

# **The Influence of Students' Characteristics on the Successful Use of the Interactive Method of Al-Quran Recitation in Universiti Teknologi Mara (UiTM), Kelantan**

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## **ABSTRACT**

*This research examines the concept of interactive Quran recitation and how the students' characteristics influence its application among a selected group of university students. The narration of the Quran is regarded as a form of worship and should become a daily practice that should be a daily routine at any available time. Learning the Quran is indeed an obligation, especially understanding its meaning and applying it as an Islamic way of life. Universiti Teknologi MARA (UiTM) is a public university that emphasizes Islamic education among its students. Therefore, every Muslim students who are in Session (Part) 01 to 03 of their undergraduate studies in UiTM are required to take an Islamic Education course or any courses with a CTU code. One of the CTU course assessment requirements is Quranic Analysis, which requires students to memorize, read (recite) and analyze verses from Surah Yasin. For the reading of the Quran, the traditional method of reading is currently practiced which requires each student to audio record his/her recitation before a lecturer in the classroom. Nevertheless, with the integration of Information Technology (IT) in teaching and learning, the interactive method of reciting the Quran is a valuable alternative. It allows students to recite selected Quranic verses using an online method (e.g. mobile phones) at the time appointed by the lecturer. The aim of this survey is to evaluate which students' characteristics have an influence on the successful implementation of the interactive method. This interactive*

*method was applied to a sample of respondents (students from the 01 section, UiTM Machang Campus) and the findings indicate which characteristics have influence on the successful application of the method.*

**Keywords:** *Recitation, Quran, Interactive, Student Evaluation*

## **INTRODUCTION**

The academic system at Universiti Teknologi MARA (UiTM) has long made it mandatory for its students to take an Islamic education course to fulfil the graduation requirements of their Diploma and Degree. This is in line with the needs of being a Muslim and the provisions of the law especially pertaining to the Muslim Bumiputeras in Malaysia. As an example, at the diploma level, students are required to take the Islamic education courses during the 01, 02 and 03 academic sessions. Principles of Islamic Fundamentals or CTU101 is the university course required of all Muslim students in Session 01. This is followed by Islamic Thoughts or Civilization or CTU151 in Session 02. Finally, in Session 03, students will take a specific Islamic education course according to their respective faculties such as the Islamic Economic System or CTU241 for Business Management Faculty. For CTU101 and CTU151, 20% of the semester assessment (50%) comprises Sentences Analysis. The significance of this requirement is the rationale behind the researchers' interest to examine the method of evaluating specific Al-Quran competencies among students at the UiTM Kelantan branch.

This study investigates the concept of Quran recitation and how this is applied by the selected university students. As mentioned earlier, studying the Quran is an act of worship and is highly encouraged in Islam. Accordingly, the Academy of Contemporary Islamic Studies in UiTM has established that one of CTU's course evaluation requirements is Quran analysis that requires the students to memorize, read (recite) and analyze the verses of the Quran from Surah Yassin. Quran recitation is one of the components in the assessment of the coursework in CTU101 subjects (Principles of Islamic Fundamentals) for 1st-semester students and CTU151 (Islamic Thoughts) for the semester 2. The narration of the Quran is one of the constituents in the evaluation of coursework in the subject CTU101 (Principles of Islamic Principles) and CTU151 (Islamic Thoughts).

The scoring percentage for the recitation and analysis of the Quran is 10%. There are other components involved in the evaluation of the course which are 10% for memorizing, 15% for test and 15% for coursework. The overall assessment percentage is 50%.

1. We would like to suggest that the newly proposed method is an option to facilitate the evaluation of the students' recitation which will be conducted using the electronic media such as telephone interactive lines to ease the process of teaching and learning.
2. The findings of this study can introduce an innovation to the evaluation system currently practiced by Contemporary Islamic Studies Academy to streamline the Quran recitation techniques to assess students in UiTM Kelantan.

## **PROBLEM STATEMENT**

The increasing total number of pupils who study the CTU101 and CTU151 courses has led the lecturers to diversify their evaluation of students' Quranic interpretation methods. The interactive method is an attempt to appeal to students' interests to recite Quran and continue the practice of reciting Quran from time to time. The use of technology also allows lecturers to complete the evaluation of the recitation and the al-Quran analysis within the prescribed period before the examination. Given the need to introduce an interactive method, it is important for the study to establish if any of the students' characteristics can influence its successful implementation.

