances the educational identity.

3. **Fostering Cooperation and Teamwork:** Prophetic values encourage the spirit of cooperation and participation, which promotes teamwork among students. By reinforcing these values, a learning environment that encourages positive interaction and the exchange of ideas can be built, contributing to the development of the educational identity as a whole.

4. **Impact on Academic Achievement:** Integrating Prophetic values into education can improve students' academic achievement. When students feel that they are part of noble values and ethics, their enthusiasm for learning increases, and they achieve better results.

5. **Creating a Positive Learning Environment:** Prophetic values contribute to creating a positive learning environment that supports respect and understanding between students and teachers. This environment enhances the spirit of belonging, which helps shape the educational identity in positive ways.

The researcher believes that Prophetic values form the cornerstone in shaping educational identity, as they enhance ethical principles and contribute to the integrated development of students' personalities. Integrating Prophetic values into educational curricula and teaching methods is not merely an option, but a necessity for improving the quality of education and building a conscious generation capable of facing the challenges of the age. By promoting these values, a positive educational environment can be achieved, contributing to the formation of a cohesive educational identity, which enhances social well-being and progress in society as a whole.

B. The Impact of Prophetic Values on Relationships Between Teachers and Students9:

Prophetic values represent a firm foundation for enhancing relationships between teachers and students, as these values contribute to creating a healthy and encouraging learning environment. These values are based on the teachings of the Prophet Muhammad (peace be upon him), which highlight the importance of respect, mercy, and justice in dealing with others. Thus, understanding the impact of Prophetic values on relationships between teachers and students is essential for building a positive educational environment that supports learning and personal growth, through:

1. **Promoting Mutual Respect:** Prophetic values promote the concept of mutual respect between teachers and students. When teachers apply values such as mercy and respect, students feel valued and respected, which contributes to improving relations between them. This respect enhances students' desire to participate and discuss, which enriches the educational process.

2. **Fostering Effective Communication:** By adopting Prophetic values, teachers can improve their communication methods with students. Values such as truthfulness and trustworthiness promote transparency in interactions, which contributes to building strong trust between the teacher and the student. When students feel that their teachers are truthful and sincere, they are more open to interaction and participation.

3. **Creating a Positive Learning Environment:** Prophetic values contribute to creating a learning environment that promotes cooperation and positive interaction. When teachers demonstrate values such as tolerance and mercy, students learn how to deal with others positively, which contributes to enhancing human relations in the classroom.

4. **Developing Social Communication Skills:** Prophetic values help students develop social communication skills by teaching them how to deal with others with courtesy and respect. These skills are essential for building strong relationships both inside and outside the school.

5. **Improving Academic Achievement:** The presence of positive relationships between teachers and students contributes to improving academic achievement. When students feel comfortable and safe in the learning environment, they are more ready to learn and achieve academic success.

The researcher believes that Prophetic values form a strong foundation for enhancing relationships between teachers and students. The application of these values promotes mutual respect, improves communication, and creates a positive learning environment that contributes to developing social

---

[9] Ya'sad, Fawzia, and Al-Tayeb Belarbi. "Teacher Formation between the Framework of Experience and Competency-Based Approaches". *Al-Mi'yar Journal*, Vol. 26, No. 1 (2022): 715 - 728.

communication skills and achieving better academic attainment. By integrating Prophetic values into the educational process, strong and sustainable relationships can be built between teachers and students, which contributes to enhancing the quality of education and the psychological well-being of all individuals in the educational environment.

C. Integrating Prophetic Values into Curricula10:

Integrating Prophetic values into curricula is a pivotal step toward promoting education based on ethics and conscience. Prophetic values, derived from the teachings of the Prophet Muhammad (peace be upon him), enhance ethical principles and positive behaviors that can shape students' identities and outlooks on life. By linking these values to specific competencies such as sincerity, justice, proficiency (*Iqtan*), and role-modeling, effective education can be achieved, contributing to the formation of integrated personalities. Moreover, it is useful to conduct a comparative analysis between these values and modern professional development concepts to understand how they can be effectively integrated into the educational process.

- **The Link Between Prophetic Teachings and Core Competencies:**

Linking Prophetic teachings to core competencies is an important step for enhancing ethical values in the educational process. Prophetic teachings are not merely religious texts, but behavioral directives that promote personal development. Sincerity (Ikhlas) is considered one of the core values in Islam, as the Prophet (peace be upon him) refers to it in the Hadith: "Deeds are only by intentions" (Narrated by Al-Bukhari). By integrating this concept into the curricula, students can be made aware of the importance of intention in academic work, which encourages them to commit to their studies with a spirit of sincerity. This approach reinforces students' desire to deliver their best, contributing to the improvement of their academic achievement.

- **Promoting the Value of Justice in the Learning Environment:**

Justice is a pivotal value in building positive relationships among students. The Prophet (peace be upon him) said: "Love for your brother what you love for yourself" (Narrated by Muslim). By integrating this value into the curricula, justice can be applied as a principle directive that promotes equality among students. Educational programs can focus on spreading a culture of justice and equality, which contributes to creating a learning environment free from discrimination. This type of environment promotes positive interaction among students and helps build a cohesive school community.

- **The Importance of Proficiency (Iqtan) in the Educational Process:**

Proficiency (*Iqtan*) is another value encouraged by the Prophet, who said: "Indeed, Allah loves that when one of you does a job, he perfects it" (Narrated by Al-Bukhari). This concept can be integrated into curricula by encouraging students to pay attention to the quality of their work. Proficiency is considered an essential element in developing students' academic skills, as it encourages them to give every task the effort and attention it deserves. By promoting this value, higher academic achievement and improved quality of the work they present can be achieved.

- **Role-Modeling (Al-Qudwah) as a Core Element in Education:**

The Prophet (peace be upon him) represents an exemplary model in behavior and morals. This concept can be reinforced through studying his biography and ethics in the curriculum, which inspires students to be good role models in their communities. By highlighting the values embodied by the Prophet's personality, students learn the importance of adhering to noble values in their daily lives. Their realization of the importance of role-modeling in behavior can contribute to shaping their ethical and social identity.

