

SIRAH LEARNING MOBILE APPLICATION FOR KAFA PRIMARY SCHOOL STUDENTS: A PRELIMINARY STUDY

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Abstract: *Sirah is one of the Malaysian Islamic education systems for Ujian Penilaian Kelas KAFA (UPKK) subject compulsory for all primary students in Standard 5. Due to the Covid-19 pandemic, teachers have to cancel most classes and opt for online classes. Thus, the biggest issue arose when the students found it challenging to focus on online lectures because they were in an undesigned classroom and would miss class if their internet connection was poor. In addition, they had difficulties memorizing the subjects if they were not appropriately engaged. As a result, this research offered a new learning technique utilizing the interactive Sirah learning mobile application. Students will read notes and take quizzes on three introductory topics in Sirah based on the KAFA syllabus. The ADDIE model was used to design and develop this mobile application, which runs on Android. Functionality testing results showed that this study achieved its requirements, and using SUS calculation, usability testing established a good score of 77.81%. In conclusion, this approach may enable students to learn more enjoyable and conveniently without worrying about missing classes.*

Keywords: *Sirah learning, KAFA, UPKK, ADDIE model, usability testing*

Introduction

Since the global outbreak of Covid-19 pandemics in 2020, most major industries have been severely impacted (Shang et al., 2021). The education sector was severely affected because students could not attend school, especially Al-Quran and Fardhu Ain lessons for primary school students, KAFA. The Ministry of Education stopped and reopened schools due to the daily reported trend of Covid-19 cases (JUN, 2020). In Malaysia, for example, most students attended school in person for roughly five to six months in 2020 (Vincent & Tan, 2021). On June 6, 2021, Minister of Education Datuk Dr. Radzi Jidin said that home-based learning will

be extended for 25 days, beginning on the 13th or 14th of June, and would reopen on the 15th or 16th of July, depending on the current trend Covid-19 Cases (Masters, 2022). Despite the difficulties in implementing home-based learning, students must not abandon KAFA lessons because they are critical in teaching basic Islamic. Islamic education aspires to produce a generation of spiritually and physically capable people of finding satisfaction in this life and the next (Lukman et al., 2014).

This study obtained the information by surveying 30 KAFA students preparing for the UPKK examination. The result shows that 70% of the students preferred mobile learning to traditional learning because the students would sit in silence while waiting for their turns to recite the lesson; it was boring and ineffective for them to learn (Stephen, 2017). The teaching concept must not be too serious and should be enjoyable because the students were still children, aged 11 years.

63.3% of students said it was difficult to memorize the Sirah (Islamic history) curriculum since a few topics required them to remain concentrated. In their recent educational studies, (Blake, 2021) found that the length of time children spend focusing on a single activity varies from ten to eighteen minutes, seven to eight minutes, or even two minutes. A student also claimed that it was difficult to concentrate on online lectures since being in a non-designed area, such as a classroom, would quickly distract her, such as opening new tabs on the computer (The et al., 2021). These mental distractions can be as potent as a background television (Leung, 2015). Furthermore, 85% of students responded that they would miss class if they had a bad internet connection. One of the prerequisites for taking online classes is that students have a strong internet connection. The internet connection is usually bad when it rains a lot, causing delays. This difficulty prompted them to look for a way to learn outside of class or during school hours. As a result, the primary goal of this study was to create an interactive Sirah learning mobile application with value-added features to aid students in KAFA lessons, particularly those preparing for the UPKK examination.

Literature Review

This section discusses the history of KAFA, mobile learning vs. traditional learning comparisons, Sirah syllabus, mobile application vs. web application comparisons, and a review of existing applications on related issues.