## **RESEARCH OBJECTIVE**

To ensure the successful use of this technique; it is crucial to determine the factors that influence the effective application of the interactive technique. It could help predict whether the strength of the interactive Quranic method among the students of Semester 1 and 2 can be fully utilized. Apart from that, it aims to measure how much this method can help facilitate the lecturers to evaluate the recitation competence of the pupils and simultaneously save time.

## **LITERATURE RESEARCH**

### **Recitation of Quran**

The recitation of the Quran is an act of daily worship. Learning the Quran is an obligation, apart from the need to comprehending the lessons and applying them as a way of life. The essence of the Quran is a guide to a human being while they are negotiating life while reciting it can provide the serenity of mind.

### **Interactive Approach to Learning**

The process of teaching and learning is a cognitive operation that lecturers are familiar with. Educational activity is viewed as a process of delivering knowledge, skills, attitudes, and values. While learning is as an operation of assuming and maintaining knowledge as well as acquiring skills, it involves the process of understanding and reacting to the surroundings. Based on the concept of learning, activities may include experimenting, listening to lectures, watching videos and participating in outdoor activities. Founded on the concept of teaching and learning, it can be deduced that has a very close relationship to produce a scholarship that provides a response to the students (Noraini Idris et al., 2009).

### **Prior Research**

The researchers found that there are many books and studies pertaining to the interpretation of the Quran. Among them are related to various scientific studies. Russanani and Siti Fatimah (2005) in discussing the concern about and frequency of reading the Quran in Malaysian Higher Learning Institutions found that the respondents' involvement in reciting the Quran is excellent, but it is not balanced by the frequency of Quranic reading. The reciting of the Quran is found to be infrequent. According to FadzilahSiraj and Wan Hussain Wan Ishak (2000), in their research on interactive approach and competency levels showed that the delivery of this teaching method should depend on the level of ability and knowledge of the students identified through the assessment made within a certain period of time. This interactive approach needs to be well structured so that students can learn and evaluate using effective pedagogical methods.

According to Monika, also known as Munirah Abd. Razak (2014) in the scope of Interactive Approach and Effective Methods, the role of interactive engineering and communication tools in reading is one of the effective methods of teaching and finding out about the Quran. In scientific studies, Rosmawati Umar (1993) conducted a study on the "Learning of Quranic Recital at Syeikh Hj School. Othman, Kuching, Sarawak. His research found that there were a handful of students who cannot read the al-Quran because they are not exposed to the Quran during childhood. This was because the students were not exposed to the teaching and learning of the Quran since childhood.

