

Teaching Aids Practices in Facilitation of 21st Century's Quranic Tilawah among Islamic Education Teachers

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ABSTRACT--- *Teaching Aids (TA) is a tool used by teachers in the Learning and Facilitation (L&F) process. Since the advent of 21st Century Learning (PAK-21), the use of TA has been considered very important for teachers in facilitating L&F. The use of TA can help teachers to convey knowledge and information on a particular subject more clearly and systematically and can attract students. Therefore, the researchers want to explore the teaching aids implementation in the facilitation of the 21st-Century's Quranic tilawah among Islamic Education Teachers (IET) in primary schools in the State of Malacca. This study is a field-based case study that involved four IETs study participants from four different schools in Malacca. The data collected through interviews and observations were then analysed using Nvivo 12 software. The findings of the study show that the four study participants practiced the use of teaching aids in the facilitation of Quranic tilawah. The findings also show that there are three main types of TA used in facilitating L&F in the 21st Century's Quranic tilawah: ICT (computer and LCD), printed TA (textbook), and hearing TA (microphone and speaker). The findings also show that the most commonly used TAs are the ICT TA, which is the computer and LCD. It is hoped that this finding will serve as a guide to further the practice of TA among IETs in order to attract students' interest in L&F Quranic tilawah, especially within the 21st Century generations.*

Keywords--- *Teaching Aids, Learning, Facilitation, Quranic tilawah, Islamic Education, 21st Century.*

I. INTRODUCTION

Education in Malaysia is moving towards a world-class standard. Various transformations were made by the government to ensure that the country's education system was in line with other developed countries. Among the educational transformations currently underway are transformations in teacher-centered conventional Teaching and Learning (T&L) practices to student-centered Learning and Facilitation (L&F) practices that are in line with 21st Century Learning (PAK-21). This drastic transformation has given the Islamic Education Teachers (IET) a significant challenge to transform their practices of L&F, especially in the study of the Al-Quran, to suit the times. IET will need to address these changes wisely to ensure that L&F practices are implemented successfully to meet the government's stated goals. One of the significant changes that IET needs to address is the practice of using Teaching Aids (TA), especially in facilitating Al-Quran *tilawah* learning. IET needs to ensure that the TA used helps them facilitate the learning process of the Al-Quran to achieve L&F objectives while improving the

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holistic competence of students as the Ministry of Education (MOE) intends in PAK-21 and the National Philosophy of Education in general.

The success of an L&F, especially on the Al-Quran *tilawah*, can be evaluated in terms of the effectiveness of IET teaching in the classroom. According to Nur Masitah Mazlan (2016), IET must strive for excellence in producing quality and effective teaching. The effectiveness of teaching depends on the potential of IET in planning and facilitating classroom learning activities. IET should strive to facilitate the way the L&F activity of the Al-Quran *tilawah* is designed to achieve its objectives. Imam al-Ghazali, in his book *Minhajul Abidin* mentions that teachers' work as the pathmakers and facilitators of the complex (Abdul Salam Yussof, 2003). Rafiza Abdul Razak and Siti Zarina Syed Nordin (2013) also agreed that educators should play a role as informants and facilitators in the teaching process in the classroom.

The learning activities that are being administered by IET should be able to stimulate students to remain interested in mastering the content of the Al-Quran *tilawah* lessons effectively. One of the initiatives that IET can take to stimulate students' interest in L&F activities is to practice the use of TA. Mohd Nahi Abdullah (2018) stated that among the characteristics of effective teachers is the ability to diversify teaching methods, provide TA, and able to discuss the content in a more thorough context. TA is a tool that is used to help teachers present and facilitate learning in the classroom. Jasmi et al. (2011) mentioned that TA serves as a facilitator for teachers to enhance the effectiveness of student-centered learning.

However, recent studies show that the practice of using TA among teachers, especially IET, is still below a satisfactory level even though PAK-21 was introduced in 2014. The study of Mohd Faez et al. (2013) citing IET's low use of TA in the classroom during the T&L process. According to a study by Omar (2014), it is noted that there are some teachers who are still not interested in using TA in their T&L. There are also other studies that indicate teachers' involvement in activities outside of teaching, such as clerical work, school-based activities or programs, and other individual assignments, is a contributing factor to the lack of TA implementation in L&F. It is supported by Rosnidar Mansor et al. (2015) in their statement that this heavy workload has caused some teachers to fail to provide materials that encourage students to think and use only existing teaching materials.