History of KAFA

Many Muslim children could not read the Quran well and did not learn the fundamentals of Fardhu Ain, according to a study conducted by a Cabinet Committee organized by the Malaysian Administrative Capital and Management Planning Unit (MAMPU) in 1980 (Hafizul et al., 2015). The history began when in 1988, JAKIM or the Islamic Affairs Division, Prime Minister's Department at the time, submitted to the government the KAFA Class Program to curb illiteracy among Muslim children and adolescents in the country. The Islamic Affairs Development Committee Meeting on January 17, 1989, resolved that KAFA class programs be held countrywide for children aged seven to twelve years, recognizing the value of education. The Cabinet Meeting approved the KAFA program held on September 13, 1989 (Hafizul et al., 2015). Finally, in the early 1990s, the Federal Government, through JAKIM, in collaboration with the state governments and the Ministry of Education Malaysia, launched the KAFA Class Program to help Muslim students improve their ability to read the Quran. (Zetty et al., 2017) stated, being a student entails a teacher's successful guidance of his students in mastering what

has been taught, not only in terms of educational values but also in the application of moral values that enable the student to become educated and virtuous.

The KAFA Class curriculum devotes a minimum of 360 minutes per week to Islamic Education instead of 240 minutes in “Kurikulum Standard Sekolah Rendah” (KSSR) primary schools. It is used in various settings, including national schools, religious schools, mosques, private homes, and the KAFA building. There are currently 973,555 KAFA students in Malaysia, with 31,460 KAFA teachers working in 5,609 KAFA courses (Bernama, 2018). (Kakmim, 2019) This UPKK certificate is recognized across Malaysia as one of the supporting documents for students applying for admission to Religious Secondary Schools in Form One.

Mobile Learning vs. Traditional Learning

The term "e-learning" has only been in use since 1999 when it was introduced during a discussion of computer-based training systems. Other terminology such as "online learning" and "virtual learning" evolved in the search for a more precise description. However, the notions of e-learning have been well documented throughout history, with evidence indicating some forms of e-learning existed as early as the eighteenth century (Epignosis, 2014). In (Cujba, 2019), mobile learning is defined as the desire and ability to learn through virtual media such as personal electronic devices, social connections, and material. In the 1970s, Alan Kay invented the mobile learning concept by introducing 'Dynabook' to life, a small personal computer meant to aid digital learning for children.

When a teacher communicates with students in a traditional setting, it is formal learning. Students assemble in physical classrooms for a set period to study specific courses, usually based on a standardized, government-approved textbook. Mobile learning can be synchronous and asynchronous. In contrast, traditional learning can only be done in synchrony. The studies analyzed by (Girard et al., 2013) suggest that the mobile learning approach motivates the students more than the traditional approach. Meanwhile, (Nouri et al., 2014) has pointed out the difference between mobile learning and traditional learning, as shown in Table 1.

Table 1: Mobile Learning vs. Traditional Learning

Mobile Learning	Traditional Learning
It happens offline and online	It happens offline
Anytime and anywhere	Forced in a schedule and place
Flexible pace	Imposed pace
Alone	Together with your colleagues
Supports an independent learning style	Learning from and with each other

Sirah syllabus

There are five (5) primary topics in the regular Sirah syllabus, and we only chose three (3) topics for this study. According to the students, these topics are difficult to memorize.

“Perkembangan Agama Islam dari Sudut Muamalat”

The exchange of products, services, or rewards is referred to as muamalat. It includes buying and selling, debt transactions, and loans, among other things. Agriculture and trade were the primary economic pursuits of ancient Arab society. Both acts are carried out with the intent of dominating others rather than helping them. Its goal is to make the tribe or tribes stronger. They amassed wealth to strengthen themselves against the enemy and exact vengeance (Norhisham et al., 2020).

“Perkembangan Agama Islam dari Sudut Perundangan”

Islam is a religion that teaches people how to live a suction-free life. During the early phases of da'wah, Rasulullah SAW emphasized the Islamic legal system in addition to faith, worship, and morals. During the first year of the hijra, the very first Islamic jurisprudence was established (Norhisham et al., 2020). This Islamic rule is also known as the "Charter of Medina," which is the world's first written constitution. During the Prophet SAW's time in Medina, he brought together people of many ethnicities, including the 'Khazraj,' 'Aus,' and 'Jews.' He also changed Medina's original name, Yathrib, to 'Medina,' which means City. The establishment of the Medina charter attempts to establish norms that all people can follow and unite the multi-racial city. It created a bridge of understanding between Muslims and non-Muslims and peace in Medina (Norhisham et al., 2020).