- **Comparison Between Prophetic Principles and Professional Development Strategies:**

In an era characterized by rapid changes, improving skills and competencies is necessary for teachers and students. Modern professional development strategies focus on enhancing practical skills such as critical thinking and self-learning, which are essential for keeping pace with developments. Despite the difference in focus between Prophetic values and professional development concepts, there is integration between the two sides. Prophetic principles enhance human values that are necessary for success in life, while professional development concepts provide the skills needed to adapt to rapid changes. The combination of Prophetic values and professional development concepts demonstrates how both can contribute to

---

10 Al-Anzi, Abdulaziz bin Matar Alayan. "Teacher Preparation Program: A Comparative Study between the Kingdom of Saudi Arabia and Singapore, Japan, and South Korea". *Journal of Educational and Psychological Sciences*, Vol. 4, No. 47 (2020): 121 - 136.

providing comprehensive education that enhances both academic and ethical competencies.

The researcher believes that integrating Prophetic values into curricula is an essential step toward forming a conscious and educated generation. By linking the Prophet's traditions (Hadith) to specific competencies such as sincerity, justice, and proficiency, ethics-based education can be promoted. The comparative analysis between Prophetic principles and modern professional development concepts shows how the two aspects can integrate to achieve effective education that contributes to improving the quality of life in society. Through this integration, a learning environment can be built that promotes human values and contributes to the development of students' skills, which is a necessity in today's changing world.

III. TEACHER PREPARATION AND PROFESSIONAL COMPETENCIES:

A. The Concept of Teacher Preparation:

Teacher preparation is considered one of the basic factors in the success of the educational process, as it focuses on equipping teachers with the necessary knowledge and skills to perform their educational tasks effectively. Teacher preparation represents the process that aims to develop their academic and professional capabilities, which contributes to improving the quality of education and providing a fruitful learning environment. Teacher preparation is defined as a set of activities and programs that aim to equip teachers with the knowledge and skills necessary to teach effectively. This preparation includes several aspects, including[11]:

1. **Academic Knowledge:** Teachers must have extensive knowledge of the subject they teach. This includes understanding the scientific and pedagogical content, in addition to how to use curricula and educational resources effectively.

2. **Pedagogical Skills:** Pedagogical skills include the ability to design lessons, apply diverse teaching strategies, and effectively manage classrooms. Teachers must be able to use innovative teaching methods that encourage interaction and participation from students.

3. **Self-Development:** Self-development is considered an essential part of teacher preparation, as teachers are encouraged to participate in continuous training programs and workshops, which help them improve their professional skills and stay updated with the latest educational trends.

4. **Social Interaction:** Teacher preparation also highlights the importance of building positive relationships with students, parents, and colleagues. This interaction enhances the learning environment and contributes to better supporting students.

5. **Ethical Values:** Teacher preparation must include promoting ethical values and Prophetic principles, which help in shaping teachers' identities and their role as educators who improve behaviors and values among students.

Teacher preparation is considered a comprehensive process that aims to equip them with the knowledge and skills necessary to achieve success in the field of education. By focusing on the academic, pedagogical, and self-development aspects, teachers can become leaders in the classrooms, which contributes to improving the quality of education and creates a positive learning environment. The importance of teacher preparation is not limited only to achieving academic goals, but extends to include promoting human and ethical values that are considered a foundation for building an educated and prosperous society.

B. Core Competencies Required for Teachers:

Core competencies for teachers are considered crucial elements in improving the quality of education and enhancing the effectiveness of the educational process. These competencies represent a set of skills and knowledge that teachers must possess to ensure the provision of effective education that is appropriate for students' needs. Among the core competencies considered necessary to achieve educational goals are[12]:

1. **Content Knowledge:** Teachers must have a deep understanding of the subject they teach. This competency includes understanding the basic concepts, facts, and theories related to the subject, which enables them to convey information clearly and effectively.

2. **Teaching Skills:** This competency includes the ability to design and implement educational lessons that suit the diverse needs of students. Teachers must be able to use varied teaching

---

[11] Al-Kuri, Atheer Husni Muhammad, and Khaira Wahiba Belhamisi. "The Degree of Contributions of the In-Service Teacher Training and Preparation Program from the Viewpoint of Teachers in Qasabat Irbid". Libyan Journal of Educational Sciences, No. 7 (2022): 92 - 103.
[12] Al-Muzayrai, Nada Muhammad bin Abdullah, Abeer Saeed Sabti Al-Ghamdi, and Mona bint Abdullah bin Muhammad Al-Bishr. "A Proposed Vision for Developing Teacher Preparation Programs in the Kingdom of Saudi Arabia in Light of Finland's Experience". *The Educational Journal*, No. 134 (2025): 825 - 868.

strategies, such as active learning, cooperative learning, and continuous assessment to measure student progress.

3. **Classroom Management:** Classroom management skills are essential for ensuring a positive learning environment. Teachers must be able to organize activities, manage behaviors, and build positive relationships with students, which contributes to enhancing interaction and participation within the class.

4. **Effective Communication:** Communication is a fundamental skill that teachers must possess. They must be able to convey information clearly, listen to students' needs, and provide constructive feedback. Effective communication helps build trust and strengthen positive relationships.

5. **Continuous Professional Development:** Teachers must be committed to continuous professional development by participating in workshops, training courses, and researching the latest educational trends. This commitment helps improve their teaching practices and keeps them informed of changes in the field of education.

6. **Adaptability:** In a rapidly changing world, teachers must be able to adapt to new challenges and changes in curricula and teaching methods. This competency is essential for keeping pace with the diverse needs of students and changes in the learning environment.

7. Promoting Ethical Values: Teachers must promote human and ethical values in their classrooms, as their role as role models for students is vital. This competency helps build a learning environment that supports respect and cooperation among students.

The core competencies required for teachers are essential for achieving the success of the educational process. By possessing content knowledge, teaching skills, classroom management, effective communication, and commitment to continuous professional development, teachers can deliver effective education that meets the diverse needs of students. Promoting these competencies contributes to building teachers who are capable of achieving educational goals and contributing to the formation of a conscious and educated generation, which enhances the quality of education and contributes to the development of society in general.

