

The Impact of a Training Program on Developing Media Skills among the Students of Dawa and Islamic Media at Yarmouk University

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Abstract

The study aimed to identify the impact of a training program on developing media skills among Dawa And Islamic Media students at Yarmouk University. The study sample consisted of (23) students who were chosen in an intended way. Two tools were developed to measure the effectiveness of the training program, namely: Media Skills Scale and the Media Training Program. The validity and reliability of the two tools were verified. The study results showed that there were statistically significant differences between the mean scores of the study sample in the total score of the media skills scale before and after implementing the program. The differences were in favor of the post-measurement. The results also showed no statistically significant differences in the overall score of the media skills scale after implementing the program and after tracking it, which indicates the continued improvement in knowledge of media skills after the completion of the training program and during the follow-up period. In light of the results of the study, the researcher recommended a set of recommendations.

Introduction

The world is witnessing tremendous and rapid developments in all fields, including that of the media, as the media affects all political, economic and religious fields, and communicates its messages to all people, and the media is no longer limited to the internal state media, but there has become a great interest in the global media, as the whole world has become a small village where information and news travel to all countries of the earth in a short period of time.

The media is based on delivering an intellectual message with varying contents and multiple goals, and aims to address individuals through various means of communication. Media education plays an important role in socializing students towards professions that go beyond media and journalism, and the emergence of the media crystallized with the emergence of modern information and communication technologies (Jackson, Thorsen, & Reardon, 2020).

Media and communication sciences refer to the sciences that are concerned with studying how or the method through which the message is conveyed to the public. This process is mainly related to the sending person in charge of the communication process providing the media message and the possible impact of the message on the receiving audience by the extent of the sender's communication skills (Al-Sarayreh, 2017).

So it became necessary to pay attention to the media and media professionals in terms of qualification and empowerment and possessing the media skills necessary to practice the profession of media and communicate with others efficiently and competently, there are many skills related to listening, speaking, body language, how to present, the topics at hand, and other technical factors and skills, which any person working in the media field must possess in order to make his ability to do his work better and to convey the message more clearly (Dodd, Konkes, Reid, & Lester, 2019).

General media skills are the skills that must be available to graduates through continuous training, which allow them to improve their performance while practicing the profession, or help them change their orientations, according to the requirements of the labor market and include four main groups: Language skills, use of information technology, communication with others, and management. The educational institution determines the minimum that must be met during the study of each of these skills, according to its mission (Nuri, 2020; Parahita, Monggilo, & Wendratama, 2020).

The world of multimedia and technological development also provides basic technical skills that media professionals need for the twenty-first century, such as being able to use a digital recorder, take pictures, speak to the camera convincingly and create online content, handling interviews, and writing for different audiences (Sedorkin, Oakham, Patching, & Alysen, 2020).

The media and advocacy specialization of the Department of Islamic Studies in the College of Sharia and Islamic Studies at Yarmouk University included meeting the urgent need for it loadvocacyy, Arable, and

internationally, in application of this, the department awards a bachelor's degree in Islamic studies in three tracks: Islamic education, family studies, advocacy, and Islamic media (Al-Khalidi and Rababaa, 2017).

Accrediting Body for American Journalism and Mass Communication Colleges (ACEJMC) showed that providing universities for academics and trainers, along with curricula and educational methods that enable students to acquire knowledge, skills, theoretical and applied values, are among the criteria and basics for developing the quality of training and qualification of journalists (Turk, 2020), which in turn affects the quality and distinction of the university and the educational institution (Kumar, Shukla, & Passey, 2020).

So it became one of the things that must be observed and paid attention to is the aspect of guidance and training in the media, the process of orientation and training for media students in university education would develop their capabilities, as they are in the preparation stage to be media professionals and advocates, so they must be trained in many aspects (Dernbach, & Illg, 2020).

Advocacy training is a process that aims to provide the recipient with the skills of soliciting religion with the highest possible efficiency. It is a specific training for specific goals in the advocacy to God, with the aim of mastering the advocacy and fighting falsehood, training helps preachers reach the largest possible segment and inform them of the correct religion, in light of the revolution in the world of communication and information, training also contributes to the strength of influence, the use of speech skills, body language and good expression, which play a role in influencing the opposite person and the extent to which he receives the idea (Al-Hamili, 2014).

The media training process has existed since ancient times, but it is evolving and affected by technological development (Matos, Festas, & Seixas, 2016). Since 2005, the United Nations agency has been working to bring together information specialists, universities and specialized training centers in order to analyze weaknesses in training specialists in the field of information and communication and suggesting improvements in training. Deficiencies may come from specific media skills, such as writing, analyzing and covering in multiple forms, or it may come through a lack of basic skills related to critical thinking, ethics, analytical skills, information structuring, and training in various specialized contents (Gutiérrez, 2015).

Al-Tuwaisi and Suleiman (2015) indicated that the interest in training offers from all concerned institutions, including educational universities, has witnessed great interest in recent times. However, the quality of media training in Jordan is low in some aspects and average in other aspects from the viewpoint of media professionals, and that the media and journalism education curricula in Jordanian universities do not coincide in some aspects with the quality standards of education and qualification in the field of media to have positive effects in the required direction.

Gessesse (2020) pointed out that the mismatch between the essence of journalism education and media practice in universities leads to the advancement of theoretical knowledge of media professionals without upgrading to the principles of the future profession and during the exercise of their professions.

