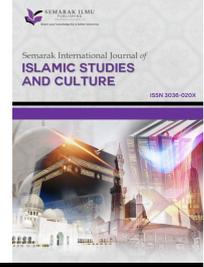




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The Effectiveness of the Fan and Pick Method in Teaching the Pillars of Prayer

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ABSTRACT

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This study was conducted to evaluate the effectiveness of the Fan N Pick method in teaching the pillars of prayer, following issues with traditional teaching approaches that involve minimal student participation and negatively impact interest, understanding, and practical mastery. This quantitative study involved 111 primary and secondary school students using questionnaires and observations, which were analysed using SPSS. The objectives of the study were to assess students' interest, motivation, conceptual understanding, cooperation, and ability to master the pillars of prayer after the Fan N Pick activities. The findings show a very high level of agreement, reaching 99% to 100%, that this method enhances learning enjoyment, communication, confidence, memory, and understanding of the pillars of prayer. The discussion confirms that Fan N Pick successfully fosters active, collaborative, and student-centred learning, supported by effective teacher guidance. Overall, the method is proven to be effective and suitable as a teaching and learning strategy for Islamic Education, with the potential to be further developed in future instructional modules on worship.

1. Introduction

Education in Malaysia is a continuous process aimed at developing an individual's potential in a holistic and integrated manner to produce a well-balanced person. The concept of a balanced individual encompasses intellectual, spiritual, emotional, and physical dimensions, in line with faith in and obedience to God. The primary purpose of education is to shape *Insan Kamil*, namely individuals who are balanced in all aspects as outlined in the National Education Philosophy [1]. Now, the Malaysian education system is undergoing a transformation that emphasizes holistic human development [2,3]. This transformation aligns with the goals of the National Education Philosophy to produce individuals who are not only competitive but also capable of contributing positively to society and the nation. Emphasis that the Malaysia Education Blueprint (MEB) 2013–2025 serves as

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the government's main initiative towards 21st-century education (PAK21) [4,5]. This blueprint marks a significant shift in the national education system, which now places greater emphasis on flexible, creative, and challenging learning [6]. PAK21 highlights the importance of learning quality [7], while assert that the effectiveness of learning is highly dependent on systematic and well-structured teaching planning and implementation [8]. Therefore, it is the responsibility of all teachers to ensure that their instructional practices not only meet the standards of PAK21 but also align with the aspirations of the National Education Philosophy.

2. Problem Statement

The teaching of the pillars of prayer (rukun solat) constitutes a fundamental component of Islamic Education, as it integrates theoretical elements (recitations), practical components (physical movements), and spiritual dimensions (intention and devotion) [9]. Despite its centrality, recent research indicates that there remains a gap in teaching approaches capable of fostering deep understanding and meaningful appreciation of prayer practices among primary and secondary school students. This situation raises an essential question: how can innovative pedagogical strategies assist Islamic Education teachers in strengthening the teaching of pillars of prayer so that students do not merely memorize, but also internalize and accurately perform the pillars of prayer?

A significant reports that Islamic Education teachers continue to rely on traditional instructional methods for teaching prayer, such as theoretical explanations followed by practical demonstrations [10]. Her case study revealed that although teachers utilized several elements of PAK21 and incorporated teaching aids, there remained a noticeable shortfall in pedagogical practices that promote active, creative, and deeply engaged student participation. Meanwhile, the study conducted found that teaching prayer based on the instructional model of Prophet Muhammad SAW can enhance active learning skills among students [11]. This model emphasizes teacher–student interaction, social engagement, and hands-on practice approaches that extend beyond memorization by fostering critical thinking and practical application. However, this Prophetic model has not been specifically adapted into a structured classroom framework for teaching the pillars of prayer, nor has its effectiveness been rigorously examined in improving students' comprehension and spiritual appreciation of prayer at the primary and lower secondary levels [12].

Issues in prayer instruction are also identified in school-based action research related to teaching and learning processes (PdPc). Islamic Education teachers often adopt eclectic instructional methods such as lecturing, demonstration, and the use of teaching aids yet these approaches seldom incorporate enjoyable and interactive cooperative learning activities [13]. In the context of prayer instruction, this lack of pedagogical innovation may diminish students' interest in deeply understanding the pillars of prayer and relating it to their daily prayer practices. Furthermore, studies in higher education demonstrate the growing use of technological innovations in prayer instruction. For instance, the found that the use of the Mai-Solat Mobile Application significantly improved students' performance in practical prayer tasks (roleplay) [14]. This suggests that digital technology can support prayer-related teaching and learning in a dynamic and interactive manner. Despite this, there remains a scarcity of studies investigating the integration of digital tools with traditional cooperative learning methods such as the Fan N Pick strategy particularly within primary and secondary school contexts [15].