“Kewafatan Nabi Muhammad SAW”

Rasulullah SAW is Allah SWT's final prophet or messenger. He is sinless and has the highest position in the eyes of God. All of the companions love Rasulullah SAW so much that they are willing to give up their lives and properties for Allah's cause and the benefit of Rasulullah SAW. He is, however, a creation made by Allah SWT that is not eternal (Norhisham et al., 2020).

Rasulullah SAW only went to Hajj once in his life. That was Rasulullah's first and last Hajj, as he died a few weeks after returning from fulfilling Islam's fifth pillar. The trip became known as the farewell pilgrimage as a result of this. Rasulullah fell ill at the end of the month of Safar in the year 11 AH after returning from visiting the Baqi Cemetery and the cemetery of the martyrs of the battle of Uhud with his servant, Abu Muwaihibah. On Monday, 12 Rabiulawal years 11 Hijra, Rasulullah SAW died at 63 and left all those who loved him. His body was laid to rest in Aisyah's home (Norhisham et al., 2020).

Mobile application vs. Web application

An internet connection also powers the mobile application system. Because it is designed for use on a smartphone, its development differs from traditional application development. The users must download the software before they can utilize it; the mobile application is dependent on the mobile device; however, because the mobile device is always with the users, the mobile application may be accessed anywhere (Suyoto & Prasetyaningrum, 2013).

HTTP is a protocol for gaining access to a web application. The web application requires the use of a web browser to function. Before using the web program, the user must first connect to the internet, whether a counselor or a student (Walker, 2020). It's because web browsers rely on the internet to function. The development cost of a web application is lower; therefore, it can shorten the development time. In (Rathnayaka, 2021), the difference between a mobile app and a web app is that the web app requires an active internet connection to function, but the mobile app can work without one. Mobile applications may perform better than web applications in speed and efficiency. Even though web applications are easier to read due to their size, they are only accessible from one location compared to mobile applications. Table 2 shows the comparison of mobile and web applications (Priya & Pedamkar, 2020).

Table 2: Mobile Application vs. Web Application

Mobile Application	Web Application
Internet is not a mandatory factor for accessing a mobile app	Needs internet to work on devices
In any manner, mobile applications stand out to be costlier than web apps	The development cost is very low, but the maintenance cost is comparatively very high
Does not hold any common code base across many platforms	Holds a common code base across may platforms and all users

Review of existing applications

In comparison, there are two (2) existing applications related to this study, such as “Belajar Agama Islam” and “Kuis Islam” that can help students comprehend the subjects better.

“Belajar Agama Islam”

It’s an educational application that teaches children the fundamentals of Islam, including the pillars of faith, the pillars of Islam, the names of the ten angels' God, the names of the 25 apostles, the God's obligatory nature, and the apostles' obligatory nature, among other things. As illustrated in Figure 1, this application uses the Indonesian language and has two function buttons on the main menu. It includes four activities, such as quizzes, as illustrated in Figure 2.



Figure 1: Main interface of “Belajar Agama Islam”



Figure 2: Activity Interface of “Belajar Agama Islam”

“Kuis Islam”

"Kuis Islam" is an Indonesian game that aims to improve the religious understanding of Muslims. Cerdasional created this application in 2018, and it is compatible with Android. It is more concerned with quiz questions. As shown in Fig. 3, this application has a colorful interface and uses Indonesian as its primary language.



Figure 3: Main Interface (left) and Quiz Interface (right) of “Kuis Islam”

Methods

The ADDIE model development phases, low-fidelity prototype, system use case, and system flowchart describe the flow in implementing the application.

ADDIE model development

In 1975, the Florida State University Center for Educational Technology established the ADDIE model. It was formed in response to the need of the United States military to provide more effective training programs as their defence system became more complex (Donald & Clark, 2016). (Bates et al., 2015) stated, many professional instructional designers employ this design style for technology-based teaching. ADDIE has proven effective in defining learning objectives and has become a gold standard for professionally created, high-quality distance education programs, whether print-based or online. This methodology is planned and programmed with sequences of systematic actions to solve learning challenges with learning resources tailored to students' needs and characteristics (Bates et al., 2019). The summarise of all activities and deliverables can be referred to Table 3.