Media skills

The Accreditation Council for Education in Journalism and Mass Communication (ACEJMC) requires that, regardless of the particular specialty of media, all graduates should be familiar with basic skills, which are divided into mental skills, professional skills, and general skills, and it is necessary to review the set of skills and practical competencies acquired from media education in higher education institutions (Blom, Bowe, & Davenport, 2019; Donsbach, 2014).

Media skills are the so-called communication skills used in practical life, according to which a person conveys ideas, concepts or information to another person through written or verbal messages accompanied by facial expressions, body language, and through one of the means of communication (Saleh, 2012).

The influence of the communicator is related to a set of skills that affect the persuasive power of the message. The most important of these skills and variables are the special skills that transform knowledge into communicative behavior. They are: **Speaking skill:** It is a complex skill in which language empowerment and the ability to manipulate and employ methods as well as the ability to employ facial and hand movements in performing meanings and confirming them. **Writing skill:** it is through the appropriate formulation, accuracy of expression, brevity of speech, and scrutiny of appropriate methods. And the skill of **sound reading:** through good performance, sound stops, and the effect of the reader's voice on the audience because there are attractive voices and there are single voices. And the skill of listening: that is, his ability to understand opinions, absorb them, interact with them, and determine their directions (Nuri, 2020).

Skills are closely related, as the communication process includes the transmission and reception sides, and the transmission side includes the verbal communication process; Speaking and writing, as for the reception side, it is usually seen as a work of the senses of sight and hearing, consequently, it depends on reading and listening, and both require mental work, which is understanding, and understanding includes attaching the meaning to a visual or audible message (Ramadan, 2018).

The influential speaking skill is one of the skills that a person agrees with others, as it establishes the communication channels between the speaker and the listeners and means the ability to employ verbal,

linguistic, vocal and eloquence skills to communicate with others, whether at the level of comprehension or expression, and this skill requires good listening, and employing life experiences such as searching for clarifications, realistic examples and concrete stories, and also this skill requires knowledge of what has been updated in the subject of the dialogue in order to possess the information, language and terminology that helps him in communication and the persuasion process, it is a skill that requires experience and practice (Saadat, 2016; Al-Tayeb, 2016). The process of persuasion is a necessary and important process for media advocates and requires the ability to analyze and innovate, the ability to present and express the emotional style, and accept criticism (Hijab, 2003).

The listening skill is divided into many sub-skills that make it active listening, which are auditory discrimination skills, classification skills, audiological comprehension skills, critical listening skills, and attentional listening skills (Abdel Bari, 2011). Hence, listening is the first way to learn sounds and distinguish between similarities. Learning the sounds and distinguishing them is a way to learn to read, and by learning to read, he becomes able to practice writing successively (Ramadan, 2018).

Writing is one of the innovative contemporary media skills in the twenty-first century in light of the emergence of digital development, and it is related to editorial skills, producing reports, gathering information from its sources and integrating it with multimedia, which contributes to more diverse, creative and critical reports (Parahita, Monggilo, & Wendratama, 2020; Becker, & De Castro, 2014).

In the digital age, the importance of writing was agreed upon unanimously, as it is necessary along with other basic skills such as the ability to search and verify information, conduct interviews, and prepare reports where they are skills that command much attention because they are fundamental and go beyond middleman, basic system, or form (Bucknell, 2020).

Two types of communication skills are branched from the language, namely verbal communication, and it takes two forms, spoken and written, controlled by the grammar of the language, it is done through words and expressions and has a wide range of connotations, where the language used, the degree of sound and the exits of the words play a large role in adding other meanings to the message, Non-verbal communication takes two forms, namely, communication in sign language and communication in the language of members, and it is controlled by psychological and physical aspects such as “facial expressions, gestures, hand movements and touch” in addition to vocal expressions (Abed, 2009).

Verbal skills are one of the most important methods of expressing an opinion, through the spoken words the individual expresses his needs, ideas and questions in a way that can be easily understood by the recipient, but there are rules for those words that must be followed to obtain better results and individuals not be disturbed by those words (Sedorkin, Oakham, Patching). , & Alysen, 2020).

The skill of asking the question is one of the most important verbal skills and aims to collect information from the other party, in a short time, and introduces the element of suspense to discussion and dialogue, where the types of questions vary, as there are direct questions that are asked at the core of the topic, indirect questions, and closed ones whose answers are specified with yes or no, or open-ended questions that can be further answered. The type of question must be chosen according to the surrounding situation (Al-Hasadi, 2009; Ferjani, 2015). In the question's session, the preacher needs a special skill that reveals his knowledge and enriches the important points, and provides the invitees with an opportunity to discuss and delve into the topic of the message (Al-Suwaidan, 2019).

Non-verbal skills determine the extent of satisfaction, integration, and understanding of the communicative situation, and among the most important non-verbal skills: Visual communication: Attention should be paid to the use of eyes to convey personal thoughts. It is a fundamental driver of the communication process, and the presence of behavior: The individual must choose a behavior in which the communication process is more effective, supported by self-confidence and facial expression: Facial expression gives immediate feedback to others, and in order for an individual to ensure an effective communication process one must maintain a joyful expression in the face and gestures (Tan, 2020), achieving effective communication includes making a good impression on the other party, avoiding being irritable, trying to control, self-control, and using body language well (Sawan, 2016; Seneviratne, 2018).

Body language is closely related to verbal communication and non-verbal communication, so body language can be used to express communication as repetition. As the movements and gestures that emanate from the body are a repetition of the speaking person's speech or a contradiction using the movements and signals of the body, for example, using facial movements and expressions that dispense speech, and clarifying the meaning and purpose of his speech. As it clarifies and modifies the message that the person wants to communicate, or emphasis, as spontaneous body movements confirm the person's speech and verbal messages, such as using a different tone of voice or facial expression, and body language helps to regulate communication between other people, such as head and eye movements, or give a signal to a person to start with something and then give him the signal to stop (Al-Dulaimi, 2015; Tan, 2020).