Amid these challenges, the Fan N Pick method emerges as a pedagogical approach well aligned with the principles of PAK21. It combines cooperative learning, active student interaction, repeated engagement through structured question card selection, and immediate feedback. On the application of Fan N Pick in Islamic History (sirah) learning demonstrated that the method fosters an

active and collaborative learning environment while enhancing student motivation [16]. However, the study was purely literature based (document analysis) and has not been empirically tested in the practical teaching of pillars of prayer among lower primary and lower secondary students. Given these circumstances, there is a clear need to conduct a comprehensive quantitative study to evaluate the effectiveness of the Fan N Pick method in teaching the pillars of prayer among primary and secondary students. Such a study is crucial for assessing several key dimensions:

Table 1

Questionnaire question theme

No.	Evaluation Construct	Guiding Questionnaire Item
1	Student interest and motivation	Does the use of Fan N Pick enhance students' interest in learning rukun solat compared to traditional methods?
2	Conceptual understanding of rukun solat	To what extent do students understand the sequence, meaning, and interrelationships of the pillars of prayer?
3	Mastery of practical rukun solat skills	Does this method help students perform the recitations and physical movements of prayer more accurately?
4	Spiritual appreciation	Does the method foster greater spiritual awareness and inner focus during prayer (e.g., concentration, humility)?

By addressing these research questions, this study has the potential to contribute significantly to the field of Islamic Education and to the body of knowledge concerning prayer instruction in schools. It may also serve as a foundation for developing a specialized Fan N Pick instructional module for rukun solat, which Islamic Education teachers can employ as a PAK21 aligned strategy to enhance student engagement and spiritual appreciation in the performance of prayer.

3. Research Methodology

This study was conducted by measuring several key aspects, namely interest, engagement, conceptual understanding, and practical mastery of students regarding the pillars of prayer after the implementation of the Fan N Pick method.

3.1 Research Design

This study employs a quantitative approach with a pre-test and post-test design to evaluate the effectiveness of the Fan N Pick method in teaching the pillars of prayer. This approach was selected because the objective is to measure students' interest, engagement, conceptual understanding, and practical mastery after the implementation of the method. Data were analysed using the Statistical Package for the Social Sciences (SPSS).

3.2 Population and Sample

The study population consists of lower primary students (Level 1) and lower secondary students who are taking Islamic Education. The sample was selected purposively based on the criterion that the students had never been exposed to the Fan N Pick method.

Table 2

Study location and study sample

School	Sample	Total
Sekolah Rendah Ampuan Mariam	Year 2 Students	41
Sekolah Menengah Agama Khairiah	Form 2 Students	70
Total Sample		111

3.3 Research Procedure

The study was carried out directly in the classroom through the following steps:

- i. Teaching the Pillars of Prayer:
The researcher entered the class and taught the topic in a conventional manner to provide students with basic understanding before the interactive activity.
- ii. Implementation of the Fan N Pick Method:
After the teaching session, students were divided into groups and engaged in the Fan N Pick activity. This included:
 - a) Random selection of question cards by students.
 - b) Students responding orally or within their groups.
 - c) Immediate feedback from the researcher or teacher.

During the activity, the researcher observed students' performance, including those who answered correctly or made errors, to assess engagement and understanding.

- iii. Post-Activity Questionnaire:
After the Fan N Pick session, students were given a structured questionnaire to evaluate:
 - a) Their interest and motivation in learning the pillars of prayer.
 - b) Their level of engagement in the activity.
 - c) Their perception of the Fan N Pick method.

3.4 Research Instruments

- i. Structured Questionnaire:
A 5-point Likert scale was used to measure students' interest and engagement.
- ii. Teacher/Researcher Observation:
A rubric was used to assess students' practical mastery of the pillars of prayer during the Fan N Pick activity.
- iii. Field Notes:
Used to record observations of students who answered correctly or incorrectly during the activity.

4. Results

This purpose of the research which determined the factors influencing financial management behaviour among millennials in Malaysia had been carried out. In this study, there are 6 factors. This chapter explains the research findings based on a questionnaire instrument

developed to assess the effectiveness of the Fan N Pick method in helping students understand and master the pillars of prayer. The instrument consists of two parts: Part A (demographic information) and Part B (10 questionnaire items). Each item is measured using a five-point Likert scale to evaluate respondents' views on the effectiveness of this method in terms of understanding, interest, cooperation, memory, and attitude.