Table 3: Summarise of Activities and Deliverables in Addie Model Phases

Phase	Activities	Deliverables
Analyzed	<ul style="list-style-type: none"> • Conducting a survey for data collection • Identify problem statement, objective, project aim, scope and project significance • Analyse the requirements • Find journals or articles that are related 	<ul style="list-style-type: none"> • Summary of survey • Problem statements, objective, project aim, scope and project significance of the study were identified • Requirements were analyzed • Literature review completed
Design	<ul style="list-style-type: none"> • Find the same type of applications • Design the system use case • Design the system flowchart • Design the low fidelity prototype 	<ul style="list-style-type: none"> • Similar applications reviewed • System use case for Sirah learning mobile application • System flowchart for Sirah learning mobile application • Low fidelity prototype of Sirah learning mobile application
Development	<ul style="list-style-type: none"> • Install and learn about software for development • Develop the code and interface for the mobile application 	<ul style="list-style-type: none"> • Sirah Learning Mobile Application for KAFA Primary School Students completed
Implementation	<ul style="list-style-type: none"> • Implement the Sirah learning mobile application • Conduct the functionality testing based on system use cases 	<ul style="list-style-type: none"> • Sirah learning mobile application successfully running on the Android based application • Functionality testing was validated with the correct results
Evaluation	<ul style="list-style-type: none"> • Testing on the Sirah learning mobile application 	<ul style="list-style-type: none"> • Usability testing results via SUS method conducted among 30 students

Low fidelity prototype

As suggested by (Rudd et al., 1996), low-fidelity prototypes are generally limited function, with limited interaction prototyping efforts. The prototypes depict concepts, design alternatives, and screen layouts rather than model user interaction with a system. Furthermore, designers benefit from utilizing low-fidelity prototypes because they can make quick changes or remove any sections of the design during the testing without worrying about linking to a new page in interactive prototypes (Pernice, 2018). In general, low-fidelity prototypes are constructed quickly and provide limited or no functionality. These prototypes were created to communicate, educate, and inform but not to train, test, or serve as a basis for code (Rudd et al., 1996).

Meanwhile, the objective of low fidelity storyboards, according to (Bertou & Shahid, 2014), is to confirm the flow, concept, primary functionality, and other features. It can visualize the application's presence, making development more straightforward. Tables 4, 5, and 6 showed the Sirah learning prototypes using multimedia elements included in each scene stated as Graphic (G), Button (B), Sound (S), and Text (T).

Table 4: Design of Scene 1 (Main Menu Interface)

<p>B1: “Note” option button. B2: “Activity” option button. B3: Button setting. G1: Background image. G2: Image Jakim logo. T1: Title text. S1: Sound background.</p>	<p>Description: This scene is the main menu for the Sirah learning mobile application. Students can choose to click between the two buttons.</p>

Table 5: Design of Scene 2: Note Interface

<p>B1: “Perundangan” note button. B2: “Peristiwa Kewafatan Rasulullah SAW” note button. B3: “Penentuan Khalifah Selepas Rasulullah SAW” note button. B4: Home button. B5: Back button. G1: Background image. T1: Title for the page</p>	<p>Description: Students can choose the topic they want to learn by clicking the three monitors.</p>

Table 6: Design of Scene 3: Note Interface

<p>B1: “Perundangan” quiz button. B2: “Peristiwa Kewafatan Rasulullah SAW” quiz button. B3: “Penentuan Khalifah Selepas Rasulullah SAW” quiz button. B4: Home button. B5: Back button. G1: Background image. T1: Title for the page.</p>	<p>Description: Students can choose the topics for answering the quiz by clicking the buttons.</p>

System use case for Sirah Learning mobile application

As illustrated in Fig. 4, the overall system use case demonstrates the UML on users' interactions with the Sirah learning mobile application. Six use cases represent in the system, and only the user interacts with the application; in addition, Table VII describes the details of the components.