One of the most important secrets of body language that attracts others and draws their attention is bright facial expressions, maintaining a constant smile, using balanced and expressive gestures, using head movements

when speaking, listening and making eye contact, which gives a feeling of continuity of communication with others, using body movement while taking into account leaving a certain distance creates a feeling of comfort between the speakers (Bies, 2008; Parahita, Monggilo, & Wendratama, 2020).

The role of training programs in developing skills

The application of the skill depends on the implementation of knowledge, and the skill is the ability to translate knowledge or information into practical performance, where the process of improving knowledge contributes to improving the skills of individuals by training and teaching individuals how to perform by creating new knowledge that contributes to enriching the knowledge stock of the individual who employs it to improve his skills (Sweileh, 2013), and the stages of acquiring skills pass through science, knowledge, and application, in addition to training, so the preacher must possess skills that enable him to fight falsehood, uncover and support the truth, and these skills require training (Al-Hamili, 2014).

Knowledge is characterized by being subject to continuous change, that is, it is not fixed and changes with the change of the information it reaches, it is the product of science, learning, experience, and knowledge is a cognitive ability that can be an interactive knowledge that is achieved through dialogue, it can be generated as a result of the ability to perceive and learn (Al-Khatib and Zigan, 2009).

The training program in developing the skill includes identifying the skills to be trained on, and providing effective activities to attract the attention of the trainees and provide a detailed explanation of each skill and how to practice it with a description of the basic steps that must be followed when implementing the skill, and modeling the skill and training it through role-playing and providing a discussion of how to use this skill and employ it to achieve its goal (Al-Masry, 2009), the skill is based on three basic factors: innate aptitude, cognitive science, training and practice (Mahdi, 2005).

Advocacy training is a codified process that seeks to provide the recipient with the skills to encourage creation in the true religion, with the highest possible efficiency. Based on the revelation of the Qur'an and the Sunnah, as for the skills of advocacy training, they are the practices and behaviors that the slave practices elaborately and stemmed from revelation in order to incite people into the true religion (Al-Hamili, 2019), cognitive-behavioral training focuses on the role of beliefs and thinking in influencing behavior and emotions, and thus the discovery of influencing cognitive factors and components, this is done through training on the use of the cognitive model, which helps to gain insight into the relationship between knowledge, behavior and emotion (Corey, 2015).

The skill-related knowledge improvement is by treating cognitive distortions. Where most beliefs and schemes are subject to cognitive distortions, they are rooted in the individual's beliefs and interpretations of the situations and experiences to which he is exposed (Sharf, 2015).

Advocacy training in the field of media deals with a set of complex activities of theory and practice, or practical activities that help the preacher to upgrade his advocacy skills, it also contributes to understanding modern technology and investing it well in the advocacy to God, and comprehending everything new that needs to raise the capabilities of the preachers to God by developing their media skills through continuous training in the field of advocacy media, and expanding the scope of training in the advocacy field to include all media outlets, both old and new (Al-Husayn, 2016).

A group of behavioral techniques and methods are used, and their use aims to develop some behavioral skills, in addition to changing some behaviors that are characterized by defeatism and replacing them with effective adaptive behaviors, the most prominent of which is the style of role-playing and the style of symbolic modeling or live modeling or what is known as modeling through participation, among the methods of cognitive extension most used in the development of many skills such as communication skills (Davis & Freeman, Beck, 2015).

Previous studies

Parahita, Monggilo, & Wendratama, 2020, conducted a study aimed at uncovering the aspirations of the trainees regarding their future media and journalistic careers in East Timor, in addition to the reflexology assessments of Indonesian trainers on training supplemented with students' pre and post-testing on multimedia journalism knowledge and skills, the study sample consisted of (63) students. The test and questionnaire were used as a study tool. After training in multimedia journalism, the students were skilled with the required technological skills. Their biggest challenges came from basic language and journalism skills, such as writing in good Tetum, Portuguese, Indonesian and English (In East Timor, Tetum and Portuguese are the official languages, while Indonesian and English are classified as "work" languages), which covers stories, and presenting stories in a journalistic style. Despite these challenges, they were finally able to produce basic multimedia stories from a local perspective on a specific news site.

(Njuguna, 2020) conducted a study aimed at uncovering the effect of various training factors on students' self-efficacy beliefs and skills in the field of online journalism. A sample of (182) mass communication students from five Rwandan universities participated in the study, the questionnaire was used as a study tool. These

results showed that training factors played a role in enhancing students' beliefs in their ability to carry out online journalism tasks in the industry. The results indicated that journalism educators particularly need to promote various approaches to teaching journalism online in order to develop future, confident professionals online from the workplace.

Eschenfelder (2020) conducted a study aimed at exploring survey comments that provide suggestions for both academia and industry to improve multimedia student outcomes. Radio journalism writing and reporting classes are designed to help students develop writing skills for multiple platforms, the results of the study found that many television news professionals believe that student writing and other skills essential to the industry need improvement. Television newscasters, reporters, producers, and news directors who have completed an online survey have found that many students need improvement in areas including writing skills, finding story ideas, storytelling and writing through to a deadline. Survey respondents also identified a need for strong internships and coaches with appropriate skills and training.