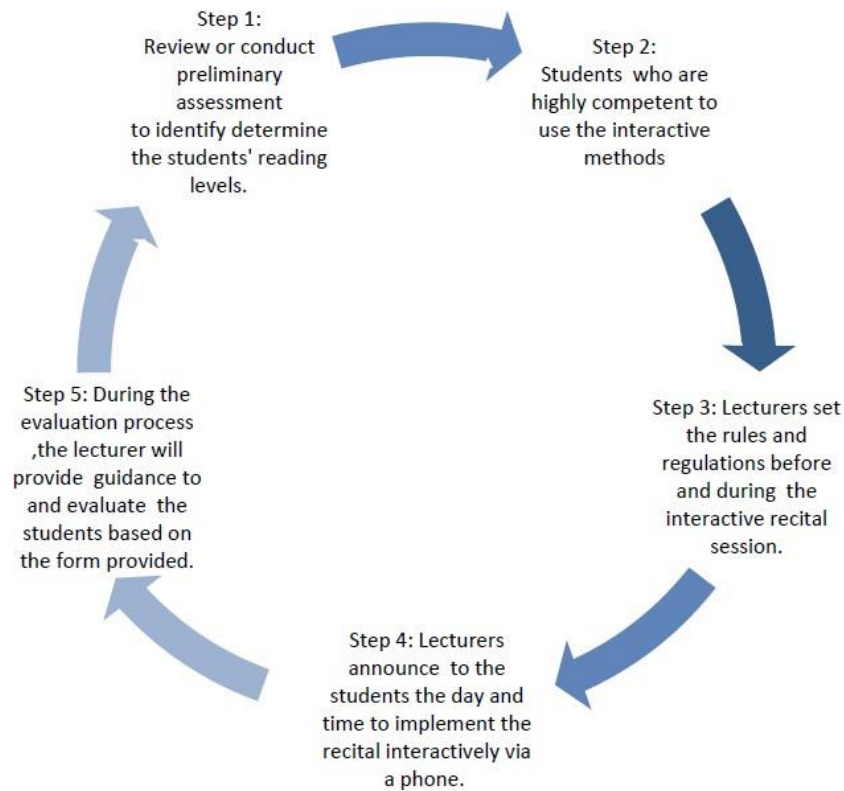
Today's technological advances have given a boost to new challenges to the world of the teaching and learning. The 21st century is synonymous with the digital era of Information and Communication Technology (ICT) skills. The importance of information and communication skills is in tandem with the needs of 21st-century employment skills especially for those in the field of education (Siti Faizzatul Aqmal Binti Mohamad Mohsin & Razali Bin Hassan, 2011). The effective and meaningful applications of applied skill in the learning sessions have led to the readiness of educators to become increasingly engaged in upgrading their knowledge of applying technology in the teaching and learning process. Efforts should be made to enable educators to better their skills using the latest technology in the teaching and learning process. It aspires to develop educators who can tap into the latest technological revolution to keep abreast with the rapidly changing technology so that the educational activity and the learning process can encourage students to learn as well as produce creative and advanced scholars.

The methods of learning should engage the paradigm shift. According to *Dewan Bahasa Dan Pustaka* Dictionary, interactive interaction is mutual, communicating with each other. It enables the continuous stream of data between the computer and its users, or between users and users through means of engineering or communication tools such as telephones or data processors. The design involves the system between the student and the reader. It screams for a strategy that permits users to bring in touch directly with the ongoing technology tools that involve two-way communication. The learning model is the tier of learning attained by a lecturer to achieve certain learning objectives.

The use of multimedia has become one of the key elements that challenges teaching and learning (R & D) and in establishing accomplishments such as science and mathematics (Habibah Hj. Lateh, Arumugam Raman & Teoh Ah Nui, 2004). However, it is rarely used as an instruction tool in Islamic education subjects. Interactive recital methods using electronic media online are considered to produce the new generation with critical and creative minds. Interactive approaches to learning can improve learning results as it can produce data quickly, improve delivering time and P & P processes become more attractive. This research aims to find out how it can be applied to the learning of Quranic learning of the Quran b focusing on the design, procedure, and the final outcome. Technology-based exploration and teaching have a good potential and a bright future in line with the government's desire to further develop information technology infrastructure in the country, particularly in education.

Interactive learning is a pedagogical approach that studies the relationship between students' active thinking and the content of lessons that emphasizes the attention, retention, and determination of the students' scholarship. These interactive learning measures are tailored to the students' level of Quranic reading fluency with a preliminary review or assessment to conclude whether the reading is low, medium or high. For students who pass this level, the interactive approach can be used in the next assessment. For students who are weak in their reading, they are still required to use the *talaqqi* method, in face-to-face instruction in the classroom.

The previous research reviewed indicated that there are still a considerable number of good academic achievers in secondary and higher learning institutions who have yet to master the reading of the Quran. Thus, research needed to be conducted to obtain accurate information retaining to the weaknesses in the recitation of the Quran and the best means to improve the reading of the Quran.



**Figure 1: Interactive *Tilawah* Application Flow Chart**

## **RESEARCH METHODOLOGY**

### **Research Method**

This field study is a cross-sectional study that involved selected Part (Section) 1 UiTM Diploma students in Machang. Therefore, one or more dependent variables and independent variables related to the selected students were studied. The study's population consisted of all Diploma students from Part 01 of the Information Management Faculty (IM), Business Management (BM), Computer Science and Statistics (CS), Accounting (AC), Design and Development Management (AM) who were required to take the course of Principles of Islamic Fundamentals (CTU101)

at UiTM Machang Campus. This study used a stratified sampling taken from different groups of the population samples from all the above faculties. When the permission to use the sampling from the UiTM management of Machang campus was obtained, a random sampling procedure of the stratified ratios covering all the faculties was conducted. The lecturers involved helped to select the students, and they were briefed about the questionnaires before the questionnaire was handed to them to distribute.