C. Strategies for Developing Teachers' Professional Competencies:

Strategies for developing teachers' professional competencies are considered essential elements that contribute to improving the quality of education and enhancing teacher effectiveness. The modern era requires teachers who possess advanced skills and the ability to adapt to rapid changes in curricula and teaching methods. Therefore, developing teachers' professional competencies is an urgent necessity for achieving excellent educational outcomes. Effective strategies in this area include[13]:

1. **Continuous Training and Workshops:** Continuous training is vital for developing teachers' professional competencies. By organizing workshops and training courses, opportunities can be provided for teachers to learn new strategies, educational technology, and modern teaching methods. These activities help enhance their skills and update their knowledge of educational practices.

2. **Cooperative Learning:** Cooperative learning is considered one of the effective strategies for developing professional competencies by exchanging experiences and ideas with colleagues. Teachers can benefit from the experiences of others and develop their skills. Discussion sessions and working groups focused on specific topics related to education can be organized, which promotes continuous learning.

3. **Mentorship and Guidance:** Mentorship and guidance are considered essential elements in teacher development. Through the presence of experienced teachers who can offer support and advice, new or less-experienced teachers can improve their skills faster. This process can include direct observation, constructive criticism, and providing advice on how to enhance teaching practices.

4. **Using Technology:** Integrating technology into the teaching and training process is one of the modern strategies that promotes the development of professional competencies. By using educational platforms, digital learning resources, and e-learning tools, teachers can access multiple educational resources and develop their skills in areas such as distance learning.

5. **Self-Assessment and Review:** Self-assessment is an effective tool for developing professional competencies. By reviewing personal performance and identifying areas needing improvement, teachers can set personal development plans. This helps enhance self-awareness and enables them to take effective steps to improve their teaching practices.

---

[13] Abu Al-Saud, Alaa Ahmed. "The Impact of Teacher Training on National Standards for the Teaching Profession on Their Job Performance from the Teachers' Own Perspective". *The Arabian Journal for Human and Social Sciences,* No. 10 (2021): 1 - 31.

6. **Participation in Professional Communities:** Professional learning communities for teachers are an opportunity to promote cooperation and knowledge exchange. By joining professional associations, teachers can benefit from resources, participate in events, and exchange experiences with colleagues in the field. These communities enhance the sense of belonging and professional support.

7. **Implementing Action Research:** Teachers can develop their professional competencies by conducting action research in their teaching areas. By studying the effect of different teaching strategies on student learning, they can improve their practices and offer new evidence-based ideas.

Strategies for developing teachers' professional competencies are necessary to ensure the improvement of educational quality and teacher effectiveness. Through continuous training, cooperative learning, mentorship, and the use of technology, teachers can enhance their skills and knowledge. Commitment to developing professional competencies contributes to building teachers who are capable of meeting the diverse needs of students and facing future challenges in the field of education, which enhances the quality of education and contributes to the development of society in general.

IV. QUALITY OF EDUCATION:

A. Definition of Quality of Education:

The quality of education is considered one of the fundamental concepts that contributes to improving the outcomes of the educational process and achieving its desired goals. The concept of educational quality expresses the extent to which the educational system is capable of meeting the needs of students and society, and ensuring an effective learning environment that promotes learning and personal growth. Therefore, understanding the quality of education is vital for developing curricula and teaching strategies. Educational quality is also defined as a set of standards and components that express the effectiveness of the educational system in achieving educational objectives. This quality includes several aspects, including[14]:

1. **Curriculum Content:** Academic content is considered one of the main components of educational quality. Curricula must be designed in a way that is appropriate for students' needs and the requirements of the job market. Curricula should also reflect the values and knowledge necessary for developing students' skills.

2. **Teaching Methods:** The teaching methods used in classrooms are considered basic factors that affect the quality of education. Teaching strategies should be diverse and flexible, suitable for the different learning styles of students.

3. **Learning Environment:** Educational quality also refers to the learning environment in which students receive their education. This environment must be safe, encouraging, and supportive, which enhances students' motivation for learning and participation.

4. **Teacher Competency:** Teachers are considered one of the main factors affecting the quality of education. Teachers must possess sufficient knowledge and the necessary skills to deliver effective education. They should also be well-trained and participate in continuous professional development.

5. **Learning Outcomes:** Learning outcomes and educational outputs are considered indicators of educational quality. These results must show the extent to which students have achieved the targeted knowledge and skills, and how they apply them in practical life.

6. **Assessment and Review:** Assessment and review processes are important elements for ensuring the quality of education. There must be effective mechanisms for evaluating educational performance and providing the necessary feedback to improve performance.

B. Global and Local Standards for Educational Quality:

Global and local standards for educational quality are considered vital tools used to evaluate the effectiveness of educational systems and their ability to achieve their goals. These standards vary to include a set of elements that reflect the quality of education and help measure the performance of educational institutions, including[15]:

1. Global Standards for Educational Quality:

- **Academic Accreditation:** Academic accreditation is considered an international standard that shows that an educational institution meets

---

[14] Mujahid, Nada. "Learning Directions, Strategies, and Considerations: An Evaluation of Massive E-Learning Practice at the Regional Information Technology Institute Using the Leadership Demand Learning Model". *The Arab Encyclopedia for E-Learning,* Vol. 21, No. 1 (2021): 29 - 38.

[15] Al-Kilani, Nesreen Khalid Saleem. "Educational Leadership Strategies and Their Impact on Blended Learning: Teaching Strategies as a Mediating Variable in Government Secondary Schools from the Viewpoint of Secondary Stage Teachers". *Journal of the Association of Arab Universities for Research in Higher Education,* Vol. 44, No. 2 (2024): 39 - 56.

specific quality criteria. Accreditation bodies evaluate the extent to which educational programs comply with global standards.

- **UNESCO Standards:** The United Nations Educational, Scientific and Cultural Organization (UNESCO) has established a set of global standards for educational quality, including access to education, equity, and lifelong learning. These standards aim to promote education worldwide.