(Qarni, & et al, 2019) conducted a study aiming to study verbal and non-verbal factors that affect the success of advocacy communication, and to investigate the factors affecting the success of advocacy communication in Indonesia. This study applied the qualitative descriptive approach using, documentation and interview as tools to collect data. The sample of the study consisted of (4) followers of two men and two women from YouTube subscribers who watch the video of the advocacy regularly. The results showed that there are two main factors behind the success of advocacy communication, verbal factors, which include the comprehensive reference and the choice of language, and non-verbal, which is the use of different platforms to spread the advocacy.

Aini, & Husna, 2018 conducted a study to identify the types of advocacy communication that advocacy workers use to communicate advocacy messages in the original Orang Asli community. This qualitative study uses a case study design. The sample consisted of (8) advocacy workers and a research laboratory to conduct the interviews. Data was analyzed descriptively. The results showed that there are three primary processes that advocacy workers use to develop types of advocacy communication. The initiation phase includes planning as well as preparation to start a conversation on a particular topic when communicating. In order to ensure effective communication, the advocacy operator not only applies verbal communication, but also non-verbal communication in order to open the communication channel for the advocacy. All three stages affect the effectiveness of the advocacy messages provided and give a positive impact towards the Orang Asli community, the study recommended improving the quality of advocacy and indirectly improving the quality of language use among advocacy workers in communicating the advocacy message to the Orang Asli community.

(Ojomo, & Ogbiten, 2018) conducted a study aimed at evaluating the impact of industrial training for students on the acquisition of journalistic skills among polytechnic students in the Delta State, who are graduates who are employable, the study sample consisted of (292) intentionally selected Polytechnic students in the field of mass communication in Delta State, who observed or monitored industrial training. The questionnaire was used as a study tool. The results showed that industrial training had a significant impact on journalism education, and significantly contributed to students' employment situation and greatly affected the acquisition of professional skills in journalism. The study recommended an extension of the approved four-month period for the training and regular evaluation research program for the possible improvement of the program.

Fathi (2017) conducted a study aimed at identifying the effect of local radio on developing media skills among students in the field of media and communication at Abdelhamid Ben Badis University in Algeria, The study sample consisted of (50) students, and the study results showed a clear effect of the local radio in developing media skills among university students, as (82%) of the students reported the positive impact of local radio programs and that it improved their media skills.

The study of Hudhaifa and Zagzoog (2017) aimed at discovering the effect of using the interactive whiteboard on developing the skills of photojournalism among students of educational media in the Faculties of Specific Education, the program contains information, skills and instructions aimed at developing photojournalism skills. The study used the descriptive method, the experimental method, the program contains information, skills and instructions aimed at developing photojournalism skills. The study used the descriptive method, the experimental method, the research sample consisted of (40) students of the students of the third group in the Division of Educational Media at the Faculties of Specific Education, and it relied on an achievement test tool to measure the cognitive aspect of educational media students, and a note card to measure the performance side of the photojournalism skills of educational media students. The study results concluded that there are statistically significant differences between the mean scores of the experimental and control groups in the cognitive achievement test in favor of the experimental group, and the presence of statistically significant differences between the mean scores of the experimental and control groups in the practical performance observation card in favor of the experimental group, in addition to the increase in the impact size as a result of using the interactive whiteboard, which led to an increase in the performance rates of educational media students for the skills of photojournalism.

Bukuta (2016) conducted a study aimed at revealing the level of both communication skills and self-efficacy of a sample of guidance counselors. And revealing the relationship between them, and then the extent of the difference in self-efficacy according to gender, region, academic qualification and seniority, through a questionnaire on the study sample that amounted to (42) consultants, the most prominent findings of the study were that the level of communication skills of consultants and self-efficacy is high. And there is no statistically significant relationship between communication skills and self-efficacy among the study sample individuals, and there is no statistically significant relationship in self-efficacy among the study sample individuals attributable to the gender factor, academic qualification, region, and seniority.

Al-Omari (2016) conducted a study aimed at exploring the effect of using virtual classrooms on developing dialogue skills and academic achievement among students of the Faculty of Sharia at Qassim University. The researcher prepared the study tool consisting of observation cards and an achievement test in dialogue skills and directional scale, and the researcher adopted the quasi-experimental approach. The study sample amounted to (86) students, the study found the effectiveness of using virtual classrooms in developing dialogue skills, student achievement, and the direction towards the course, the study recommended the use of virtual classrooms in teaching because of its effect on providing students with dialogue skills.

Al-Abadi (2014) conducted a study aimed at identifying the degree of effective communication skills practiced by school principals in the northern Jordan Valley, the questionnaire was used as a tool to collect data, as the study sample consisted of all school principals in the northern Jordan Valley. The study concluded that the degree of practicing effective communication skills among government school principals according to the estimates of school principals and in various fields was significantly, and the presence of statistically significant differences between the arithmetic averages of the degree of effective communication skills practice among school principals due to the variable of specialization and in favor of the scientific specialties, and there are no statistically significant differences between the arithmetic means of practicing effective communication skills among school principals due to the variable of gender and educational stage.

Shabha (2014) conducted a study aimed at uncovering the uses of broadcast journalists for modern communication technology, and its impact on improving the media skills of journalists in local radio stations in Algeria. The study sample consisted of (40) journalists who used modern communication technology in radio stations, the study results showed a weakness and conservatism in using mobile phones to improve media skills, and the study results showed that there are statistically significant differences according to the age variable in favor of those aged (20-35) years, and there are no statistically significant differences for the gender variable in improving media skills.