The study data were analyzed using the Statistical Package for the Social Sciences (SPSS) software, and the findings presented in this chapter are based on the SPSS output provided by the researcher. All descriptive statistics such as frequencies, percentages, and response distributions are presented to explain the overall perception of respondents towards the Fan N Pick method. The reference questionnaire instrument can be found in the Fan N Pick Questionnaire.

4.1 Respondent Profile (Section A)

This section describes the basic information of the respondents involved in the study. The respondent profile is very important because it provides a comprehensive picture of the sample's background, as well as allowing researchers to assess the suitability of Fan N Pick for certain age groups and school levels. The demographic data used was based on SPSS ($n = 111$). This section covers only 4 basic information of the respondents such as age, gender, education level and experience following the Fan N Pick game.

i. Age Distribution

The respondents consisted of two age categories, namely 14 years old and 8 years old. Many respondents were in the 14-year-old age group, comprising 70 individuals (63.06%), while the remaining 41 individuals (36.94%) were 8 years old. The sample's inclination towards early adolescents indicates that the Fan N Pick method attracts the interest of secondary school students, who typically require more interactive, collaborative, and critical thinking-driven learning methods. Students within this age range are also in a cognitive development phase that facilitates cooperative learning, in line with the principles of Fan N Pick. At the same time, this age composition shows that the implementation of Fan N Pick has great potential to be used as a routine method in teaching Islamic Education, particularly on the topic of the pillars of prayer, as this age group is the main user of the secondary school system.

ii. Gender Distribution

The study respondents consisted of 54 males (48.65%) and 57 females (51.35%), which is almost evenly balanced between the two. This gender distribution balance makes the findings more robust as it is not biased toward one group. It also indicates that the Fan and Pick method is not only suitable for male or female students exclusively but has the potential to positively impact both genders equally. In the context of Islamic pedagogy, this gender balance suggests that interactive learning methods like Fan and Pick are not limited to the psychological suitability or gender tendencies of a particular group but can generate comprehensive student engagement.

iii. Education Level

Out of the total, 70 respondents, 63.06% were secondary school students, while 41 individuals (36.94%) were primary school students. These findings indicate that this study is more representative of secondary school students. This allows the researcher to make observations regarding the effectiveness of Fan and Pick for adolescents who are more mature in terms of communication, collaboration, and information processing skills. However, the participation of primary school students also adds value as it shows that the Fan and Pick method can also be applied to early-level students, especially in learning basic concepts such as the practical aspects of the pillars of prayer.

iv. Experience Participating in Fan N Pick Activities

The majority of respondents, namely 104 people (93.69%), had no experience participating in Fan and Pick activities, while only 7 people (6.31%) had ever participated. This situation is important because it indicates that most respondents provided answers based on actual experience, not assumptions. This data also shows that Fan and Pick are less widely used in their classes, making the effectiveness assessment more valid and authentic with new data.

4.2 Descriptive Analysis (Section B)

Section B contains 10 items that measure students' views on the effectiveness of the Fan and Pick method in teaching the pillars of prayer. Overall, the findings show that almost all items reached a very high level of agreement, reflecting a positive reception of this method.

i. Question 1: Activities That Make Learning More Fun

Based on the study results, 100% of respondents agreed (Agree = 35.14%; Strongly Agree = 64.86%) that the Fan and Pick method makes learning more enjoyable. This assessment indicates that cooperative learning approaches like Fan and Pick can provide a more dynamic learning experience compared to traditional, passive methods. The elements of card games, group movement, and social interaction make the classroom atmosphere livelier, thereby increasing students' intrinsic motivation to learn.

ii. Question 2: Easier to Understand the Topic After the Activity

This item received almost unanimous approval of 99.10%, indicating that students truly felt an improvement in their understanding of concepts after participating in the Fan and Pick activity. This increase in understanding aligns with the theory of social constructivism, which emphasizes that learning is more effective when students construct meaning through interaction with peers. The process of helping each other, asking questions, and explaining answers during the Fan and Pick activity provided a deeper understanding of the pillars of prayer.

iii. Question 3: Assisting Communication with Classmates

This item also shows 100% agreement, with the majority choosing Strongly Agree. This illustrates Fan and Pick as a method that not only enhances academic aspects but also students' communication and social skills. In the context of Islamic education, the ability to communicate politely is an important requirement, and this method provides a safe space for students to learn to ask questions, listen, and give feedback.

iv. Question 4: Providing Opportunities for Active Collaboration

Data shows that 100% of respondents agree that Fan and Pick provides opportunities for active collaboration. Active collaboration is a core element of cooperative learning. Through Fan and Pick, each student has a specific role (Fan, Pick, Respond, Coach), keeping them consistently engaged directly. This method reduces the likelihood of passive students or 'free riders' in the group, thereby enhancing student autonomy.