- **OECD Standards:** The Organisation for Economic Co-operation and Development (OECD) provides international assessments such as the Programme for International Student Assessment (PISA), which measures students' skills in reading, mathematics, and science. The results of these assessments are used as standards to evaluate the quality of education in different countries.

2. Local Standards for Educational Quality:

- **National Education Policies:** Countries adopt local education policies that define the required standards for educational quality. These policies include curriculum objectives, educational benchmarks, and assessment methods.

- **National Assessment:** Many countries conduct periodic national assessments to measure student performance in various subjects. These assessments are considered a tool for identifying the strengths and weaknesses in the educational system.

- **Local Quality Standards:** Some countries adopt specific quality standards related to teacher competency, the learning environment, and educational strategies. These standards may include guidance for improving educational performance and developing academic programs.

5. Teachers' Professional Training:

A. The Effectiveness of Training Based on Prophetic Values:

Training based on Prophetic values is considered one of the effective methods for enhancing teachers' professional competencies. By integrating Prophetic values into training programs, positive results that affect the quality of education and students' behavior can be achieved, through[16]:

1. Promoting Ethical Values:

Training based on Prophetic values helps promote ethics and positive behaviors among teachers by teaching them the importance of values such as truthfulness, sincerity, and justice. Teachers can become good role models for their students, which contributes to creating a learning environment that stimulates cooperation and respect.

2. Stimulating Belonging and Loyalty:

Training based on Prophetic values enhances teachers' sense of belonging and loyalty to the educational institution. When teachers feel that Prophetic values form part of the institution's culture, they are more committed to providing high-quality education and achieving the educational institution's goals.

3. Developing Communication Skills:

Training based on Prophetic values contributes to improving communication skills between teachers and students by promoting values of respect and understanding. Teachers can build positive relationships with their students, which leads to improved interaction and participation in the educational process.

4. Fostering Self-Directed Learning:

Training based on Prophetic values encourages teachers to continuously develop their skills by reinforcing the value of lifelong learning. Teachers can strive to improve their competencies, which contributes to raising the standard of education.

5. Developing Leadership Skills:

Training based on Prophetic values enhances teachers' leadership skills by teaching them how to take responsibility and positively lead classrooms. Teachers can become influential leaders in their educational environments.

6. Improving the Learning Environment:

Focusing on Prophetic values contributes to creating a positive learning environment. When teachers adopt Prophetic values, they help build a school culture that supports cooperation and mutual respect, which leads to improving the quality of teaching and learning.

7. Long-Term Impact on Students:

Training based on Prophetic values can have a long-term impact on students' behavior and performance. When teachers adopt these values, they contribute to shaping students' personalities and promoting their ethical values, which contributes to preparing a conscious and educated generation.

---

[16] Abdullah, Amira Mohamed Mahmoud. "Obstacles to Evaluating the Fields of Sustainable Training and Professional Development and the Impact of Training and Follow-up". *The Arab Journal for Measurement and Evaluation,* Vol. 1, No. 2 (2020): 120 - 126.

The effectiveness of training based on Prophetic values demonstrates the importance of integrating these values into teacher training programs by promoting ethics, stimulating belonging, and developing communication skills. This type of training can contribute to improving the quality of education and creating a positive learning environment. Investing in training based on Prophetic values is considered a strategic step toward achieving comprehensive education that promotes human values and contributes to the development of society in general.

Second: The Proposed Model of the Study (Prepared by the Researcher):

This proposed model seeks to enhance teachers' competencies in general education schools in the State of Kuwait by establishing a comprehensive framework based on the Prophet's traditions (Hadith) and modern training trends. The model aims to integrate Prophetic values such as sincerity, justice, and proficiency with modern educational strategies, thereby enhancing the quality of the educational process and achieving positive results for students, through the following:

1. **Objectives of the Proposed Model:**

a. **Improving the Quality of Education:** The model seeks to enhance the quality of education by developing teachers' competencies using educational strategies based on the Prophet's traditions, which reflects the importance of sincerity (Ikhlas) in educational work and supports the improvement of students' academic outcomes.

b. **Developing Professional Competencies:** The model aims to enhance teachers' professional competencies, including justice and proficiency (Iqtan), leading to improved educational performance and a balanced learning environment. This is reinforced through the application of educational technologies such as Project-Based Learning (PBL) and Reflective Practice.

c. **Providing a Positive Learning Environment:** The model focuses on achieving justice among students and promoting the values of sincerity and proficiency as core values in the educational process, which contributes to creating an atmosphere of mutual trust and respect, and enhances the provision of psychological and social support for students.

2. **Content of the Model:**

a. **Developing Training Programs:** Designing comprehensive training programs that integrate modern trends in training, such as the TPACK model , which focuses on integrating technological, pedagogical, and content knowledge in education. Differentiated Instruction strategies can also be used to meet the needs of all students.

b. **Integrating Prophetic Values:** Explicitly integrating Prophetic values into all aspects of teaching and training, which helps teachers develop teaching practices centered on sincerity (as mentioned in the Hadith: "*Deeds are only by intentions*"), justice (as in the Hadith: "*Indeed, the most just of people in the sight of Allah on the Day of Resurrection.....*"), and proficiency (as in the Hadith: "*Indeed, Allah loves that when one of you does a job, he perfects it*"), thereby enhancing the effectiveness of education.

3. **Methods for Implementing the Model:**

a. **Teacher Training:** Organizing specialized training courses that focus on applying Prophetic values in education, including interactive workshops and seminars to enhance teachers' reflective thinking. This includes techniques such as Peer Coaching, which promotes the exchange of knowledge and experiences, while integrating Prophetic values within every step.

b. **Performance Evaluation:** Using objective evaluation tools such as questionnaires and classroom observations to measure the extent to which teachers apply Prophetic values in their teaching practices, which helps achieve fairness in evaluation and provide constructive feedback.

c. **Feedback:** Providing immediate feedback to teachers regarding their performance, which helps improve teaching practices and fosters continuous learning. Techniques such as Peer Assessment can be used to provide multiple insights into teachers' performance.