Al-Shaidia (2013) conducted a study aimed at identifying the level of performance of professors in humanitarian colleges for the oral language communication skills necessary for them, and identifying the difference in the level of performance of the studied skills in the sample according to the variable of the faculty and the academic degree. In order to achieve the objectives of the study, a note card consisting of three aspects was prepared and applied to a sample of faculty professors, the results indicated that the level of performance of professors in humanitarian colleges for the oral language communication skills needed for them in general is average, and their performance on the vocal side was loud, and on the performative and linguistic sides, it was moderate.

Al-Muhtaseb (2011) conducted a study aimed at identifying the communication skills of sports journalists in Jordan and the extent of their job satisfaction with their profession. A descriptive survey method was used to collect, process and analyze data statistically. The study population consisted of 66 Jordanian media men and women from radio and television institutions, and the most widespread local newspapers (Al-Rai, Al-Dustour, and Al-Arab Today and Al ghad), The study results concluded that the sports media professionals rated their communication skills as high, while they rated their listening skill in general to a low degree, and the degree of satisfaction with their jobs was high.

Rababaa (2010) conducted a study of body language in the Noble Qur'an by reviewing and analyzing Qur'anic evidence proving that the Holy Qur'an spoke about this topic, and the researcher used the inductive analytical approach in reviewing and analyzing Qur'anic evidence. One of the most important findings of the study is the Holy Qur'an's keenness on the diversity of methods of conveying meanings to the listener, and that communication between human beings does not occur through spoken speech only, but goes beyond that to include other forms, the most important of which is body language, which is represented by physical movements of special significance, whether they are independent or attached to the spoken language, and body language is not a single template, but rather appears in many forms related to different body parts.

Abed (2009) conducted a study that aimed to find out the factors that affect the success of television program providers in terms of attracting students from Jordanian universities, the descriptive approach was used, where a questionnaire was designed and distributed to a survey sample of students in Jordanian universities. The study population consisted of all male and female students registered at the University of Jordan, Yarmouk, Petra, and the Middle East, who were registered for the first semester of 2009, and the study sample consisted of 526 students. The results showed that the most important factors affecting the success of

television program providers, according to student viewers in Jordanian universities, were the speaking skills factor and the skills of highly important technical factors, as for body language skills and listening skills with a medium degree, the results showed that there are statistically significant differences in the fields of (body language, speaking skills, important technical factors) As factors affecting the success of television program providers according to the variable of gender.

The study problem and its questions

The need for students in the specialization of Dawa And Islamic Media to be trained in the media field is no less important than their knowledge and academic needs. As focusing on one aspect and neglecting another aspect may pose many challenges for students, whether on the personal level or the social and professional level in the future, as there must be a balance in meeting the needs of students, and because of the work on teaching students in the specialty of advocacy and Islamic media, the sense of the problem of weak training side came to the students with regard to media skills, where students seek answers to a number of their questions, which stem from their studies and their extensive knowledge of their field of specialization, accordingly, this study came to answer the following question:

1. **What is the effect of a training program on developing media skills among students of Advocacy and Islamic Media at Yarmouk University?** The main questions are divided into the following questions:
2. Are there any statistically significant differences at the level of significance ($\alpha = 0.05$) in the total score and the dimensions of the media skills scale of the study sample between the pre and post scales?
3. Are there any statistically significant differences at the level of significance ($\alpha = 0.05$) in the total score and the dimensions of the media skills scale of the study sample between the post and tracer scales?

The Objectives of the study

The present study aims to achieve the following objectives:

1. Identify the impact of a training program on developing media skills among students of Dawa And Islamic Media at Yarmouk University.
2. Understanding the nature of the differences in the overall score and the dimensions of the media skills scale among students of Advocacy and Islamic Media at Yarmouk University in the two scales, pre and post, post and tracer.

The Importance of the study

This study gains its importance from the fact that it gives a serious and clear impression on the effect of a training program in improving knowledge of media skills among students of Dawa And Islamic Media at Yarmouk University, which helps in building training programs that contribute to developing students' knowledge and skills, in addition to providing the Arab and International Library with information about the importance of using training programs and their impact on developing students' skills, in addition to giving interested persons and specialists information to develop information and media guidance programs that contribute to educating students and this is what the study seeks to achieve in light of studying the impact of a training program on improving knowledge of media skills among students of Dawa And Islamic Media at Yarmouk University, and it is hoped that the results of this study will provide assistance to those involved in the university education sector, the media sector, and the concerned ministries in the framework of planning to implement training practices and guidance for the appropriate media skills, the importance also stems from the study sample, which are students in the specialization of Advocacy and Islamic Media, who are entrusted with major future roles, and they need to have training programs that help them answer many questions, this study is also considered one of the first studies - within the limits of the researcher's knowledge - that developed a training program in media skills for students of the Advocacy and Islamic Media major.

The limits of the study

The current study is determined by the following determinants:

- **Spatial Limits:** Yarmouk University in Irbid Governorate, located in the northern region of the Hashemite Kingdom of Jordan.
- **Temporal Limits:** The study was implemented in the second semester of the academic year 2019/2020.
- **Human Limits:** The study sample was limited to an intentional sample of students of the specialty of Advocacy and Islamic Media in the College of Sharia and Islamic Studies at Yarmouk University.
- **Objective Limits:** The study was limited to identifying the impact of a training program on developing media skills for students of Dawa And Islamic Media at Yarmouk University.

Procedural definitions:

- **Training program:** A number of twelve training sessions for the media skills needed for students of the Dawa And Islamic Media major, the duration of each session is (45) minutes. Each session includes a number of various training activities and procedures that have been applied to the experimental group of students of Dawa And Islamic Media.

- **Media skills:** the score the student obtains on the media skills scale prepared for this purpose.

