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THE PRACTICE OF ALTERNATIVE ASSESSMENT METHODS IN ISLAMIC EDUCATION AND
THE MOTIVATION AMONG SECONDARY SCHOOL STUDENTS IN ABU DHABI

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Article Information

ABSTRACT

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COVID-19 pandemic invaded the world and formed a social isolation in all aspects of life, including the educational institutions. This affected the face-to-face communication between teachers and the students, which resulted in a decrease in students' motivation towards learning and achievement. Therefore, the study aimed to investigate if there is a correlation between the alternative assessment methods practices in Islamic education and the level motivation the secondary schools' students in the emirate of Abu Dhabi. The study sample consisted of (385) male and female secondary school students in Al Ain City, the research used the descriptive correlative analytical approach in this study, and to achieve the objectives of this study, the researchers prepared a questionnaire to measure the alternative assessment and he used both the motivation to measure that, and they were validated. A set of results was achieved, the most important of which is: there is a statistically significant correlation between the practice of the alternative assessment method in Islamic education and the level of motivation. In addition, the research results also showed that there are no statistically significant differences, due to the gender and grade variables, in teachers' use of the alternative assessment methods.

Keywords: Alternative assessment methods, motivation, secondary students, Islamic education.

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INTRODUCTION

There are several pillars in the educational process, including educational assessment. It allows reaching the goals that will be achieved, and also allows knowing the extent to which the results may be compatible with the efforts made at different levels by the students. Educational assessment identifies the negative and positive aspects, weaknesses, and shortcomings of the educational process; this is to take the appropriate action and decision (Shalhoub, 2021). The importance of the assessment lies in education programs since it is considered the bridge to improvement and development processes. Because assessment is not the final process in the educational system, it has multiple functions, as through it, we can reveal the weaknesses and strengths of the educational process forasmuch it is a continuous process that does not stop (Abdel Bary, 2016). This is confirmed by Ogunkola and Clifford (2013) that if modern assessment methods are applied by teachers, they help students develop their scientific skills and also contribute to increasing students' understanding of new concepts.

Assessment therefore develops and motivates the interest and attitudes of students as it is one of the most critical educational factors, which motivates learning. Consequently, there has recently been a call for a type of assessment known as (alternative assessment) due to the criticism of traditional assessment following modern trends of educational assessment. Since the knowledge is constructive and formative that the learner seeks to acquire, it is not just questions that mostly require pen and paper, and depend on memorization. Therefore, the alternative assessment focuses on student performance, and it is also considered a new introduction to a more comprehensive assessment because of the traditional tests it includes (Allam, 2009). As a result, the use of alternative assessment has transformed from a norm of testing to a norm of assessment, and then it has been used by teachers with a greater direction than before. Examples of this include peer assessment, self-assessment, assessment by observation, standardized assessment, formative assessment, Criterion - referenced assessment, reference, and Standard-referenced assessment, as well as practical and oral assessment.

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Through various assessment tools and strategies that require higher-order thinking skills, there has become an alternative assessment that focuses on measuring the learner's skill, understanding, and organization of his cognitive structure, and then seeking to find a learner who can create and excel, and who gains the motivation that helps him in his learning and leads him towards success (Al-Asmari, 2017). In order to achieve the desired educational goals, alternative assessment should be linked to motivation towards learning and achievement, and in order for students' motivation towards learning to be better, the teacher must have academic qualifications and affiliation to his profession. Also, if the school administration can implement educational policies and coordinate with teachers, the goals will be achieved. In order to reduce students' undesirable behavior, the use of alternative assessment methods should be diversified, which increases their attraction, excitement, and motivation towards the lesson, then eliminates boredom and ennui, which leads them to inattention or distraction. The alternative assessment creates motivation and readiness for students and raises constant questions, which enable them to discover the problems they face and solve them. (Al-Hawari, 2021, Sharabi, 2020). Based on the above, it is clear that Islamic education teachers' practice of alternative assessment methods, their knowledge of its strategies and tools, and their awareness of their concept, characteristics, and importance, may enhance students' motivation and increase their enthusiasm and desire to complete their tasks to the fullest extent.