4. **Ways to Develop the Model:**

a. **Continuous Analysis:** Conducting periodic analyses of teacher performance and providing comprehensive reports to improve training programs based on the analysis results, which reflects the importance of proficiency and continuous development. Both quantitative and qualitative analysis methods can be used to understand the effectiveness of the training.

b. **Content Updating:** Reviewing and updating training materials periodically to ensure their

alignment with modern trends and educational needs. This includes integrating advanced technological content to meet the needs of the digital generation.

c. **Fostering Cooperation:** Encouraging teachers to exchange experiences and best teaching practices by establishing Professional Learning Communities, which promotes the spirit of cooperation and justice.

The researcher has previously collected the opinions of a group of experts in this field and subsequently analyzed them statistically to arrive at the final proposed model.

Third: Study Methodology and Tools:

The current study is an important step toward understanding the impact of Prophetic values on the quality of education in the State of Kuwait, by analyzing teacher preparation strategies and the development of their professional competencies. This study relied on both the descriptive approach and the Delphi method, which allowed for a comprehensive and reliable analysis of the effect of Prophetic values on the quality of education and teacher competencies. The descriptive approach focused on collecting data from previous literature and relevant studies, which helped in understanding the historical and theoretical context of the studied topic and revealing current trends and challenges facing education. Meanwhile, the Delphi method was used to gather the opinions of a group of experts in the field of education across multiple rounds of questionnaires, which will enrich the study's results with diverse experiences and expertise. Through this integration of the two methods, the study seeks to provide deep insights into how to promote Prophetic values in education and their impact on the quality of the educational process, contributing to the development of effective strategies for teacher preparation and skill development. Through this comprehensive approach, the researcher hopes to provide evidence-based recommendations to support educational policies in Kuwait.

Data was analyzed using the SPSS software, where the statistical methods included Analysis of Variance (ANOVA) to analyze the differences among academic results based on Prophetic values, and Multiple Regression Analysis to examine the effect of training programs on teacher competencies. Correlation analysis was also used to examine the relationship between the learning environment and mutual trust and respect.

A sample consisting of 33 experts in the field of education was selected, representing a variety of backgrounds and experiences. This sample included school principals, educational supervisors, and academics with extensive experience in education. Participants were chosen according to specific criteria, as each one is considered a trusted reference in their field, which enhances the credibility of the analysis. This sample is characterized by representing a focused group of individuals who can provide deep insights into how Prophetic values influence the quality of the educational process. Through the use of the Delphi methodology, multiple rounds of questionnaires were conducted, where the opinions of the sample members were sought regarding various aspects of education, which helped reach consensus on the main topics.

To ensure the accuracy and reliability of the results, multiple methods were applied to evaluate the reliability and validity of the scales used. Exploratory Factor Analysis was used to examine the extent to which the scales align with the adopted theoretical structure. This analysis allows for determining the ability of the tools used to effectively measure the targeted aspects. Reliability was assessed using the Cronbach's Alpha method, and the results showed a high value exceeding 0.85, which indicates a high level of internal consistency, meaning that the tool used was consistent in measuring opinions and attitudes among the participants.

Fourth: Results of Testing the Study's Hypotheses:

1. Results of Testing the First Hypothesis:

Hypothesis: "The teacher preparation model can enhance the quality of education by focusing on Prophetic values such as sincerity, justice, and role-modeling, which leads to improved academic outcomes for students."

To test the validity of the hypothesis, Analysis of Variance (ANOVA) was performed to examine the differences among academic outcome groups based on the levels of application of Prophetic values, as shown in Table (1):

Table (1) showing the Analysis of Variance (ANOVA) to examine the differences among academic outcome groups based on the levels of application of Prophetic values.

Source	Sum of Squares	Number of independent values	Average variation per degree of independent values	Value F	Value P
Between the groups	45.67	2	22.83	5.42	0.008
Within the groups	120.45	30	4.02		
Total	166.12	32			

428

FALAH DHUWAIHI AL-SWAIRI AL-AJMI

It is clear from the previous table that the probability value ($p = 0.008$) indicates the existence of statistically significant differences between the levels of application of Prophetic values and academic outcomes, which demonstrates their positive impact. The researcher attributes this effect to the fact that Prophetic values promote commitment and discipline among students, which is reflected in their academic achievement.

2. Results of Testing the Second Hypothesis:

Hypothesis: "Training programs based on the Prophet's traditions contribute to developing teachers' professional competencies, which positively reflects on teaching and learning methods."

To test the validity of the hypothesis, Multiple Regression Analysis was performed to examine the effect of training programs on teachers' competencies, as shown in Table (2):

Table (2) showing the Multiple Regression Analysis to examine the effect of training programs on teachers' competencies.

Independent variable	Coefficient (B)	Standard Error	Value T	Value P
Structured learning activities	0.65	0.12	5.42	0.000
Practical knowledge and skills	0.30	0.08	3.75	0.001
Ongoing learning aimed at maintaining and improving professional skills	0.50	0.10	5.00	0.000

It is clear from the previous table that all independent variables have a statistically significant effect on teachers' competencies, as the probability value ($p < 0.05$) indicates the importance of the training programs in developing these competencies. The researcher attributes this to the fact that training programs based on Prophetic values enhance teachers' ability to deal with educational challenges effectively.

3. Results of Testing the Third Hypothesis:

Hypothesis: "The proposed model provides a positive educational environment, which contributes to creating an atmosphere of mutual trust and respect among students."

To test the validity of the hypothesis, Pearson Correlation Analysis was performed to examine the relationship between the positive educational environment and the levels of trust and respect, as shown in Table (3):

Table (3) showing the Pearson Correlation Analysis to examine the relationship between the positive educational environment and the levels of trust and respect.

Variables	Correlation coefficient (r)	Value P
- Trust Learning Environment	0.75	0.000
Learning Environment - Respect	0.68	0.000

It is clear from the previous table that the associated values indicate a strong and positive relationship between the educational environment and trust and respect, as all probability values ($p < 0.01$) indicate statistical significance. The researcher attributes this to the fact that a positive educational environment strengthens the relationships between students and teachers, which contributes to improving the learning experience.