Since the introduction of PAK-21, the practice of using TA has been a hot topic for educators, especially ICT-based TAs. According to Faizah Ja'apar (2017), the use of ICT as one of the TAs in PAK-21 is increasingly being discussed to increase teachers' readiness in school using the technology. However, the average teacher is still oblivious to this issue, and many are still not ready to make the changes to implement ICT TA in their L&F. A small number of teachers are still unaware of the latest changes that lead to them being unprepared to provide and use TA in their L&F in schools. These teachers' unprepared factors have led to a lack of effectiveness in the L&F conducted (Mohd Nahi Abdullah, 2018). It explains the reasons why there are still teachers, especially IET, who practice traditional teaching methods, which is teacher-centered, especially in the study of the Al-Quran *tilawah*. They were seen to be more interested and comfortable using the old chalk and talk method or on a conventional approach when running the L&F process (Faizah Ja'apar, 2017).

IET should be more sensitive to change and better use of TA in this PAK-21. Norul Haida Reduzan (2018), suggested that teachers to be more exposed and skilled with PAK-21 and its implementation in schools should also be expanded. Therefore, this study was conducted for researchers to explore the practice of using primary TA in facilitating Al-Quran *tilawah* among IET. It is hoped that this study will provide significant contribution

and guidance to educators, especially IET, in ensuring that the practice of using TA in their L&F is effective and achieves the goals as intended by the MOE.

Therefore, this study aimed to explore the extent to which the practice of using TA in facilitating Al-Quran *tilawah* among primary schools' IETs is implemented. These TA explorations focus on the essential tools or materials that IET regularly apply in facilitating L&F as well as providing encouragement and enhancing student interest in the content of the Al-Quran *tilawah*. It is in line with Faizah Ja'apar (2017), who stated that the use of TA in the L&F process is to attract students to a topic to be learned by having fun experiences. With TA also, students will be able to focus more fully on L&F activities in the classroom. Jasmi et al. (2011) and Ilias et al. (2013) showed that the use of TA enables students to focus on teaching during the teaching and learning process.

II. PURPOSES OF STUDY

This study intends to-

1. Explore the extent to which the practice of using TA in facilitating Al-Quran *tilawah* among primary schools' IETs is implemented.
2. Study the important tools or materials that IET regularly apply in facilitating L&F of the Al-Quran *tilawah*.

1) *Sample*

This study is a field case study using a qualitative research design. It used sampling techniques aimed at the study participants consisting of four Islamic Education Teachers in the State of Malacca who are ranked as Excellent Islamic Education Teachers (EIET) and Innovative Islamic Education Teachers (IJET). Two EIET and two IJET who have served for over ten years and are willing to share their experiences with researchers, have been selected. The rationale for selecting these teachers as study participants were to facilitate and speed up researchers' findings regarding the practice of using TA in the 21st Century Al-Quran *tilawah* as required by the MOE, which is very challenging to retrieve when conducted among common IETs. The researchers also explored the IET use of TA during the Al-Quran *tilawah* study only and did not involve the entire L&F. The study participants were identified as IET 1, IET 2 IET 3, and IET 4.

2) *TOOL*

Subsequently, the data of this study were collected through interviews, observations, and document analysis. Two experts confirmed this interview protocol, Dr. Hamdi Ishak from The National University of Malaysia and Dr. Nurul Huda Hassan from the Institute of Teacher Education, Islamic Education Campus. A pilot study was also conducted to test the validity and reliability of the questions. The themes in this study also reached an excellent agreement of 1.00 through the Cohen Kappa Index approval coefficient. Data were then pre-compiled using Nvivo 12 software before analysis. While analyzing the data, the researchers also triangulated between the data obtained from the interviews and observation data and document analysis.

III. RESULTS AND DISCUSSION

Based on the findings of the study obtained through interviews and observations, it was found that all four study participants practiced the use of TA in facilitating the study of the Al-Quran *tilawah*. The data presented in Tables 1 to 3 show the practice of using TA by IET 1 to IET 4 in facilitating L&F in 21st Century's Al-Quran *tilawah*. This practice of TA can be classified into three forms: ICT (computer and LCD) use, printed TA (textbook) and hearing TA (microphone and speaker).

1) ICT TA Practices

The use of ICT TA can have a positive impact on students and teachers. It also helps teachers run the L&F process more efficiently, practically, and in the interest of students while maximizing the effectiveness of the L&F. Ahmad Fakrudin et al. (2014) and Abu Yazid Abu Bakr (2016) also agreed that the use of ICT can enhance the effectiveness of an L&F and facilitate students' understanding of teaching. It is in line with Syed Ismail Syed Mustapa and Ahmad Subki Miskon (2013), who proposed that the use of technology in education would make the L&F process more meaningful and improve student performance. Baharuddin (2015) in a statement made clear that one of the characteristics of 21st century teachers that teachers need to meet today is the use of the latest technology.