PROBLEM STATEMENT

Educational institutions had the largest share in the isolation caused by the Corona pandemic, which swept the world, producing isolation cases in all aspects of life. Therefore, education has become remote, resulting in social isolation for all students, which has constituted a clear challenge from the lack of face-to-face meetings and communication. This has affected students' motivation towards learning due to receiving knowledge in virtual meetings remotely (Al-Hawari, 2021). On the other hand, teachers used traditional evaluation methods that rely on closed-ended or "objective questions", all of which negatively affected students' motivation towards education (Al-Ghadouni, 2017). This constituted an obstacle for teachers in using modern methods and strategies that rely on practical skills in assessment, such as the alternative assessment method (the self-assessment method, the performance-based assessment method, the peer assessment method, and the observational assessment method).

Many reasons motivated the researchers to reveal the relationship between communication assessment method, the level of practice of alternative assessment methods in the Islamic education subject, and the level of motivation among secondary school students in the Emirate of Abu Dhabi, because of his experience in teaching Islamic education for the secondary stage for more than twenty years, and his chairmanship of the Islamic Education Committee at the Grading Assessment and Monitoring Center in Al Ain, and through reviewing the analysis of the students' results, which indicated their low level in the achievement test items that depend on memorizing, remembering and retrieving information.

STUDY QUESTIONS

1. Are there statistically significant differences in the level of practice of alternative assessment methods among Islamic education teachers from the point of view of secondary school students in the Emirate of Abu Dhabi due to the variables of gender and grade?
2. Is there a statistically significant correlation at the significance level of ($\alpha \leq 0.05$) between the practice of alternative assessment methods among Islamic education teachers and the level of motivation of secondary school students in the Emirate of Abu Dhabi?

METHODOLOGY

In the context of the researchers' endeavour to achieve the objectives of the current study, he used the descriptive correlational approach, as it was used to describe and analyze the relationship between the level of practice of alternative assessment methods and the motivation of students of the third cycle "secondary cycle" in the Emirate of Abu Dhabi. Using some descriptive, analytical, and statistical methods, the research sample was collected and selected from students at Al Ain City, where the importance of the study lies in the theoretical and practical aspects. In the theoretical aspect, the current study is an objective response to modern educational trends in alternative assessment, continuing professional development programs for in-service teachers, and the importance of motivation that educators are currently calling for among learners in the educational process. The current study also benefits teachers in general and Islamic education teachers in particular by identifying essential alternative assessment methods and tools they use to assess the educational learning process. As for the practical aspect, this study can help decision-makers, and curriculum designers and makers in the Ministry of Education consider the development of alternative assessment strategies and methods within the design of curricula more broadly and more comprehensively.

REVIEW OF LITERATURE

Al-Ahdal (2021) conducted a study that aims at verifying the reality of Islamic education teachers' use of alternative assessment methods and the methodology for developing them at the primary and secondary levels in Saudi Arabia and determining the impact of changing gender and educational background, and years of work. The study adopts the descriptive analysis method. To achieve the research objectives, a closed-ended questionnaire was designed consisting of (60) items distributed over (7) areas, while the research sample consisted of (127) teachers; (95) male and (32) female. The overall average is (3.5441), which means a significant decrease.

Asiri (2021) also conducted a study in Asir Hail Governorate to determine the reality of secondary school teachers' use of alternative assessment methods. The researchers used a descriptive survey method and used a questionnaire as a tool for collecting data. The research sample consists of (28) teachers. Among the results of the study: focusing on the main ideas in the lesson in order to complete the assessment, and the importance of students' participation in practical experiences. The hindering results are that the majority of teachers support this type of assessment increases the burden on the teacher, as financial capabilities are necessary for the alternative assessment to take place.

Shalhoub (2021) conducted a study that aims to determine the effectiveness of a training program in providing middle school mathematics female teachers with skilled experiences in practising alternative assessment in their teaching, and measuring its impact on developing motivation for achievement among female students of this subject. As for the school's teaching sample, it consisted of (52) female teachers, (26) in the experimental group, (26) in the control group, also (310) female students, (155) female students of teachers trained in the programme, and (155) female students of teachers who untrained teachers. The researchers designed a performance observation card comprising (8) main skilled experiences, and the criterion of achievement motivation in mathematics. The study concluded a set of results, including the presence of effectiveness of the training program in teaching mathematics teachers how to practice alternative assessment methods, and also the presence of statistically significant differences in favour of the experimental part of female students in the post-application of the achievement motivation measure, with a high impact.