- **Da`wah and Islamic Media students:** They are the students who have been officially accepted and are studying in the specialty of Advocacy and Islamic Media at Yarmouk University.

Method and procedures

This part deals with a presentation of the study methodology, the community and the sample, and the characteristics of the tools used. It also deals with a presentation of the study application procedures and the statistical treatment of data.

Study Methodology

The researcher used the semi-experimental approach in this study, as he used the experimental design according to a pre-dimensional design for one group to suit the objectives of the study in light of the nature of the problem and the characteristics of the study sample.

The Study population and its sample

The study population consisted of all students in the specialization of Dawa And Islamic Media at Yarmouk University for the second semester of the academic year 2019/2020, whose number is (180), the study sample consisted of (23) students from the Advocacy and Islamic Media specialization, who were chosen in an intentional way in light of the results of the pre-measurement, and after the implementation and application of the training program, post-measurement and tracer measurement were implemented.

Study Variables

1. **The independent variable:** the training program prepared by the researcher and which consists of (12) sessions, each session lasting 45 minutes.

2. The dependent variable: media skills, which is composed of (4) areas: (listening, speaking, body language, and other technical factors), and branches out from each field a set of media skills.

Study Tools

The study used the following two tools:

First: Media Skills Scale (prepared by the researcher), where the scale consists of (4) areas:

- The field of listening skill: It includes (9) items.
- The field of speaking skill: It includes (9) items.
- The field of body language: It includes (9) items.
- Other technical factors field: It contains (14) items.

The scale is corrected according to Likert's scale, which is graded from four options, namely: (always, usually, sometimes, never), where the following scores are taken (4, 2, 3, 1) respectively.

Validity of the Media Skills Scale: To verify the validity of the scale, it was presented to (10) referees specialized in media and Islamic studies. And this is to ensure that the scale items are truthful and measure everything that is put to measure, taking their opinion on the clarity of the wording of the items and their compatibility with the study sample, and all observations received from the arbitrators were amended. The scale was also applied to an exploratory sample consisting of (18) students from outside the study sample. Correlation coefficients were calculated between the degree of each field and the total degree of the scale, and Table (1) shows that.

Table 1: Correlation coefficients between the degree of each field and the overall score of the media skills scale

Field	Pearson Correlation Coefficient	Statistical significance
Listening	0.811	Function
Speaking	0.821	Function
The use of body language	0.789	Function
Other technical factors	0.801	Function

The correlation coefficients between the items of each domain and the total score of the field were calculated, and the correlation coefficients ranged between the items of the listening domain and the domain as a whole between (0.819 - 0.026) the correlation coefficients between the items of the speaking domain and the domain as a whole ranged between (0.798-0.487), and the correlation coefficients between the items of the body

language use domain and the domain as a whole ranged between (0.791-0.451), the correlation coefficients ranged between the items of the field of other technical factors and the field as a whole between (0.771 - 0.471).

Reliability of the media skills scale: To ensure the reliability of the scale, the reliability was measured through the half-segmentation method, where the scale was applied to a sample from outside the study sample, using the Spearman Brown equation to calculate the value of the reliability coefficient of the scale, and therefore the value of the scale reliability coefficient is (0.95) which is a score that indicates high reliability and validity of the scale.

Second: the training program

The aim of the training program was to improve knowledge of media skills among students of the specialization of Dawa And Islamic Media at Yarmouk University where the implementation of the program took a period of (45) days, during the second semester of the academic year 2019/2020.

Description of the program and its components: The researcher analyzed media skills, with the aim of identifying the topics to be trained on. It included (4) areas:

- Listening skills: It refers to the individual's ability to give the guest enough time to talk, not to distract attention and focus when the program's guest talks, and to predict what the speech will end up with.
- Speaking skill: It refers to the use of clear and simple language, showing respect and tact in speech, lack of rigidity in speech, and presenting questions and ideas in a sound and clear manner.
- Skill in using body language: refers to the use of body expressions (face, hands, legs, facial expressions) to communicate and interact with others, and to avoid random body movements.
- Other technical factors: It refers to the ability to define the goals of the meeting, the broad culture in the topic of discussion, speed of wit, attention to personal appearance, appropriate way of presenting the topic, and having the courage to confront and respect the other opinion.

The objective of the training program

The objectives of the training program are summarized in developing the skills of students of the Advocacy and Islamic Media major at Yarmouk University with media skills, which will be reflected in future job performance.

General Instructions

The researcher provided general guidelines for the program, which were summarized as follows:

- Welcoming the participating students and encouraging them to continue in the program.
- Giving sufficient opportunity to express personal opinion and answer inquiries.
- Seriousness and commitment during the application period of the program.
- Commitment to the duration of the session, as a period of (45) minutes has been determined for each session.
- Follow up well and ensure that the activities and procedures provided to students are understood.

Techniques and methods used

The study used a number of techniques such as: lecturing style, dialogue and discussion, role playing, video presentation, storytelling, reinforcement.