### **Questionnaire**

A set of related questionnaires were distributed by the research team. The questionnaire was split into three parts. Part A was concerned with the profile of the respondents or students at the UiTM Machang campus, Part B focused on the constituents that influenced the learning of the Quran, and Section C was associated with to the perception of interactive Quran reading. A summary section and the number of questions are shown in Table 1.

**Table 1: Component of Survey Questionnaire**

SECTION	ITEM	QUESTION NO.
A	RESPONDENTS' PROFILE	1 - 9
B	FACTORS AFFECTING THE AL-QURAN LEARNING	10 - 40
C	PERCEPTION OF THE INTERACTIVE AL-QURAN READING	41 - 47

### **Data Analysis Technique**

The data from this study were analyzed using Statistical Package for the Social Sciences (SPSS) version 24.0 packages. Hence, the frequency distribution and the component of the nominal data will be utilized to identify the sampling. The distribution results will be presented in frequency tables and charts. The conclusion based on this criterion is the validity of the data is determined by the frequency and the percentage value specified by the respondents certifying the data. To evaluate the validity of the interval data, a component analysis will be used. Through this analysis, the variables are not categorized as dependent or independent, but the whole interrelated relationship between the variables will be examined. This analysis will reduce the number of variables interconnected to several factors or reasonable dimensions for the purpose of further analysis. The



Cronbach's Alpha reliability technique is then applied to assess the reliability of these components. Reliability will be assumed if the Alpha value is 0.60 or larger. All of these elements are grouped and named as new variables. Intercalation among the variables will be studied through the Spearman rank order calibration procedure.

To examine Hypothesis 1, the Spearman's Rank-Order Correlation was used to determine the relationship between the factors influences the reading of the Koran. In order to test hypothesis 2, the Independent Sample T-test and ANOVA One Way are used to compare perceptions about the interactive reading of the Qur'an among students.

### **Exploratory Factor Analysis**

**Table 2: Results of the Exploratory Factor Analysis**

<b>KMO</b>	<b>Bartlett's Test of Sphericity</b>
0.810	.000

Table 2 shows the results of the exploratory factor analysis. The Kaiser-Meyer-Olkin (KMO) value is 0.810 which exceeds 0.7. The Sphericity Bartlett test is accurate given that the value 0.000 is less than  $\alpha = 0.05$ .

**Table 3: Variables**

<b>Variable</b>	<b>No.</b>	<b>Item</b>	<b>Load Factor</b>
Factor 1	4	B24	0.741
		B25	0.719
		B26	0.752
		B27	0.744
Factor 2	4	TrB14	0.642
		TrB15	0.630
		TrB20	0.661
		TrB21	0.669
Perception	4	C2	0.624
		C3	0.790
		C4	0.803
		C5	0.753

Table 3 illustrates three variables. The number of items for the Factor 1 variable has four items, Factor 2 has four items, and Perception also has four items. All the items for each variable have a factor loading value greater than 0.60.

## Descriptive Analysis

**Table 4: Descriptive Analysis**

Variable	Point	Frequency	Percentage (%)
<b>Gender</b>	Man	26	19.1
	Woman	110	80.9
<b>Accommodation</b>	College Students	130	95.6
	Non- College Students	6	4.4
<b>Academic Qualifications</b>	SPM	134	98.5
	STPM	1	0.7
	Other Certificates	1	0.7
<b>Islamic Studies</b>	Formal	12	8.8
	Non-formal	124	91.2
<b>Duration spent in the Islamic education system</b>	1 – 3 years	15	11.0
	4 – 5 years	50	36.8
	More than 5 years' experience	71	52.2
<b>Working Experience</b>	Yes	62	45.6
	No	74	54.4

Table 4 illustrates that the majority of the respondents are women (80.9%), while the male percentage is 19.1%. 95.6% of the respondents reside in the college accommodation while 4.4% of the respondents live outside the college. Most of the respondents (98.5%) have the SPM academic qualification while those with STPM and other academic qualifications are only 0.7% each. The percentage of respondents with formal Islamic education is 8.8%, the rest (91.2%) has no formal Islamic education. Furthermore, the percentage of respondents who have 1 to 3 years of the education system in Islam is 11.0%, followed by 36.8% who have 4 to 5 years of Islamic education, and more than 52.2% have had 5 years of exposure to Islamic education. The respondents with working experience are 45.6%, while those with no working experience are 54.4%.