V. STUDY RESULTS AND DISCUSSION

1. Statistically significant differences were found between the levels of application of Prophetic values and academic outcomes, where the probability value ($p = 0.008$) indicated that Prophetic values have a noticeable positive impact on student achievement. This reflects that promoting Prophetic values such as sincerity and justice in the educational environment contributes to improving students' academic performance.

2. It was shown that training programs based on Prophetic values have a significant positive impact on teachers' competencies, as all variables were statistically significant ($p < 0.05$). This indicates that training programs supported by Prophetic values enhance teachers' ability to achieve better results in the classrooms, which helps them face educational challenges more effectively.

3. A strong and positive relationship exists between the positive educational environment and levels of mutual trust and respect. This reflects that the presence of a learning environment that supports Prophetic values contributes significantly to fostering positive relationships between students and teachers, leading to an improved learning experience.

4. Responses from participants in the questionnaires showed significant support for the proposed model, which integrates Prophetic values into teacher preparation strategies and the development of their professional competencies. The model includes the following key points:

SCIENTIFIC CULTURE, Vol. 12, No. 1, (2026), pp. 415-431

a. **Promoting Prophetic Values:** By integrating values such as sincerity, justice, and proficiency into the educational process.
b. **Developing Comprehensive Training Programs:** By providing training programs that support Prophetic values and enhance teachers' competencies.
c. **Creating a Positive Learning Environment:** By focusing on building a learning environment that promotes mutual trust and respect between students and teachers.

Ninety percent of the participants offered positive feedback regarding the effectiveness of this model in improving the quality of education. This reflects a consensus among experts on the importance of integrating Prophetic values, which contributes to enhancing teacher competency and creating a positive learning environment that improves students' learning experience.

VI. STUDY RECOMMENDATIONS

1. Adopt the proposed model prepared by the researcher concerning teacher preparation strategies and the development of their professional competencies in light of Prophetic traditions and contemporary modern training trends in the State of Kuwait.
2. Educational institutions should work to improve learning environments by providing adequate resources, fostering a culture of cooperation and respect, and developing innovative teaching methods that encourage participation.
3. It is recommended to integrate Prophetic values into teacher preparation and training programs, as this contributes to strengthening teachers' ethics and improving the quality of education.
4. Periodic training programs for teachers should be developed, focusing on enhancing their teaching and classroom management skills, which improves their performance and contributes to raising students' academic achievement.
5. It is advised to develop educational activities that enhance interaction between students and teachers, such as cooperative activities and group projects, which help build positive relationships and improve academic achievement.
6. Regular evaluation mechanisms should be implemented to monitor students' academic performance and teachers' performance, helping to identify areas for improvement and guide efforts toward achieving better outcomes.

REFERENCES

Abdullah, Amira Muhammad Mahmoud. "meawiqat taqwim majalat altadrib waltanmiat almihniat almustadamat wa'athar altadrib walmutabaeati.", "Obstacles to Evaluating Training and Sustainable Professional Development Fields and the Impact of Training and Follow-up." *Arab Journal of Measurement and Evaluation, Vol. 1, No. 2 (2020): 120-126.*

Abu Al-Saud, Alaa Ahmed. "athar tadrib almoalimin ealaa almaeayir alwataniat limihnat altaelim ealaa 'adayihim alwazifii min wijhat nazar almuealimin 'anfusihum.", "The Impact of Teacher Training on National Standards for the Teaching Profession on Their Job Performance from the Teachers' Perspective." *Arab Journal of Humanities and Social Sciences, No. 10 (2021): 1-31.*

Al-Anzi, Abdul Aziz bin Matar Alian. "barnamaj 'iiedad almuealimina: dirasat muqaranat bayn almamlakat alearabiat alsueudiat wakulin min singhafurat walyaban wakuria aljanubiati.", "Teacher Preparation Program: A Comparative Study Between the Kingdom of Saudi Arabia and Singapore, Japan, and South Korea." *Journal of Educational and Psychological Sciences, Vol. 4, No. 47 (2020): 121-136.*

Al-Atoum, Nader Ahmed Hussein, and Muhammad Musleh Thalji Ababneh. "alqiam almutaealiqat bialmasajid alwaridat fi alsanat alnabawiat watatbiqatiha altarbawiati.", "Values Related to Mosques in the Prophetic Sunnah and Their Educational Applications." *Journal of the Islamic University for Islamic Studies, Vol. 30, No. 1 (2022): 368-397.*

Al-Hilali, Al-Hilali Al-Sherbini. "tatwir manzumat tadrib almuealimin litahqiq mizat tanafusiat fi aleasr alraqmii." ,"Developing the Teacher Training System to Achieve a Competitive Advantage in the Digital Age." *Journal of the Faculty of Specific Education, No. 14 (2021): 1-13.*

Al-Kattani, Fatima Al-Zahra. "altalim al'awalii bialmaghrib watatwir astiratijiaat altaealumi: muqarabat tahliliat wasfiatan fi alruwyat aliastiratijiati.", "Early Childhood Education in Morocco and the Development of Learning Strategies: An Analytical and Descriptive Approach in Strategic Vision." *World of Education Journal, Issue 30 (2022): 311-323.*

Al-Kilani, Nasreen Khaled Saleem. "estiratijiaat alriyadat altaelimiat wa'atharuha fi altaelim almudmaji: astiratijiaat altadris kamutaghayir wasit fi almadaris alhukumiat min wijhat nazar muealimi almarhalat althaanawiati.", "Educational Leadership Strategies and Their Impact on Blended Learning: Teaching Strategies as a Mediating Variable in Public Schools from the Perspective of Secondary School

Teachers." *Journal of the Association of Arab Universities for Research in Higher Education, Vol. 44, No. 2 (2024): 39-56.*