v. Question 5: Encouraging Smarter Thinking

All respondents (100%) also agreed that this method encourages deeper thinking. The Fan and Pick activity requires students to provide answers, give explanations, and defend opinions within the group. This helps enrich higher-order thinking skills (HOTS), including making inferences, providing rationale, and analyzing situations. This is very important in understanding the context of worship, which is not just memorization but a practice based on understanding.

vi. Question 6: Helping Students Answer Questions

All respondents gave positive feedback (100% Agree/Strongly Agree). Confidence is an important aspect in Islamic Education learning, especially concerning acts of worship that require students not only to know but also to be confident in every step of the prayer pillars. Fan and Pick provide a non-threatening practice space because students work in small groups, allowing them to practice answering without feeling embarrassed or afraid.

vii. Question 7: Teacher Provides Clear Guidance

A total of 99.10% of respondents agreed with this statement. This indicates that the effectiveness of Fan and Pick is directly influenced by the quality of teacher guidance. Teachers who act as effective facilitators are able to guide students through activities more smoothly and ensure that every student has the opportunity to participate. These findings also illustrate that the teachers involved in this study have a good understanding of the principles of implementing Fan and Pick.

viii. Question 8: Activities Suitable to Be Used in This Subject

100% of respondents agreed with this matter. This shows that the Fan and Pick method is multifunctional and can be applied across various subjects, including Islamic Education. The suitability of this method for the topic of the pillars of prayer is because

it involves the process of questions and answers, explanations, and discussions, all of which align with the learning objectives of worship.

ix. Question 9: Helping to Remember Facts and Concepts

This item also received 100% approval. Remembering the components of prayer in order is a basic skill in religious education. Through Fan and Pick, students repeatedly review knowledge in a structured manner. This reinforcement element improves long-term memory, especially when they need to answer questions or explain to peers.

x. Question 10: Want to Do This Activity Again.

This item shows a very high level of motivation with 100% of respondents agreeing. The findings indicate that Fan and Pick is not only accepted, but also leaves a positive and enjoyable learning experience. The interest in repeating the activity signifies that the students' level of engagement is at an optimal level.

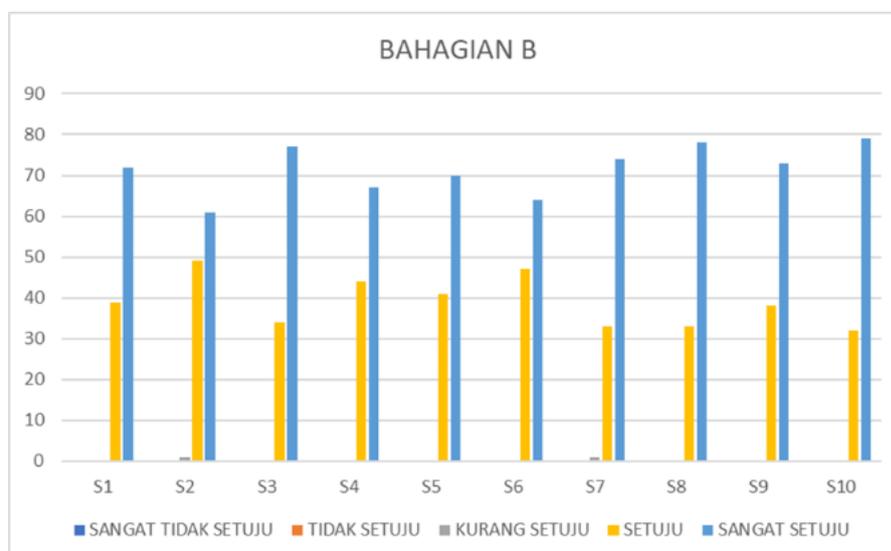


Fig. 1. Result descriptive analysis

4.3 Discussion of Study Findings

This section discusses the research findings in detail based on a descriptive analysis of the perceptions of 111 students regarding the effectiveness of the Fan and Pick method in learning the pillars of prayer. The discussion is conducted by linking the empirical findings with literature, learning theories, and implications in the context of Islamic Education teaching.

i. Active Student Participation in Learning

The findings indicate a very high level of agreement for Items S1, S3, and S4, which relate to aspects of enjoyment, communication, and cooperation. This shows that the Fan and Pick method successfully creates an active and interactive learning environment. Nearly 100% of respondents stated that they felt more enjoyment, communicated more, and collaborated more during the activities. This effectiveness aligns with Johnson & Johnson's