## Alpha Cronbach

**Table 5: Alpha Cronbach**

Variable	No.	Alpha Cronbach
Factor 1	4	0.801
Factor 2	4	0.601
Perception	4	0.782

Alpha Cronbach value acceptable according to Nunnally et al. (1994) is 0.60 and above. Table 5 shows the Alpha Cronbach value for each of the above variables, above 0.60.

**Table 6: T-test: Gender**

	Levene Test		T-test		
	F	Sig	t	df	Sig
<b>Factor 1</b>	<b>3.678</b>	<b>0.057</b>	<b>0.337</b>	<b>134</b>	<b>0.737</b>
<b>Factor 2</b>	<b>5.657</b>	<b>0.019</b>	<b>0.877</b>	<b>134</b>	<b>0.387</b>
<b>Perception</b>	<b>0.508</b>	<b>0.477</b>	<b>0.511</b>	<b>134</b>	<b>0.597</b>

Based on the Levene test, a significant p-value for Factor 1 and Perception should be greater than 0.05. This implies that the similarity of variance is the same. Whereas, the significant value p for Factor 2 is smaller than 0.05. This implies that the similarity of variance is not similar. For Factor 1, the significant value is 0.737 which is greater than 0.05. Thus, we can resolve that there is no important conflict between men and women. For Factor 2, the significant value is 0.387 which is greater than 0.05. Thus, it can be reasoned that there is no important conflict between men and women. Next, is the perception variable, the significant value is 0.597 which is greater than 0.05. Thus, it can be reasoned that there is no important conflict between men and women.

**Table 7: T-test: Accommodation**

	Levene Test		T-test		
	F	Sig	t	df	Sig
<b>Factor 1</b>	1.326	0.252	0.931	134	0.354
<b>Factor 2</b>	1.164	0.282	0.739	134	0.461
<b>Perception</b>	0.315	0.575	0.406	134	0.685

Based on the Levene test, the significant value p for all the variables is greater than 0.05. It indicates the similarity of variance is the same. For Factor 1, the significant value is 0.354 which is greater than 0.05. Thus, we can resolve that there is no substantial conflict between the students who reside in the college students and the non-college students. For factor 2, the significant value is 0.461 which is greater than 0.05. Thus, we can deduce that there is no substantial conflict between college students who live in the college and those who reside outside of college. In terms of perception, the significant value is 0.685 which is greater than 0.05. Thus, we can conclude that there is no substantial conflict between students living within or outside the college.

**Table 8: T- test: Islamic Studies**

	Levene Test		T-test		
	F	Sig	t	df	Sig
<b>Factor 1</b>	1.183	0.279	0.776	134	0.439
<b>Factor 2</b>	0.054	0.817	0.298	134	0.766
<b>Perception</b>	1.331	0.251	0.305	134	0.761

Based on the Levene test, the significant value p for all the variables is greater than 0.05. It shows that the similarity of variance is the same. For Factor 1, the significant value is 0.439 which is greater than 0.05. Therefore, we can conclude that there is no significant difference between the formal and informal Islamic education. For Factor 2, the significant value is 0.766 which is greater than 0.05. Hence, it can be concluded that there is no significant difference between formal and informal Islamic education. Next, in terms of the perception variables, the significant value is 0.761 which is greater than 0.05. Hence, it can be concluded that there is no significant difference between formal and informal Islamic education.