Al-Kouri, Atheer Hosni Mohammed, and Khayra Wahiba Belhamissi. "darajat 'iishamat barnamaj tadrib wa'iiedad almuealimin mihniana 'athna' alkhidmat min wijhat nazar almuealimin fi qasabat 'iirbid." , "The Degree of Contribution of the In-Service Teacher Training and Development Program from the Perspective of Teachers in Irbid." *Libyan Journal of Educational Sciences, Issue 7 (2022): 92-103.*

Al-Muzayri, Nada Muhammad bin Abdullah, Abeer Saeed Sabti Al-Ghamdi, and Mona bint Abdullah bin Muhammad Al-Bashar. "tasawur muqtarah litatwir baramij 'iiedad almuealimin fi almamlakat alearabiat alsaeudiat fi daw' tajribat finlanda.""A Proposed Vision for Developing Teacher Preparation Programs in the Kingdom of Saudi Arabia in Light of the Finnish Experience." *Educational Journal, No. 134 (2025): 825-868.*

Al-Shahri, Abdullah bin Hassan bin Gharman. "aljuda fi daw' alsunat alnabawiati: jawdat altaelim 'unmudhaja.", "Quality in Light of the Prophetic Tradition: Quality Education as a Model." *Journal of Sharia Sciences and Arabic Language, No. 13 (2022): 283-331.*

Ghouji, Kabir, and Hassan Salem Habshan. "qiam almuealim almustawhat min alsunat alnabawiat wadawriha fi tatwir altaelim wabina' altarbiat alrashidati.", "Teacher Values Inspired by the Prophetic Sunnah and Their Role in Developing Education and Building Sound Upbringing." *Journal of Omdurman Islamic University, Vol. 21, No. 1 (2025): 319-346.*

Mahmoud, Ola Ibrahim. "taeziz alqiam alnabawiat fi almadaris alduwaliat fi aleiraqi: dirasat maydaniata." , "Promoting Prophetic Values in International Schools in Iraq: A Field Study." *Zanko - Humanities, Vol. 29, Special Issue (2025): 303-312.*

Mujahid, Nada. "etijahat altaealum waliastiratijiaat waliaetibarati: taqyim limumarasat altaealum al'iiliktrunii aldakhmat fi maehad tiknulujya almaelumat al'iiqlimii biastikhdam namudhaj taealim altalab ealaa alqiadati.", "Learning Trends, Strategies, and Considerations: An Evaluation of Massive E-Learning Practice at the Regional Information Technology Institute Using the Leadership-Demand Learning Model." *Arab Encyclopedia of E-Learning, Vol. 21, No. 1 (2021): 29-38.*

Saadouni, Nadia, and Faiza Harizi. "'idarat aljawda alshaamilat litatwir astiratijiaat altadris waltaelimi." ,"Total Quality Management for Developing Teaching and Learning Strategies." *Dirasat Journal, Vol. 10, No. 1 (2021): 110-122.*

Tawatu, Ayoub Muhammad. "estiratijiaat altaelim waltaqwim fi daw' alsunat alnabawiati: dirasat wasfiat tahliliatun." "Teaching and Assessment Strategies in Light of the Prophetic Tradition: A Descriptive and Analytical Study." *Dalalat Journal, No. 9 (2023): 82-91.*

Yasaad, Fawzia, and Al-Tayeb Belarbi. "takwin almuealimin bayn 'iitar alkhibrat walmuqarabat bialkafa'ati." , "Teacher Training Between the Experience Framework and Competency-Based Approaches." *Al-Mi'yar Journal, Vol. 26, No. 1 (2022): 715-728.*

أبو السعود، آلاء أحمد. "أثر تدريب المعلمين على المعايير الوطنية لمهنة التعليم على أدائهم الوظيفي من وجهة نظر المعلمين أنفسهم." **المجلة العربية للعلوم الإنسانية والاجتماعية ع10 (2021): 1 - 31**.

Abu Al-Saoud, Alaa Ahmed. *"The Impact of Training Teachers According to the National Standards for the Teaching Profession on Their Job Performance from Teachers' Own Perspectives."* Arab Journal of Humanities and Social Sciences, Issue 10 (2021): 1–31.

تواتو، أيوب محمد. "استراتيجيات التعليم والتقويم في ضوء السنة النبوية: دراسة وصفية تحليلية." **مجلة دلالات ع9 (2023): 82 - 91**.

Tawatu, Ayyoub Muhammad. *"Teaching and Assessment Strategies in Light of the Prophetic Sunnah: A Descriptive Analytical Study."* Dalalat Journal, Issue 9 (2023): 82–91.

سعدوني، نادية، و فايزة حريزي. "إدارة الجودة الشاملة لتطوير استراتيجيات التدريس والتعليم." **مجلة دراسات مج10, ع1 (2021): 110 - 122**.

Saadouni, Nadia, and Faiza Harizi. *"Total Quality Management for Developing Teaching and Learning Strategies."* Journal of Studies, Vol. 10, No. 1 (2021): 110–122.

الشهري، عبد الله بن حسن بن غرمان. "الجودة في ضوء السنة النبوية: جودة التعليم أنموذجا." **مجلة العلوم الشرعية واللغة العربية ع13 (2022): 283 - 331**.

Al-Shahri, Abdullah bin Hassan bin Gharaman. *"Quality in Light of the Prophetic Sunnah: Educational Quality as a Model."* Journal of Sharia Sciences and Arabic Language, Issue 13 (2022): 283–331

عبد الله، أميرة محمد محمود. "معوقات تقويم مجالات التدريب والتنمية المهنية المستدامة وأثر التدريب والمتابعة." **المجلة العربية للقياس والتقويم مج1, ع2 (2020): 120 - 126**.

Abdullah, Amira Muhammad Mahmoud. *"Obstacles to Evaluating Training Fields and Sustainable Professional Development and the Impact of Training and Follow-Up."* Arab Journal of Measurement and Evaluation, Vol. 1, No. 2 (2020): 120–126.

العتوم، نادر أحمد حسين، و محمد مصلح ثلجي عبابنة. "القيم المتعلقة بالمساجد الواردة في السنة النبوية وتطبيقاتها التربوية." **مجلة الجامعة الإسلامية للدراسات الإسلامية مج30، ع1 (2022): 368 - 397**.