Cooperative Learning theory, which asserts that activities based on social interaction can enhance motivation, focus, and a sense of shared responsibility among students. In the context of Islamic education, this aspect of enjoyment not only increases interest but also reduces the feeling of compulsion and allows students to practice the pillars of prayer naturally and voluntarily. The Fan and Pick approach, which requires all students to play specific roles (Fan, Pick, Respond, Coach), automatically reduces the phenomenon of passive students and ensures that all students are engaged in the learning process. This supports the finding that this method is very suitable for teaching and learning sessions that require interactive question-and-answer forms, making it appropriate for learning about the pillars of prayer, which are practical in nature and require understanding through explanation.

ii. Improvement in Understanding and Mastery of Concepts

Items S2 and S9 show an almost complete level of agreement that the Fan and Pick activity helps students understand and remember the concepts of the pillars of prayer better. This is in line with Vygotsky's Constructivist theory, which emphasizes that knowledge is built through social interaction and the process of learning with peers. Through the Fan and Pick method, students do not just read or memorize facts, but are also involved in explanation, discussion, and monitoring their peers. This process encourages students to rehearse facts, provide explanations (elaboration), and correct their peers' mistakes, which is very effective in enhancing long-term memory. This is very important in the topic of the pillars of prayer, which requires students to master procedural knowledge and declarative knowledge simultaneously. Through small group discussions, students can refine their understanding and organize information more systematically.

iii. Improving Students' Confidence and Speaking Skills

Findings from Items S6 and S3 show that students feel more confident and courageous in answering questions when activities are conducted in small group settings. This situation not only boosts academic confidence but also has a positive effect on polite communication skills, an important aspect of Islamic Education. Fan and Pick provide a non-threatening learning environment, where students can try to answer without fear of being judged, unlike traditional question-and-answer sessions in large classes. The Affective Filter Hypothesis (Krashen) states that learning is more effective when anxiety is low. Research findings support this principle, as students show increased courage and confidence when giving answers and opinions.

iv. Teacher Support as a Determining Element of Effectiveness

Item S7 shows that almost all respondents agree that teachers provide clear guidance throughout the Fan and Pick activities. This supports the view that although Fan and Pick is a student-centered learning method, teachers still play a critical role as facilitators. The implementation of Fan and Pick is not merely about handing out question cards, but requires teachers to manage group dynamics, guide student roles, ensure adherence to procedures, and provide timely feedback. This is consistent with Shulman's Pedagogical Content Knowledge (PCK) theory, which emphasizes the importance of

teacher knowledge in adapting teaching strategies according to the content and students' level. The teacher's ability to guide effectively ensures that students do not merely play roles, but truly understand the pillars of prayer through structured activities.

v. The Suitability of the Fan and Pick Method in Teaching the Pillars of Prayer

Items S8, S9, and S10 overall indicate students' willingness to repeat this activity in the future. This suggests that Fan and Pick are very suitable for use in Islamic Education subjects, especially for topics that involve memorization, understanding, and practical mastery such as the pillars of prayer. This interactive method helps combine cognitive, social, and affective learning in a balanced way. In other words, students not only remember the pillars of prayer, but also understand their meaning, can explain them, and are able to communicate effectively in a fun learning environment.

5. Conclusion

This study demonstrates that the Fan N Pick method is a highly effective pedagogical approach in teaching the pillars of prayer (rukun solat) to primary and secondary school students. Based on questionnaire results and observations, most respondents provided positive feedback regarding the use of this method in Islamic Education teaching and learning sessions. The method not only enhances students' enjoyment and motivation but also successfully strengthens their understanding of the r pillars of prayer through structured question-and-answer activities, group discussions, and active engagement. Through the implementation of Fan N Pick, students can interact more effectively, express their opinions, collaborate in small groups, and consistently review the facts about the pillars of prayer. The findings show improvements in conceptual understanding, memory retention, confidence, communication skills, and social involvement among students. This aligns with the demands of 21st-century education (PAK21), which emphasizes active, collaborative, and student-centered learning. Moreover, the effectiveness of this method is supported by the teacher's guidance, who acts as a facilitator managing the learning groups and ensuring each student participates throughout the activities. This situation makes Fan N Pick not only suitable for the topic of pillars of prayer but also has the potential to be expanded to various other Islamic Education topics that involve memorization, comprehension, and practical application. Overall, this study confirms that the Fan N Pick method can help students understand, master, and appreciate the pillars of prayer more effectively compared to traditional methods. Therefore, it is recommended that Islamic Education teachers adopt this method as a routine strategy in their teaching and learning sessions, as well as consider developing a dedicated Fan N Pick module related to prayer worship as a more structured and innovative teaching approach in the future.

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