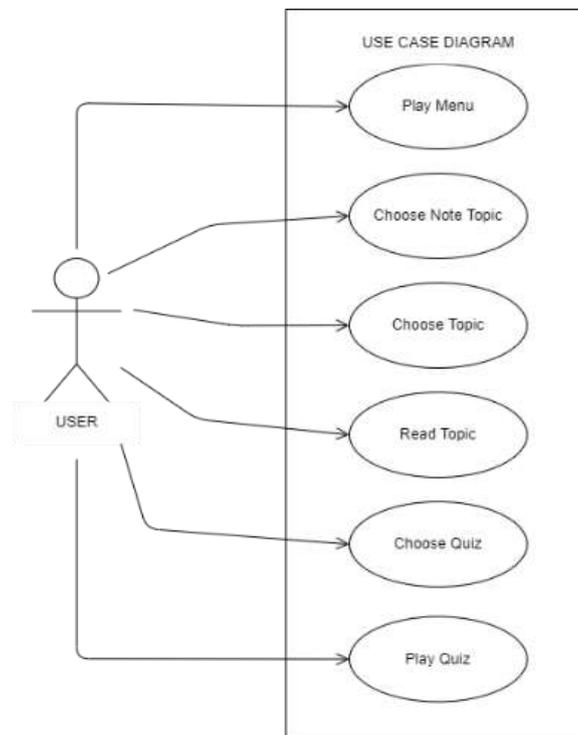


Figure 4: Sirah Learning mobile application use case diagram

System flow chart for Sirah learning mobile application

The system flowchart is an important design element that allows designers to see a complete application and prevent missing pages. Though project design is time-consuming and requires lengthy hours, it is a significant component representing future progress. As a result, Fig. 5 shows the system flowchart of the Sirah learning mobile application. This flowchart depicts the user clicking various available buttons from the start of the application until it is closed or until the user decides to quit the application.

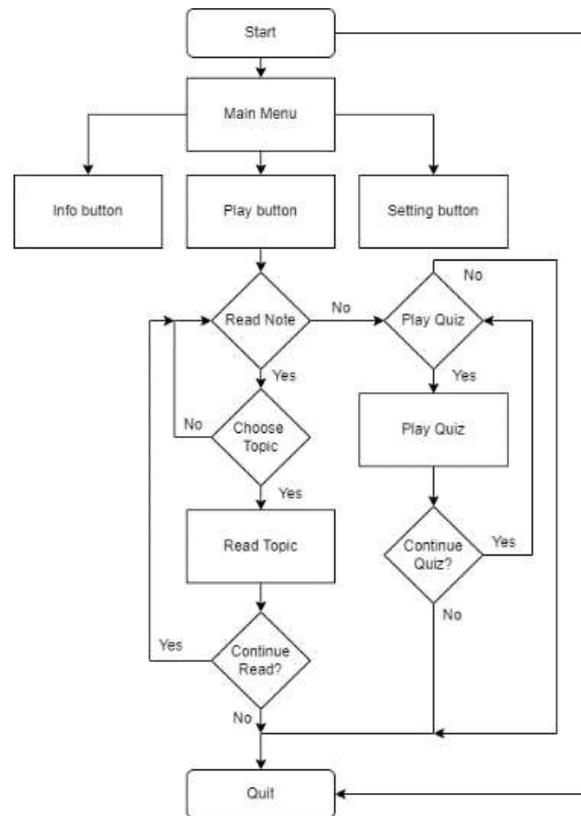


Figure 5: System flowchart of the Sirah learning mobile application

Results and Discussion

This section explains the system outcome based on evaluating two types of testing: functionality and usability.

Functionality testing

Functionality testing on each use case module with their components is performed during the ADDIE model's implementation phase to validate the software system for its functional requirements and specifications and give a proper output when the user clicks on buttons accordingly. Table VII shows the complete successful results after carefully validated and analyzed.