Program sessions: The content of the training program was determined based on the general objective and specific objectives that have been set for the program, as well as the techniques used, as several criteria were considered in selecting the content, including:

- Use simple and understandable language.
 - Demonstrate skills in a simple and logical sequence.
 - Activities align with goals.
 - Diversification in the use of techniques and activities.
 - Provide sufficient time for each session.
- **The first session:** Aimed at welcoming the students, explaining the purpose of the program and the mechanism of work in this program, and answering students' questions regarding the program.
 - **The second and third sessions:** Aimed at presenting the most prominent and most important listening skills, such as the ability of the individual to give the guest enough time to speak, and not to distract attention and focus when talking to the guest of the program, and to predict what will end the speech, and these sessions relied on a group of techniques, namely dialogue and discussion, the style of the lecture, the story, and reinforcement and a set of activities to be answered by the participating students, and a final evaluation of the session were presented.
 - **The fourth and fifth sessions:** Aimed at presenting the most prominent and most important speaking skills, such as using clear and simple language, and showing respect and tact in speaking, and the lack of deadlock in speech, and presentation of questions and ideas in a sound and clear manner, these sessions relied

on a set of techniques, including dialogue and discussion, role playing, story, and reinforcement, and a set of activities to be answered by the participating students, and a final evaluation of the session were presented.

- **The sixth, seventh and eighth sessions:** It aimed to review the most prominent and most important skills in using body language such as using body expressions (face, hands, legs, facial expressions) to communicate and interact with others, and moving away from random body movements, and these sessions relied on a group of techniques: dialogue and discussion, role playing, story, question and answer, and reinforcement, and a set of activities to be answered by the participating students, and a final evaluation of the session were presented.

- **The ninth, tenth and eleventh sessions:** It aimed to review the most prominent and most important technical factors such as the ability to define the goals of the meeting, the broad culture in the topic of discussion, quick wit, and attention to personal appearance, and an appropriate way to present the topic, and to have the courage to confront and respect the other opinion, and these sessions relied on a group of techniques: Role play, dialogue and discussion, the story, the question and the answer, and the reinforcement, and a set of activities to be answered by the participating students, and the final evaluation of the session were presented.

- **The twelfth session:** Aimed at reviewing all of the above in terms of media skills, and bringing back what needs to be repeated and correcting students' misconceptions regarding media skills, and answering questions and inquiries, and a group of techniques were adopted in this session, the most important of which are: dialogue and discussion, role playing, and a final evaluation of the session.

Program validated: To ensure the validity of the scale, it was presented to (10) arbitrators specialized in media and Islamic studies, and this is to ensure that the objectives of the program and its sessions are verified, and that they are honest and measure everything that has been set to measure, taking their opinion on the clarity of the items wording and their compatibility with the study sample, and all observations received from the arbitrators have been amended.

Program evaluation: The media skills scale was applied to the study sample, and then the training program was applied to the student sample, and after completing the implementation of the program, which lasted for (45) days, with (12) sessions, then after that the post measurement was applied, then, after a month of the post measurement, the tracer measurement was performed, where the tracking measurement was done by sending the answers to the email, as it was difficult to meet with students due to the global Corona pandemic.

Statistical Methods

Appropriate statistical methods were used. The Statistical Program for Social Sciences (SPSS) was used and the data were processed using the following statistical methods: means and standard deviations, Pearson correlation coefficient, and Paired sample t-Test.

The results of the Study

This part includes presenting the results of the study aimed at identifying "the effect of a training program on developing media skills among students of Dawa And Islamic Media at Yarmouk University." the following is the presentation of the results of this study according to the study questions.

Presentation and discussion of the results of the first question: Are there statistically significant differences at the level of ($\alpha = 0.05$) in the total score and the dimensions of the media skills scale of the study sample in the pre and post measurements?

To answer this question, Paired sample t-Test was applied. Table (2) illustrates this.

Table 2: Paired sample t-Test results to detect differences between the pre and post measurement

Skill	measurement	Arithmetic average	Standard deviation	T value	Degrees of freedom	Statistical significance
Listening Skill	Pre	2.96	0.40	-4.623	22	.000
	Post	3.45	0.43			
Speaking skill	Pre	2.97	0.37	-9.065	22	.000
	Post	3.73	0.49			
Body language skill	Pre	3.08	0.40	-5.927	22	.000
	Post	3.56	0.42			
Skill other technical factors	Pre	3.00	0.09	-3.928	22	.001
	Post	3.87	0.17			
Measure of media skills of the study sample in the pre and post scales	Pre	3.00	0.07	-6.854	22	.000
	Post	3.68	0.09			

Table (2) shows the results related to the media skills scale of the study sample in the pre and post measurement, which were as follows:

- With regard to the skill of "listening", there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the two measurement pre and post, the differences were in favor of the post measurement, with a mean (3.45), while the arithmetic average of the pre-measurement was (2.96).
- Regarding the skill of "speaking", there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the two measurements pre and post, where the value of (t) was (-9.065) and with a statistical significance (0.000) the differences were in favor of the post measurement with a mean (3.73) while the arithmetic average of the post measurement was (2.97).
- Regarding the skill of "body language", there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the two pre and post measurements, where the value of (t) was (-5.927) and with a statistical significance (0.000), the differences were in favor of the post measurement, with a mean (3.56), while the arithmetic average of the pre-measurement was (3.08).
- As for the skill of "other technical factors skills", there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the two pre and post measurements, where the value of (t) was (-3.928) and in statistical terms (0.001), the differences were in favor of the post measurement, with a mean (3.87), while the arithmetic average of the pre-measurement was (3.00).
- As for the scale of "media skills among students of the Advocacy and Islamic Media at Yarmouk University in the two measurements, pre and post, there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the pre and post measurements, where the value of (t) is (-6.854) and in statistical terms (0.000), the differences were in favor of the post measurement, with a mean (3.68), while the arithmetic average of the pre-measurement was (3.00).

Presentation and discussion of the results of the second question: Are there statistically significant differences at the level of ($\alpha = 0.05$) in the overall score and the dimensions of the media skills scale of the study sample in the post and tracer measurements?