**Table 9: T-test: Working Experience**

	Levene Test		T-test		
	F	Sig	t	df	Sig
<b>Factor 1</b>	0.274	0.601	0.124	134	0.901
<b>Factor 2</b>	1.457	0.229	0.238	134	0.812
<b>Perception</b>	0.108	0.743	1.584	134	0.116

Based on the Levene test, the significant value p for all the variables is greater than 0.05. It shows the similarity of variance is the same. For Factor 1, the significant value is 0.901 which is greater than 0.05. Therefore, we can conclude that there is no significant difference between the students who have working experience and those who have none. For Factor 2, the significant value is 0.812 which is greater than 0.05. Therefore, it can be concluded that there is no significant difference between working experience and absence. Next, to Perception variable, the significant value is 0.116 greater than 0.05. Therefore, it can be inferred that there is no significant difference between having working experience and the absence of it.

### ANOVA's Way

**Table 10: ANOVA's Way: Academic Qualification**

		Sum of Squares	of Degree of Freedom	Mean Square	F	Sig
<b>Factor 1</b>	Between Group	0.927	2	0.464	1.896	0.154
	In Group	32.527	133	0.245		
	Total	33.454	135			
<b>Factor 2</b>	Between Group	0.004	2	0.002	2.238	0.111
	In Group	0.105	133	0.001		
	Total	0.109	135			
<b>Perception</b>	Between Group	0.846	2	0.027	0.095	0.909
	In Group	25.014	133	0.286		
	Total	25.860	135			

In terms of Factor 1, the significant value p is 0.154 which is greater than 0.05. Therefore, there is no significant difference in the mean value of Factor 1 between the academic qualification group. For Factor 2, the significant value p is 0.111 which is greater than 0.05. Therefore, there is no significant difference in the mean value of Factor 2 between the academic qualifications of the respondents in the group. For the Perception variable, the significant value p is 0.909 which is greater than 0.05. Thus, there is

no significant difference in the mean of perception between the academic qualifications of the students.

**Table 11: ANOVA's Way: Duration in the Islamic Education System**

		Sum of Squares	Degree of Freedom	Mean Square	F	Sig
<b>Factor 1</b>	Between Groups	0.020	2	0.010	0.040	0.961
	In Group	33.434	133	0.251		
	Total	33.454	135			
<b>Factor 2</b>	Between Groups	0.003	2	0.001	1.617	0.202
	In Group	0.106	133	0.001		
	Total	0.109	135			
<b>Perception</b>	Between Groups	0.770	2	0.385	1.374	0.257
	In Group	37.277	133	0.280		
	Total	38.047	135			

For Factor 1, the significant value p is 0.961 which is greater than 0.05, Therefore, there is no significant difference in the mean value of Factor 1 between the timeframe a group spent in the Islamic education system. For Factor 2, the significant value p is 0.202 which is greater than 0.05. Thus, there is no significant difference in the mean of Factor 2 between the duration a group spent in the Islamic education system. For the perception variable, the significant value p is 0.257 greater than 0.05. Thus, there is no significant difference in Perceptions between the groups based on the duration that they spent in the Islamic education system.

## Correlation

**Table 12: Correlation**

		Factor 1	Factor 2	Perception
<b>Factor 1</b>	Pearson correlation	1	0.397	0.427
	Sig (2-tailed)	.	0.000	0.000
	N	136	136	136
<b>Factor 2</b>	Pearson correlation	0.397	1	0.348
	Sig (2-tailed)	0.000	.	0.000
	N	136	136	136
<b>Perception</b>	Pearson correlation	0.427	0.348	1
	Sig (2-tailed)	0.004	0.000	.
	N	136	136	136

There was a statistically significant correlation between all the variables in this study because the significant value  $p$  for each variable was less than 0.05.

### **Effectiveness Outcome**

Through the interactive medium, the writers determined that it facilitates and eases the process of recitation or *tilawah*. It receives a good degree of acceptance and attracts students to read the al-Quran. The achievement of al-Quran recitation among students also shows a positive increase from time to time.

### **CONCLUSION**

Quran recitation is a lifelong learning process for a Muslim. Quran recitation process can be continued any time throughout a lifetime using this method. The outcome of this work can further advance the implementation of educational activity and the learning process of CTU101 and CTU151. Therefore, lecturers need to be proactive and able to diversify their methods in line with the current advancement in technology. Hopefully, interactive *tilawah* can be an option to traditional methods and can be effectively used in the teaching and learning of Islamic education, especially CTU101 & CTU151 at Kelantan branch of UiTM.

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