Al-Harithiya et al conducted a study on predicting dimensions of motivation through self-concept among university students using a descriptive analysis approach. As for data collection tools, two measures of self-motivation and self-concept are used for a sample of university students. The research concludes that academic and non-academic self-concept types predicted challenge, curiosity, and independence in favour of female students, and there was no statistically significant difference in the dimensions of academic and non-academic self-love due to gender.

Of the above, it is clear that the current study is distinguished in that it seeks to find the level of relationship between alternative assessment methods and the level of motivation from the perspective of their students, so it differs from the study (Shalhoub, 2021 and Asiri, 2021), which was applied to teachers. It was also distinguished from previous studies in the problem that was examined, as it was concerned with revealing the level of relationship between the practice of alternative assessment methods in Islamic education and the level of motivation among secondary school students in the Emirate of Abu Dhabi. However, the researchers have yet to obtain any specialized study in Islamic education that focuses on studying this topic in the Emirate of Abu Dhabi.

THEORETICAL BACKGROUND

I. Alternative Assessment.

The conceptualization of alternative educational assessment

Zaitoun (1428AH) defines alternative assessment as an assessment that relies on several modern methods and tools, including, practical and oral presentations, interviews, peer assessment, achievement files, student sheets, research papers, self-assessment, projects, and others, instead of relying on traditional achievement tests, which require the learner to recall information that he has previously studied. Suleiman (2015) defines alternative assessment as a type of assessment that includes learning activities that immerses the learner in a number of real tasks and situations that are meaningful and valuable to him. Through the learner's completion of a number of tasks, it clearly appears the extent to which the learner has applied the knowledge and skills he has acquired and learnt. Mueller (2005, p. 2) also defines alternative assessment as an assessment in which the learner is asked to perform real-life tasks with an effective ability to apply basic knowledge and skills, through which his performance is divided or estimated on a gradual quantitative or descriptive scale, indicating the quality of what he presented based on specific levels.

Based on the previous definition, the researchers tend to define alternative assessment as: “A type of assessment that reflects the actual reality expressing the student’s performance in the cognitive, emotional, and skill aspects, through performing tasks that are practically and realistically implemented and that are meaningful to the student, and are not limited to traditional tests, but rather include self-assessment, peer assessment, and communication assessment method, and assessment of performance based on observation and other things, according to standards and indicators that are built and agreed upon at the beginning of the teaching and learning process between the teacher and the educational advisor, and the student is informed of them.”

Techniques of alternative assessment

Alternative assessment is based on a group of methods, including:

First, the performance-based assessment method.

The learner uses his skills in real situations, in order to clarify what he has learned, as It is evident through these situations the extent of his acquisition and mastery of the skills he has learned in light of the educational outcomes to be achieved (Al-Absi, 2010).

Second, self-assessment method.

Self-assessment is a method through which students’ self-monitoring is enhanced, which makes them contribute positively to academic achievement and then is reflected in the learner’s behaviour inside and outside school. Allam (2009) defines this method as a means or tool for learning, monitoring and reflection, or self-control of the tool. Afana (2012) defines it as demonstrating the learner’s ability to observe, analyze, and judge what he performs by relying on clear standards. So, through mutual cooperation between students and the teacher, plans are developed to improve and develop the learner’s performance, which is done by the student through recording his diaries in a special file, which contributes to highlighting his cognitive development. The file includes many tools, such as evaluative questions, tests and reports, self-questionnaires, self-assessments, and checklists.

Third, peer assessment.

There are many definitions of peer assessment, including:

Al-Ashqar (2015) defined “peer assessment” as what the learner’s peers do, whether individually or collectively, after completing educational activities and tasks. However, Topping (1998) defines it as procedures through which students view the outcome of their peers’ learning in terms of success or quantity, value, and level. Al-Sarraf (2002) defines peer assessment as what is done by the learner or student’s peers, which includes formative and summative assessment of educational tasks, activities, or work by the learner’s peer or peer group. Based on the previous definitions, it is clear that peer assessment is an interactive, participatory process in which each student assesses his peers within pre-defined criteria and standards. This requires organization and preparation in order to be consistent, and the resulting judgments are correct. In turn, the teacher trains students on how to assess through the use of tools such as chicklists.