Based on the findings of this study, the ICT tools that the study participants integrate into facilitating Al-Quran *tilawah* study were computer and LCD. The use of computers and LCDs shows the highest frequency of usage even though it is a daily practice for all four study participants in facilitating L&F in 21st Century's Al-Quran *tilawah*. It is in line with Shah Rulbani Zakaria (2017), who argued that among the ICT tools integrated into L&F practice is computers. It is because, with the use of a computer or laptop, LCD screen display, audio-visual equipment, and so forth, it can attract students to focus more on the L&F process. In this study, participants used computers and LCDs to help them present the contents of the Al-Quran *tilawah* more quickly through the use of Microsoft PowerPoint.

The use of computers and LCDs to help teachers set up Microsoft PowerPoint to present the content of the Al-Quran *tilawah* has been agreed by Tengku Norhayati (2015), who states that most IETs use computers to prepare annual teaching plans, make notes, generate TA like PowerPoint and so forth. Syed Ismail Syed Mustapa and Ahmad Subki Miskon (2013) have also stated that the PowerPoint program is software that is widely used, especially in classroom teaching. Therefore, the practice of displaying the PowerPoint slides provided before the L&F session begins have to be mastered by IET. Johan @ Eddy External (2013) also suggested that a teacher needs to master necessary computer skills such as Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, and the Internet. It is because the use of this PowerPoint does little to help teachers present and explain the contents of the Al-Quran *tilawah* more concisely while making it easier for students to remember it quickly. According to Abdullah et al. (2015), he proposed that image and visual memory are the best way for students to recall the (Quranic) verses.

Also, the study participants used computers and LCDs to browse the internet to find pictures and videos or audio readings of Al-Quran verses from famous *qiraat* and *qari* for a display to the students. It is stated by IET 2, IET 3, and IET 4 only but not IET 1. However, observational data showed that all study participants showed video or audio reading of Imam using ICT TA. Participants in the study using video or audio readings of these Al-Quran verses to allow students to hear the readings of people who are more fluent in the Arabic language

among Arabic-speaking *Qiraat* Imams. The students can replicate their readings. According to Mohd Yusof Ahmad (2015), he suggested that in expressing the versers of the Al-Quran correctly, the teachers need to be fluent in pronunciation so that students can imitate how to pronounce it.

Meanwhile, IET 1 and IET 3 use computers and LCDs to run digital puzzle games and built-in interactive quizzes. It is done in the process of assessing and testing students' level of mastery over the study of the Al-Quran *tilawah*. Study participants typically use this interactive quiz through the *Kahoot* and *Quizizz* apps. *Kahoot* and *Quizizz* app are some online applications that help teachers to build interactive questions and quizzes. *Kahoot* is an interactive quiz that consists of multiple-choice questions and can add a variety of media such as images, diagrams, and videos to the questions that are produced. This quiz can also be played simultaneously in the classroom. *Quizizz*, on the other hand, is a quiz designed to be a homework assignment for students. Both of these applications help study participants quickly obtain direct student answer analysis while allowing them to access student achievement information quickly.

Usually, this interactive quiz is conducted at the end of the Al-Quran *tilawah* study session to assess the level of mastery and understanding of the content of the lessons learned. Nailul Azmi Ismail (2016) encouraged teachers to engage in interactive learning activities and connect with students so that they can see the relevance of the lessons they are learning. It is because learning that uses apps in the classroom has a very positive impact on students, especially in terms of learning achievement (McFarlane 2013 & Dikkers 2013). It is supported by the study of Harlina Ishak et al. (n.d.) who found that commonly, the student is excited about this interactive quiz activity and agrees that interactive teaching can be continued as an active practice of revision. Besides, teachers can also save on the use of paper as these questions or quizzes can be used repeatedly and can be modified according to the ability and level of student knowledge. Interactive quizzes are beginning to be the focus of educators, especially IET, as it is found to foster a lifelong learning culture among students in line with the goals of PAK-21.

Next, some of the study participants used computers and LCDs to display digital Al-Quran applications to increase student attraction and focus on L&F Al-Quran *tilawah*, as IET 4 did. The use of this digital Al-Quran is not only to attract students' interests and focus of the students as IET, but it works to demonstrate the effectiveness of the Al-Quran *tilawah* study. It is evident in a study conducted by Khairiah Razali and Ahmad Johari Sihes (2015) reporting that students using e-Quran technology showed an increased mastery of the field of tajweed compared to students who use conventional methods which did not offer improvement.