To answer this question, a (t) test was applied for double samples (paired sample t-Test). Table (3) illustrates this.

Table 3: Paired sample t-Test results to detect differences between the post and tracer measurements

Skill	measurement	Arithmetic average	Standard deviation	T value	Degrees of freedom	Statistical significance
Listening Skill	Post	3.45	0.43	-1.280	22	.214
	Tracer	3.61	0.41			
Speaking skill	Post	3.73	0.49	-.657	22	.518
	Tracer	3.73	0.37			
Body language skill	Post	3.56	0.42	-2.118	22	.046
	Tracer	3.79	0.38			
Skill other technical factors	Post	3.87	0.84	.059	22	.953
	Tracer	3.84	0.36			
Measure of media skills of the study sample in the pre and tracer measurements	Post	3.68	0.44	-.921	22	.367
	Tracer	3.76	0.32			

Table (3) shows the results related to the media skills of the study sample in the post and tracer measurements, which were as follows:

- As for the skill of "listening", there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the post and tracer measurements, where the value of (t) was (-1.280), with a statistical significance of (0.214).
- Regarding the skill of "speaking", there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the post and tracer measurements, where the value of (t) was (-.657) and with a statistical significance of (0.518).
- Regarding the skill of "body language", there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the post and tracer measurements, where the value of (t) was (-2.118) and with a statistical significance of (0.046). The differences were in favor of the post measurement with a mean (3.79), while the arithmetic mean of the pre-measurement was (3.56).

- As for the skills of "other technical factors", there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the post and tracer measurements, where the value of (t) was (.059) and with a statistical significance of (0.953).
- As for the scale of "media skills of students of Dawa And Islamic Media at Yarmouk University in the post and tracer measurements", there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the post and tracer measures, where the value of (t) is (-.921) and with a statistically significant. (0.367).

Results discussion

This part discusses the results obtained by linking the results with data on the impact of a training program in improving the knowledge of media skills among students of Advocacy and Islamic Media at Yarmouk University with the study tool.

Discussing the results related to the first question: Are there statistically significant differences at the level of ($\alpha = 0.05$) in the overall score and the dimensions of the media skills scale of the study sample in the pre and post measurements?

The results of this question showed that there are statistically significant differences at the level of significance ($0.001 = \alpha$) between the mean scores of the study sample in the areas of listening, speaking, body language use, and other technical factors, and the overall score of the media skills scale before and after implementing the program, whereas, the value of (t) at a degree of freedom (22) is statistically significant at a level of significance ($0.001 < 0.005$) and the differences were in favor of the Post test, and this indicates an effect of the training program in improving knowledge of media skills. The researcher attributes this to the students' need for guidance and training in media skills, especially since most of the courses they study focus a lot on the theoretical side and lack the practical side in developing their media skills, the researcher also attributes the differences to the role of the training program in exposing students to live experience, and sharing experiences and images of both the sender (the preacher) and the recipient (the audience) in order to ensure that more symbols are understood, recognized and responded to, and the ability to choose the feasible method according to the type and ability of the recipient, and the formation of a frame of reference by developing knowledge of advocacy skills through the use of verbal and non-verbal skills that the recipient can understand and respond to according to his frame of reference and background, and get rid of the distorting factors that stand in the way of understanding between the sender and the receiver, such as the difficulty of understanding the preacher's media message, the speed of its presentation, the lack of a means of transmitting it, or fighting falsehood, in addition to the commitment of students in the training program and its various training activities that provided the opportunity to participate and interact, and integrate into the group to develop media skills and acquire new knowledge, the results of this study are consistent with the results of Fathi (2017), which showed a clear effect of local radio in developing media skills among university students. It contrasts with the results of Shabiha study (2014), whose results showed weakness and conservatism in the use of mobile phones to improve media skills.

Discussing the results related to the second question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the overall score and the dimensions of the media skills scale of the study sample in the post and tracer measurements?

The results of this question showed that there were no statistically significant differences at the level of significance ($0.005 = \alpha$) between the mean scores of the study sample in the areas of listening, speaking, using body language, and other technical factors, and the overall score of the media skills scale after implementing the program and after tracking it, whereas, the value of (t) at a degree of freedom (22) is not statistically significant, which indicates a continuous improvement in knowledge of media skills after the completion of the training program and during the follow-up period. The researcher attributes that to the employment of many students for what they learned through conducting some interviews with people and guests to develop what they learned, the training also provided an opportunity for students to apply the theoretical part they learned, on the ground, and it also gives the student the opportunity to build the beginning of his media personality in the advocacy field and wading through this field, and he gets used to his system and his method, developing capabilities and confirming the skills and capabilities available to people after receiving training, in addition to the presence of a number of media courses that require conducting some media activities and writing reports on them, which contributed to the students' retention of what they learned from the training program for media skills, the result is also attributed to the program's inclusion of techniques, strategies, extension and training methods, and the follow-up shown by the researcher during the follow-up period through which he confirmed experiences, skills, activities and techniques, included in the program used. And there are no studies whose results agree or differ with the results of the current study.

Recommendations

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

- Jordanian universities prepare programs, activities, and training courses to develop media skills for university students in general and students of the Dawa And Islamic Media specialization in particular.
- Conducting more research and studies dealing with the development of media skills and other demographic variables.
- The need to focus on the practical aspect of developing knowledge of media skills in the courses offered by Jordanian universities to students of the College of Sharia, especially in the field of media and advocacy.
- The necessity of renewal in the training subjects of appropriate media skills with the tasks, functions and responsibilities of advocacy work in the Faculty of Sharia in Jordanian universities.

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