Fourth: assessment of performance based on observation.

This is a qualitative assessment through which information is collected about the learner’s behaviour and verbally described, as the information is recorded by the teacher, peers, or parents.

Concept of observation:

Mostafa (2016) defines observation as an intentional process carried out by the observer by directing all his senses to observe the student in a specific situation in order to obtain data used to judge the learner, his way of thinking, skills, and values. Mahasneh (2009) defines it as monitoring a student’s performance in a specific educational situation in reality by the observer for the purpose of collecting information in preparation for (analyzing it and issuing a judgment on the student’s performance). Zaitoun (2007) defines it as judging specific student behaviours after monitoring by the teacher through directing his various senses towards the learner. The researchers define it as an organized educational process carried out by the teacher or his representative, through which the learner’s behaviour is monitored in various educational situations in order to obtain a judgment about his performance.

Fifth, communication assessment method.

It is the method of knowing the extent of progress that the student may achieve and knowing how he thinks about solving problems by collecting data from sending and receiving ideas approved by the teacher after holding an agreed-upon meeting

between him and the student to assess the extent of the learner's progress in certain activities. This is an assessment method based on communication. It is also defined as the process of providing the teacher with feedback about the learner, which helps him modify his teaching method, know the learner's needs in the future and develop a plan for them through cooperation between the teacher and the learner in order to collect information through communication activities about the progress that the learner has achieved, as well as his ability to confront difficulties, and knowing his thinking pattern, which helps the learner's ability to review himself (Bani Yassin, 2012). Similarly, Al-Najjar (2018) defines communication assessment as a thoughtful meeting that takes place between the learner and the teacher through steps that are prepared and determined, such as direct questions and interviews, to discuss specific topics such as presenting a problem or analyzing a story, the aim of which is to improve the student's learning, know the extent of progress that the student may achieve, and know the nature of his thinking and approach to solving problems.

The researchers chooses these methods because of their great importance for the Islamic education subject in the Emirate of Abu Dhabi, which texts include many verses of the Holy Qur'an and the hadiths of the Messenger, Mohammad peace be upon him, which call for contemplation, thinking and creativity, and for making the practical application aspect an important part of education, which contributes to developing higher-order thinking skills among secondary school students, and linking learning to tangible physical experiences. This was clearly evident in the mentality of the early Muslims who were creative in applying the Islamic teachings practically, in addition to the role of the Islamic education teacher in highlighting and improving the students' analytical and thinking skills, acquiring them teamwork skills, self-assessment, and peer assessment, and giving them the ability to solve the problems they encounter.

II. Motivation.

The concept of motivation.

The concept of motivation is referred to in the Latin language by the word "mover" and in the English language by the word "motive", which means to move, and it is any material or ideal thing that works to motivate and direct performance and actions, which means that the word motivation is taken from the trilateral verb: to push, that is, to move something from its place to another place and in a certain direction (Bani Younes, 2007). Litman defines motivation as the innate or acquired, internal or external, psychological processes or conditions in an organism that determine or classify how and why behaviour continues and directs it toward an end or goal (Tarvis et al., 1999, p 86). Roussel (2000) defines motivation as the process that (activates, directs, moves, and maintains) the continuity of individuals' behaviour toward achieving desired goals (p 105). The researchers define it as the student's endeavour to reach a high level of excellence in the subject of Islamic education through performing activities and tasks, achieving the required class work, and overcoming the difficulties that prevent the achievement of his goals in order to raise his level and achieving an advanced level of performance.

Functions of Motivation

Motivation has multiple functions (Hamouk, 2014; Al-Rufou, 2015) such as:

- Driving the emotional force within the individual and activates to perform a certain behaviour and to interact with certain situations.
- Directing individual behaviour to satisfy desires and directing the emotional power within individuals to respond to specific stimuli.
- Playing a role in the continuity and maintenance of behaviour.
- Affecting the quality of expectations that the student holds depending on his activity and actions, which is reflected in the level of expectation that distinguishes each learner from the other.
- Influencing students' behaviour towards important information that they should pay attention to and process, and guide us on how to do that.
- Influencing learner's behaviour towards the important information that he should process and pay attention to, and guide him on the way of doing so.
- Leading the student to achieve high performance if he accepts it. For example, the learner who is eager to learn is the best performer and the most accomplished.