Al-Atoum, Nader Ahmed Hussein, and Muhammad Muslih Thalji Ababneh. *"Values Related to Mosques Mentioned in the Prophetic Sunnah and Their Educational Applications."* Journal of the Islamic University for Islamic Studies, Vol. 30, No. 1 (2022): 368–397.

العنزي، عبد العزيز بن مطر عليان. "برنامج إعداد المعلمين: دراسة مقارنة بين المملكة العربية السعودية وكل من سنغافورة واليابان وكوريا الجنوبية." **مجلة العلوم التربوية والنفسية مج4، ع47 (2020): 121 - 136**.

Al-Anzi, Abdulaziz bin Matar Aliyan. *"Teacher Preparation Programs: A Comparative Study between the Kingdom of Saudi Arabia and Singapore, Japan, and South Korea."* Journal of Educational and Psychological Sciences, Vol. 4, No. 47 (2020): 121–136.

غوجي، كبير، و حسن سالم هبشان. "قيم المعلم المستوحاة من السنة النبوية ودورها في تطوير التعليم وبناء التربية الرشيدة." **مجلة جامعة أم درمان الإسلامية مج21، ع1 (2025): 319 - 346**.

Gouji, Kabir, and Hassan Salem Habshan. *"Teacher Values Inspired by the Prophetic Sunnah and Their Role in Developing Education and Building Sound Upbringing."* Omdurman Islamic University Journal, Vol. 21, No. 1 (2025): 319–346.

الكتاني، فاطمة الزهراء. "التعليم الأولي بالمغرب وتطوير استراتيجيات التعلم: مقاربة تحليلية وصفية في الرؤية الاستراتيجية." **مجلة عالم التربية ع30 (2022): 311 - 323**.

Al-Kettani, Fatima Al-Zahraa. *"Early Childhood Education in Morocco and the Development of Learning Strategies: A Descriptive Analytical Approach within the Strategic Vision."* Journal of the World of Education, Issue 30 (2022): 311–323.

الكوري، أثير حسني محمد، و خيرة وهيبة بلحميسي. "درجة إسهامات برنامج تدريب وإعداد المعلمين مهنيا أثناء الخدمة من وجهة نظر المعلمين في قصبة إربد." **المجلة الليبية لعلوم التعليم ع7 (2022): 92 - 103**.

Al-Kouri, Atheer Husni Muhammad, and Khayra Wahiba Belhamissi. *"The Degree of Contribution of In-Service Teacher Training and Preparation Programs from Teachers' Perspectives in the Qasaba of Irbid."* Libyan Journal of Educational Sciences, Issue 7 (2022): 92–103.

الكيلاني، نسرين خالد سليم. "استراتيجيات الريادة التعليمية وأثرها في التعليم المدمج: استراتيجيات التدريس كمتغير وسيط في المدارس الحكومية من وجهة نظر معلمي المرحلة الثانوية." **مجلة اتحاد الجامعات العربية للبحوث في التعليم العالي مج44، ع2 (2024): 39 - 56**.

Al-Kilani, Nisreen Khaled Salim. *"Educational Leadership Strategies and Their Impact on Blended Learning: Teaching Strategies as a Mediating Variable in Government Schools from Secondary School Teachers' Perspectives."* Journal of the Association of Arab Universities for Research in Higher Education, Vol. 44, No. 2 (2024): 39–56.

مجاهد، ندى. "اتجاهات التعلم والاستراتيجيات والاعتبارات: تقييم لممارسة التعلم الإلكتروني الضخمة في معهد تكنولوجيا المعلومات الإقليمي باستخدام نموذج تعلم الطلب على القيادة." **الموسوعة العربية للتعلم الإلكتروني مج21، ع1 (2021): 29 - 38**.

Mujahid, Nada. *"Learning Trends, Strategies, and Considerations: An Evaluation of Massive E-Learning Practices at the Regional Information Technology Institute Using the Leadership-Driven Learning Model."* Arab Encyclopedia of E-Learning, Vol. 21, No. 1 (2021): 29–38.

محمود، علا إبراهيم. "تعزيز القيم النبوية في المدارس الدولية في العراق: دراسة ميدانية." **زانكو ـ الإنسانيات مج29، عدد خاص (2025): 303 - 312**.

Mahmoud, Ola Ibrahim. *"Promoting Prophetic Values in International Schools in Iraq: A Field Study."* Zanco – Humanities, Vol. 29, Special Issue (2025): 303–312.

المزيرعي، ندى محمد بن عبد الله، عبير سعيد سبتي الغامدي، و منى بنت عبد الله بن محمد البشر. "تصور مقترح لتطوير برامج إعداد المعلمين في المملكة العربية السعودية في ضوء تجربة فنلندا." **المجلة التربوية ع134 (2025): 825 - 868**.

Al-Muzairi, Nada Mohammed bin Abdullah; Abeer Saeed Sabti Al-Ghamdi; and Mona bint Abdullah bin Mohammed Al-Bashar. *"A Proposed Framework for Developing Teacher Preparation Programs in the Kingdom of Saudi Arabia in Light of Finland's Experience."* Educational Journal, Issue 134 (2025): 825–868.

الهلالي، الهلالي الشربيني. "تطوير منظومة تدريب المعلمين لتحقيق ميزة تنافسية في العصر الرقمي." **مجلة كلية التربية النوعية ع14 (2021): 1 - 13**.

Al-Hilali, Al-Hilali Al-Sharibini. *"Developing Teacher Training Systems to Achieve Competitive Advantage in the Digital Era."* Journal of the Faculty of Specific Education, Issue 14 (2021): 1–13.

يسعد، فوزية، و الطيب بلعربي. "تكوين المعلمين بين إطار الخبرة والمقاربات بالكفاءات." **مجلة المعيار مج26، ع1 (2022): 715 - 728**.

Yessaad, Fawzia, and Al-Tayyib Belarabi. *"Teacher Training between the Framework of Experience and Competency-Based Approaches."* Al-Mi'yar Journal, Vol. 26, No. 1 (2022): 715–728.