In general, the use of computers and LCDs is beneficial for teachers in facilitating the Al-Quran *tilawah* session. According to Ahmad Firdaus Mohd Noor (2014), the use of computers enables students to learn at their own pace with a variety of activities and interactive features. Therefore, it is not surprising that the use of this computer is one of the main TAs, and it receives the highest frequency of IET use in the study of the Al-Quran *tilawah*. Therefore, IET needs to maintain the use of computers and LCDs as the main TA. It is necessary so that the L&F of the Al-Quran *tilawah* is kept up to date with the development of this borderless technology world. Table 1 shows data on computer and LCD usage among study participants.

Table 1: Data marking for Computers and LCD TAs

<i>School</i>	<i>Study Participants</i>	<i>PowerPoint Slide Display</i>	<i>Digital Al-Quran Display</i>	<i>Imam Readings Video</i>	<i>Interactive Quiz</i>	<i>Interactive Game</i>
S1	IET 1	-	-	-	X	X
S2	IET 2	-	-	X	-	-
S3	IET 3	X	-	X	X	-
S4	IET 4	X	X	X	-	-

2) Printed TA Practices

The study participants also practiced the use of printed TAs as textbooks to facilitate the process and also as a reference source and guide for teaching. Data from the interviews indicate that the practice of using textbooks in L&F of Al-Quran *tilawah* was stated by IET 1 and 4 only. However, according to observational data obtained, IET 3 used the textbook while IET 2 was not. Table 2 shows data on the use of textbooks TA among study participants.

Table 2: Data marking for Textbook TAs

<i>School</i>	<i>Study Participants</i>	<i>Textbook Use</i>
S1	IET 1	X
S2	IET 2	-
S3	IET 3	X
S4	IET 4	X

The use of textbooks also facilitates their L&F process, as stated by Shaharuddin Basri et al. (2004). Although the education system is moving towards digital-based education, the use of textbooks is still needed and is still being provided by MOE annually as a guide for teachers and student reference resources in the L&F process. It may be because the contents of the textbook are complete with graphics, fill in space, have complete facts, facilitate the user, and are well-organised (MOE Textbook Division 2011). Due to such benefits, IET is encouraged to use textbooks as a reference and guide during or before implementing an L&F. It is applicable specifically in the study of the Al-Quran *tilawah*. It is in agreement with Kamarudin et al. (1998) that the primary reference of teachers is textbooks that complement the T&L process in the classroom. The study of Woody et al. (2010) also supported this statement that the use of textbooks as TA in T&L is more important than the use of e-books. According to the study of Kamarul Azmi Jasmi, Mohd Faez Ilias (2011) also showed that textbook TA is on the second-highest list of patterns used in teaching.

In general, Islamic Education has many areas such as the fields of Al-Quran *tilawah*, *Ulum Syariah*, manners and morals, and *Jawi*, which require the maximum use of textbooks. Therefore, it is not wrong for IET to regard textbook use as their primary TA in their L&F, especially in the study of the Al-Quran *tilawah*.

3) Hearing TA Practices

Also, the hearing TA practices such as microphones and speakers are essential in facilitating L&F in 21st Century's Al-Quran *tilawah*. Usually, microphones are used in facilitating activities that involve reading and

memorisation. The use of microphones can ease the efficiency of teachers' and students' voice engagement while listening to readings as well as to attract students' interest in the L&F. It is the practice practiced by all study participants through the interviews conducted. Nevertheless, from what we can see, the practice is only for IET 2, IET 3, and IET 4. Table 3 shows data on the microphone and speaker TA usage among the study participants.

Table 3: Data marking for Microphone and Speaker TAs

<i>School</i>	<i>Study Participants</i>	<i>Microphone and Speaker Usage</i>
S1	IET 1	-
S2	IET 2	X
S3	IET 3	X
S4	IET 4	X

According to the study participants, the use of microphones and speakers helped them in facilitating the study of the Al-Quran *tilawah*, especially in reading and memorisation. It also encourages students to continue learning the Al-Quran *tilawah*. With a microphone, IET can more clearly convey the readings to the students. According to Kamarul Azmi Jasmi (2012), the use of a microphone allows all students to hear what IET has to say while successfully capturing students' attention even when IET is running L&F in a large room. Besides, the microphone also helps teachers to hear student reading more clearly so that any errors in student reading can be detected quickly. However, not all students showed a positive reaction to the use of a microphone. Some students show adverse reactions, especially to students who are weak, shy, and passive. However, for students with moderate and excellent levels, typically, they have a positive and fun way to express their reading to their teachers and peers using this microphone.