It is worth mentioning that one of the most important functions of motivation in Islamic education curricula is that it enhances and motivates the student to master everything that is asked of him; therefore, the presence of a strong motivation enhances his creativity and excellence. Here, we should not neglect the role of the Islamic education teacher in creating positive motivations through good education that relies on various methods in the assessment.

Types of motivation

First, motivation to learn

Motivation is the student's internal state, and his interaction with the trends and ideas that arise regarding the activities that he presents in order to grow and develop. The reason for this may be due to the learner's level of motivation, activity, and desire to practise behaviour in one situation and not in another. It is considered one of the important issues related to the classroom situation (Qatami, 2016).

Second, Motivation for achievement

Achievement for motivation is defined as an expression of overcoming difficulties through the drive to succeed, which differs from one person to another. According to Al-Rabighi (2015), the definition of motivation is that achievement for motivation represents the learner's desire to accomplish his academic tasks despite the difficulties he faces in order to achieve certain goals at certain times. It is also known as the energy inherent in an organism that leads him to behave in a certain way in the outside world, and this energy is what controls his goals and objectives to achieve the best possible adaptation to the external environment (Abu Hwajj, 2004).

Sources of motivation

There are certain economic and social conditions to which motivation is a psychological response including (Al-Jalali, 2016):

Religious values and trends: The strong source of motivation, especially in Islamic education, is religious values, as Islamic education focuses on hard work, rebuilding the land, and continuous striving, which can be used as sources of motivation because the Islamic religion encourages work and effort. God Almighty said: *“And say: ‘‘Work (righteousness): soon will Allah observe your work and His apostle and the believers: soon will ye be brought back to the knower of what is hidden and what is open: then will He show you the truth of all that ye did.’’* at-Tawbah: 105, Yusuf Ali Translation. While neglecting life and abstaining from worship leads to reducing a person's motivation.

Culture: Motivation is a culturally renewable variable. Some cultures and societies value the individual's personal achievement and place him in key positions within a complex of interconnected values and trends.

Social relationships: People with a high level of motivation avoid regular relationships based on dependence on others because they see that social relationships may be an obstacle to optimal achievement, so they prefer independence in their work.

Family and social class: Raising and lowering the level of achievement motivation among individuals is related to the individual's upbringing style and his relationship with his parents and remaining family members.

Climate: A moderate climate positively affects the individuals who live in it, as it makes them more active and healthier than others who live in a very high or very low climate.

The human body: One study shows that motivation is positively related to those with rich bodies and strong muscles, and it is also negatively related to abnormal body characteristics. This result means that people with strong bodies are more likely to have early successful experiences that strengthen their achievement motivation. It also means that those with more achievement motivation are more mobile and active, so their bodies grow and muscles strengthen. Therefore, the Islamic education teacher is a source of motivation, as he is the one who instills and develops the religious and moral values that call for sincere work, and diligence. He is the one who teaches and assesses the students' performance, identifies deficiencies and works to remedy them by stimulating their motivation.

THE RESULTS OF THE STUDY

Results related to the first question: Are there statistically significant differences at a significance level of ($\alpha \leq 0.05$) between the level of practice of alternative assessment methods in Islamic education among secondary school students in the United Arab Emirates, depending on the variables of gender and grade?

To answer the question, analytical and statistical tests were conducted to reveal the difference in the level of practice of alternative assessment methods in Islamic education among secondary school students in the Emirate of Abu Dhabi according to the variables of gender and grade, where a t-test was used for independent samples, and a one-way analysis of variance (ANOVA) test for the grade variable. This is after ensuring the fairness of the data distribution, and verifying the homogeneity of the data using Levene's Test, as follows:

Gender-related variables

Table (1): The results of the (t-test) to test the differences between the level of practice of alternative assessment methods in the Islamic education subject among secondary school students in the Emirate of Abu Dhabi according to the gender variable.