Table 7: Functionality testing results based on use case modules and their components

Component	Button	Description
Main Scene	Play button	The play button will bring the user to the main menu scene
	Setting button	User can adjust their music volume here
	Info button	Info about the Sirah learning mobile application will display
	Exit button	User will exit from the application
Main Menu Scene	Main button	Will bring the user back to the main scene
	Note button	Will bring the user to the note scene
	Quiz button	Will bring the user to the quiz scene

Note Scene	Main button	Will bring the user back to the main scene
	Back button	Will bring the user back to the main menu scene
	“Muamalat” note button	Will bring the user to the “Muamalat” note
	“Perundangan” note button.	Will bring the user back to the “Perundangan” note
	“Kewafatan Muhammad SAW” note button	Will bring the user to the “Kewafatan Muhammad SAW” note
Quiz Scene	Main button	Will bring the user back to the main scene
	Next button	Will bring the user to the next question
	Answer button	Users need to choose the correct answer from the multiple-choice question.

Usability testing

We evaluated the feedback given by the respondents and summarized the SUS results. Table VIII shows the overall average value of the SUS with the specific result for the mean and average mean.

For Q1, we received feedback that they would like to use the application since the average mean was 4.93. In Q2, we found that some students are not familiar with this type of application since we get 4.87 for the average mean. In the following Q3, we asked about their thoughts on whether the application was easy to use; we can conclude that it was easy to use since it gets the highest average mean of 4.97. In Q4 is, whether the students need support from the technical person to use this application. The average mean for this question is 2.53. It is likely due to the poor instruction flow in the application. In Q5, the feedback shows that this application is well integrated since we achieved a 4.93 average mean. Furthermore, when we inquired if there was too much inconsistency throughout this application, we received a 2.0 average mean in Q6. Next, in Q7, the student was asked about their imagination whether most of the students would learn to use this application very quickly or not, 4.9 average mean was managed to get from this question. 2.30 average mean score was achieved from Q8, whether the students found the application was very cumbersome for them to use. Since the average mean was low for this question, our application was easy to use. We also managed to get the highest average mean of 4.97 in Q9 when we asked them about their confidence while using this application. Based on the result, we can conclude that most students are confident using this application. Finally, in Q10, the students were asked if they needed to learn many things before using the system. The result shows only 2.5 average mean manage to get from this question. It may be due to the pleasant look of the interface.

The total score for all respondents is calculated by adding each respondent's scores. The average score is determined by dividing the total score by the number of responses (30). The overall mean percentage is obtained by dividing the total sum of all percentage means by ten. On the System Usability Scale (SUS), the overall percentage score is 77.81 percent, indicating that this system is good. We can presume that the respondents find the system as helpful.

Table 8: Overall System Usability Scale (SUS) Result

No	Question (Q)	Average Mean	Mean percentage (%)
1	I think that I would like to use this system frequently	4.93	98.67
2	I found the system unnecessarily complex	4.87	97.33
3	I thought the system was easy to use	4.97	99.33
4	I think that I would need the support of a technical person to be able to use this system.	2.53	50.67
5	I found the various functions in this system were well integrated.	4.93	98.67
6	I thought there was too much inconsistency in this system	2.0	40
7	I would imagine that most people would learn to use this system very quickly.	4.9	98
8	I found the system very cumbersome to use.	2.30	46
9	I felt very confident using the system.	4.97	99.4
10	I needed to learn a lot of things before I could get going with this system.	2.5	50
Percentage for Overall Mean		77.81%	

Conclusion

The original goal is to provide interactive Sirah learning utilizing the KAFA syllabus as a guide. Due to the restrictions of Covid-19, this application provides the entire set, which includes notes and quizzes, for students to learn pleasantly and engagingly without having to attend physical sessions. The literature review aimed to determine the appropriate methodology and guide for developing this study. The best platform for constructing this mobile application was investigated, and comparisons to a few current applications were conducted to get a better outcome. This study was completed using the ADDIE approach. We managed to perform the usability testing using the questionnaires. Overall, this application has received both favorable and constructive feedback.

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