Overall, the practice of using TA in facilitating L&F in the 21st Century's Al-Quran *tilawah* is summarised in Figure 1. According to chart 1, the practice of using TA in facilitating 21st Century Al-Quran *tilawah* is divided into three forms namely ICT TA, printed TA, and hearing TA. ICT TA is made up of computers and LCDs. While printed, TA is made up of textbooks, and hearing TA is made up of microphones and speakers. The use of computer and LCD TAs are used for five purposes namely PowerPoint slide display, digital Al-Quran display, Imams reading video, quizzes, and interactive games.

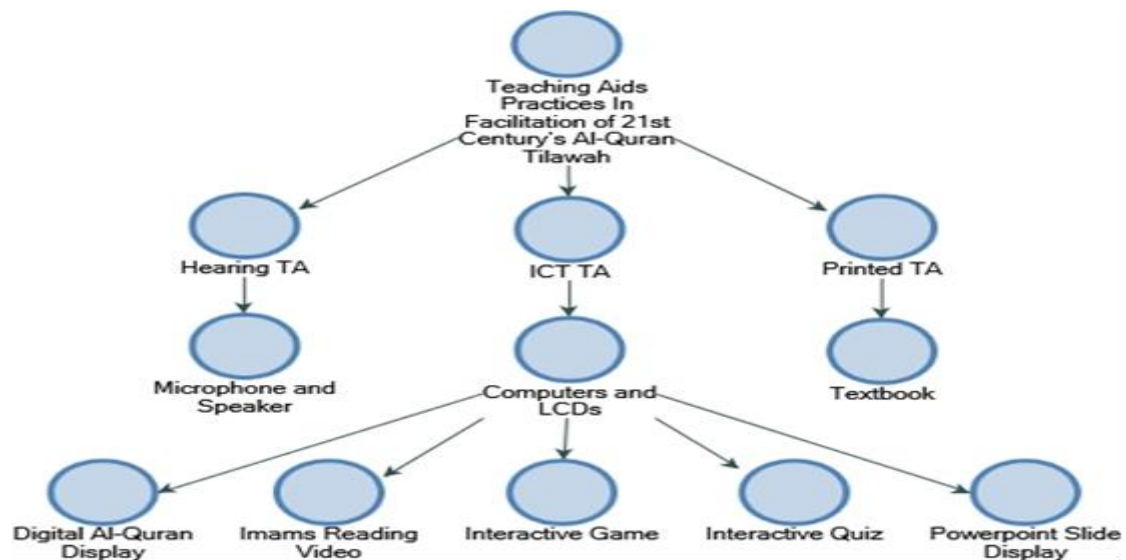


Figure 1: Teaching Aids Practices in Facilitation of 21st Century's Al-Quran *Tilawah*

IV. CONCLUSION

Based on this study, it is clear that all four study participants practiced the use of TA in facilitating the Al-Quran *tilawah*. Interviews and observations conducted on the study participants in these four schools showed that the use of primary TA is divided into three forms, namely ICT TA (computer and LCD), printed TA(textbook), and hearing TA (microphone and speaker). Studies also show that ICT TA, which is the computer and LCD, recorded the highest frequency of usage among all respondents in facilitating the Al-Quran *tilawah* in comparison to textbooks, microphones, and speakers. Overall, this study summarizes the existence of the practice of TA in the L&F in the 21st Century's Al-Quran *tilawah*. However, the researchers do not rule out that there may be a shortage and inadequate factor of tools and facilities of these primary TAs in schools, particularly in the classroom, that may disrupt IET's TA practices. Therefore, the school management needs to provide sufficient TA to enable teachers to run the L&F process smoothly and effectively.

This study is a field study and is only conducted in primary schools in Malacca. In order to obtain detailed information on the practice of using TA among teachers of Islamic Education as a whole, it is advisable to conduct it in primary schools throughout Malaysia so that the findings of this study can be validated. The findings of this study are also expected to provide a comprehensive overview of TA practices among IET, especially in the facilitation of Al-Quran *tilawah*.

Further studies are also proposed to study and explore other TA consumption practices in addition to these three primary TAs. Overall, the findings of this study are intended to guide IET in furthering the practice of using TA in facilitating Al-Quran *tilawah*, which has been a significant source of interest and student focus on L&F mainly in the current generation of alpha.

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