Variables	gender	No.	Arithmetic average (SMA)	Standard deviation	Degrees of freedom	(t-value)	Significance level
The general level of practice	Male	189	3.789	0.55	383	1.43	0.15
	Female	196	3.715	0.56			

* A statistically significant value at a significance level (0.05)

The results in Table (1) it is clear that:

There are no statistically significant differences between the overall level of practising alternative assessment methods in Islamic education among secondary school students in the Emirate of Abu Dhabi according to the gender variable, as the (t) value was (1.43), which is a value that is not statistically significant at the significance level (0.05). The researchers attribute this to the fact that private schools in the United Arab Emirates have a mixed system between students and even teachers. Thus, we find a class (males) taught by a female teacher, a class (females) taught by a male teacher, as well as a (mixed) class between male and female students; all of these eliminate the differences between students as a variable of gender in evaluating the teachers' practice of the mentioned alternative evaluation methods.

The researchers believe that the study environment in the UAE is a unified environment in terms of school buildings and social and living conditions, which made students receive and interact with alternative assessment methods in similar proportions. The reason for this may also be due to the unified teaching methods and strategies practised by male and female teachers in the United Arab Emirates, which are subject to one system in terms of visions and goals, as they are supervised by the Ministry of Education, and the Emirates Education Foundation, which is an institution concerned with academic and training affairs. This may be due to the fact that the students are taught a unified curriculum (a textbook issued by the Ministry of Education), so the results for gender were so close, and there were no statistically significant differences.

This is consistent with the results of Bani Odeh's study (2015), which indicates that there are no statistically significant differences in the practice of alternative assessment methods due to the gender variable, and it differs from the study of (Al-Ahdal, 2021, Asiri, 2021, and Al-Marhabi, and Al-Harbi 2019), which was from the teachers' point of view, while this study was from the students' point of view.

Grade-related variables

Table (2): Results of the one-way variance test to test the differences between the level of practice of alternative assessment methods in the Islamic education subject among secondary school students in the Emirate of Abu Dhabi according to the grade variable.

Variables	Grade	No.	Arithmetic average (SMA)	Standard deviation	(f-value)	Significance level
The general level of practice	Nine	65	3.722	0.46	0.92	0.43
	Ten	69	3.684	0.47		

Alternative assessment methods	Eleven	126	3.877	0.36
	Twelve	125	3.738	0.68

The results in Table (2) obviously show that:

There are no statistically significant differences between the overall level of practising alternative assessment methods in Islamic education among secondary school students in the Emirate of Abu Dhabi depending on the academic grade variable, as the (f) value reached (0.92), which is not statistically significant at the significance level ($\alpha = 0.05$). The researchers attribute this to the fact that the study environment in the UAE is a unified environment in terms of school buildings, classrooms, and social and living conditions, which helped students receive and interact with alternative assessment methods in similar proportions. It is also due to the different teaching methods and strategies practised by male and female teachers in the Emirate of Abu Dhabi within the secondary school classes, as they are subject to the same ministerial system approved in the country. The reason for this may also be due to the fact that the students hold similar perceptions because they are passing through the same age stage (the secondary stage). It is noted that most of the students agreed on the importance of practising alternative assessment methods in Islamic education because of its major role in developing motivation to learn and increasing the ability to progress and achievement. To the best of their knowledge, the researchers did not find any study that linked alternative assessment methods to the classroom variable since most of those studies were from the teachers' point of view, unlike this study was from the students' point of view.

Results related to the first question: Is there a statistically significant correlation at the significance level of ($\alpha \leq 0.05$) between the practice of alternative assessment methods among Islamic education teachers and the level of motivation of secondary school students in the Emirate of Abu Dhabi?

To answer this question, the assumptions of conducting the correlation coefficient test between the variables were first examined, where the existence of a linear relationship between the variables was verified, and the data followed a normal distribution. Table (3) shows the results of the Kolmogorov-Smirnov test to test the normal distribution of data.

Table (3): Results of the Kolmogorov-Smirnov test to verify the normal distribution of variables

Variables	Kolmogorov-Smirnov	Statistical significance
Performance-based assessment	1.103	0.257
Self-assessment	0.849	0.475
Peer assessment	1.124	0.214
Observational performance assessment	0.704	0.719
communication assessment method	0.874	0.424

It is clear from the results of the Kolmogorov-Smirnov test that all variables related to the practice of alternative assessment methods in the Islamic education subject were normally distributed, as all test values were not statistically significant at the significance level (0.05). Based on the previous results, the Pearson correlation coefficient was calculated between the dimensions of the variable "practising alternative assessment methods in Islamic education" and "motivation" among secondary school students in the Emirate of Abu Dhabi from the study sample in Table (3).

Table (4): Results of the Pearson correlation test to measure the relationship between the dimensions of "practising alternative assessment methods in Islamic education" and "motivation" among secondary school students in the Emirate of Abu Dhabi.

Dimensions "Practicing alternative assessment methods in Islamic education"	Motivation scale dimensions			
	Perseverance	Determining the goal	Ambition	Perceived competence
	Correlation coefficient	Correlation coefficient	Correlation coefficient	Correlation coefficient
Performance-based assessment	0.46**	0.54**	0.40**	0.51**
Self- assessment	0.64**	0.67**	0.54**	0.52**
Peer assessment	0.53**	0.53**	0.42**	0.63**
Observational performance assessment	0.47**	0.50**	0.47**	0.34**

Communication assessment	0.51**	0.64**	0.43**	0.49**
The general level of practising alternative assessment methods	0.62**	0.67**	0.53**	0.58**

**A statistically significant value at a significance level ($\alpha \leq 0.01$)

Table (4) clearly shows that:

1. There is a direct relationship between the overall level of practising alternative assessment methods in the Islamic education subject and the dimensions of the motivation scale “perseverance, goal setting, ambition, perceived competence”, where the values of the correlation coefficients were statistically significant at the significance level ($\alpha \leq 0.01$).
2. There is a direct relationship between the dimension of “performance-based assessment” and the dimensions of the motivation scale “perseverance, goal setting, ambition, and perceived competence,” where the values of the correlation coefficients were statistically significant at the significance level of ($\alpha \leq 0.01$).
3. There is a direct relationship between the “self-assessment” dimension and the dimensions of the motivation scale “perseverance, goal setting, ambition, and perceived competence,” where the values of the correlation coefficients were statistically significant at a significance level of ($\alpha \leq 0.01$).
4. There is a direct relationship between the dimension of “peer assessment” and the dimensions of the motivation scale “perseverance, goal setting, ambition, and perceived competence,” where the values of the correlation coefficients were statistically significant at the level of significance ($\alpha \leq 0.01$).
5. There is a direct relationship between the dimension of “observation-based performance assessment” and the dimensions of the motivation scale “perseverance, goal setting, ambition, and perceived competence,” where the values of the correlation coefficients were statistically significant at a significance level of ($\alpha \leq 0.01$).
6. There is a direct relationship between the dimension of “assessment through communication” and the dimensions of the motivation scale “perseverance, goal setting, ambition, and perceived competence,” where the values of the correlation coefficients were statistically significant at the level of significance ($\alpha \leq 0.01$).

CONCLUSION AND RECOMMENDATION

- In light of the results obtained, the researchers see the need to implement a training program for Islamic education teachers that contributes to improving their skills in using alternative assessment methods, especially in secondary schools in the Emirate of Abu Dhabi in the United Arab Emirates.
- The study also recommends urging decision-makers, curriculum designers and developers in the Ministry of Education and the Emirates Education Foundation to take into account the development of alternative assessment strategies and methods within the design of curricula in more broadly and comprehensively.
- Teachers, students, and parents should also be made aware of the importance of this type of assessment (alternative assessment), and its impact on stimulating students’ motivation toward education, as it takes them out of traditional patterns of education.
- Besides, the study recommends working to overcome the obstacles to using alternative assessment by encouraging those working in the field of education, including educational administrators and mentors, to develop plans with strategic dimensions that have clear visions of overcoming the problems facing teachers in using alternative assessment in public and private schools.

The Ministry of Education in the United Arab Emirates should also create new horizons for researchers in the field of assessing Islamic education to design similar experiments in different aspects of Islamic education and other subjects at different educational stages.

Research and Publication Ethics Statement

For the purpose of this study, data has been gathered with each respondent’s prior consent to provide feedback. No names or other personally identifiable information is gathered, so no identities are disclosed in this paper. Based on the information gathered and the defined study objectives, an objective analysis has been made.

Contribution Rates of Authors to the Articles

All authors contributed to the preparation of this paper.

Conflict of Interest

The authors declare that they have no conflict of interest.

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