

Competence and Method of Teaching *Tarannum* Al-Quran Among Teachers of Special Class on Reading and Memorizing Al-Quran Skill (KKQ) in Johor

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Abstract—This study was conducted to examine the level of competence and method of teaching *Tarannum* al-Quran by the teachers of Special Class on Reading and Memorizing Al-Quran Skill (KKQ). The sample involved in this study was 46 KKQ teachers who taught in KKQ class in Johor. This study used a survey method in the process of collecting data and information. A set of questionnaire has been developed and used as the tool of study. The questionnaire was divided into three parts, namely two characteristics of competence: 1) The teacher's level of knowledge in *Tarannum*, 2) The teacher's level of skill in *Tarannum*, and 3) The method of teaching *Tarannum* by the teachers. The findings show that the level of teacher's knowledge of *Tarannum's* is moderately high with a min value of 3.64, while the level of teacher's skill in *Tarannum* is moderately low with a min value of 2.78. The study also found that the method of using CD and ICT in teaching *Tarannum* was the most popular method used by the respondents, the level for teaching method is moderate with mean 3.42.

Keywords—*teacher competence; teaching methods; Tarannum Al-Quran*

I. INTRODUCTION

Various initiatives have been implemented by the government to strengthen the Quranic education in Malaysia, including the establishment of the Special Class on Reading and Memorizing Al-Quran Skill (KKQ) in 1986. KKQ has been used as a compulsory co-curriculum activity at the National Secondary Religious School (SMKA) with the aim of providing more knowledge and skills on the Qur'anic knowledge to students, especially the school's presenter of tilawah al-Quran competition and the talented students in reciting the al-Quran, KKQ also aims to produce high-quality *qaris* and *qariahs* and to develop students to be proficient in the Qur'anic knowledge [1].

The special curriculum for KKQ has been drafted by the ministries with five areas of priority namely 1) *Ulum al-Quran* 2) *Tajweed* 3) *Hafazan* verse selected 4) *Qiraat Sab'ah* and 5) *Tarannum al-Quran*. The KKQ curriculum is not just a theory but more practical and it is highly correlated, so only selected students who are eligible to attend this class, there are talented learners in the Qur'an, interest, have been able to *khatam* the al-

Qur'an and can read jawi well [2]. When the Kelas Aliran Agama (KAA) programs was implemented in selected secondary school on 1992, KKQ was also extended to KAA all over the country [3].

The implementations of KKQ is depended to special teacher called KKQ teacher. KKQ teachers are in charge of encouraging all the knowledge and skills contained in the KKQ curriculum. In this way, KKQ teachers must be an educator who is proficient, master, astonishing, gifted and ready to train all the knowledge and skills of the Quran in principle and practice well. It is important to guarantee that KKQ understudies' capability, aptitudes and accomplishment are likewise great and meet the aim of the KKQ that have been delineated.

II. PROBLEM STATEMENT

Now KKQ has been implemented in SMKA and KAA throughout the country and also in Johor, but there are still many weaknesses that cause KKQ's objectives still not achieved especially in the field of *Tarannum*. Noh found that there are some teachers who do not have enough skills to teach the Qur'anic curriculum, this situation causes the weakness of the students to master the Qur'anic skills [4]. Monitoring by the Islamic and Moral Education Curriculum Division (JAPIM) on 2005 also reported that teachers who teaching Qur'an skills cannot properly teach *Tarannum* and *Qiraat Sab'ah* skills [2].

Noh states that in teaching tilawah al-Quran, the skills which most teachers are not master is *Tarannum* skills, teachers recognize that this situation has caused their teaching to be less attractive and grow moderately [5]. Saleh found that most KKQ teachers were "borrowed" from Islamic education teachers, they were not well trained in the teaching of Qur'anic skills, he also found that more than 50% of respondents had never attended KKQ teacher courses [6]. Mubi in his study of KKQ teachers in Selangor found that the mastery of teachers in *Tarannum's* knowledge was moderate, most of the teachers didn't know how to practice *Tarannum* well and this situation was very alarming [7].

The weaknesses in the teachers are seen to have an impact to the students' achievement. Ismail stated that the achievement

of 290 KKQ public examination candidates from three districts in Kedah was moderate, the data showed that only 3 (1%) candidates were outstanding, while 236 (81.3%) were moderate [8]. This finding is similar to Hashim based on studies at six schools in Kuala Lumpur that the level of students' mastery in *Tarannum* skills is moderately low at min 2.92 [9]. Based on tests to 60 students found that only 6 (10%) had excelled, 27 (45%) had passed and there was a failed candidate (1.7%).

It is understandable that there is a clear weakness among KKQ teachers on the skill of the *Tarannum* Qur'an. This weakness has affected to the students' achievement and their level of skills in *Tarannum*'s. Therefore, it is necessary to conduct a specific study on KKQ teachers in the field of *Tarannum*. This study conducted to examine the competence level of knowledge and skills by the teacher and also to identify teaching method in *Tarannum* knowledge among KKQ teachers in Johor.

III. RESEARCH OBJECTIVE

- Identify the level of knowledge of KKQ teachers in *Tarannum* al-Qur'an.
- Identify the skill level of KKQ teachers in *Tarannum* al-Qur'an.
- Identify the teaching method of *Tarannum* al-Quran that implemented by KKQ teachers.

IV. RESEARCH METHODOLOGY

This study uses a quantitative approach, a set of questionnaires used as a tool to examine the perceptions of KKQ teachers in Johor regarding their self-esteem in *Tarannum* knowledge and the methods used in teaching of *Tarannum* al-Qur'an. The examples involved were 46 people from the total population of 54 Johor KKQ teachers. The

Cronbach Alpha's overall reliability index obtained for the knowledge, skills and teaching method was 0.968, indicating that the reliability level of the questionnaire in this study was high. Data is shown in table 1 below.

TABLE I. RELIABILITY INDEX OF ALPHA CRONBACH ON RESEARCH QUESTIONNAIRE (INSTRUMENT)

Sections	Cronbac's Alpha value
Knowledge	0.968
Skills	0.955
Teaching method	0.927
Overall	0.968

The 5 points Likert Rating Scale was used in the questionnaire. The score method used is Very Disagree (VD) with 1-point score, disagree (D) with score 2 points, Less Agree (LA) with 3 points score, agree (A) with 4 points, and Strongly Agree (SA) with a score of 5 points. The data obtained were analyzed descriptively involving frequency, percentage and mean by using SPSS version 20.0.

V. FINDINGS AND DISCUSSION

A. Tarannum Knowledge

Table 2 shows data related to respondents' perceptions about their mastery in aspects of knowledge of *Tarannum*. Only two items were recorded at a high level while others were at moderate level. The highest item was 40 respondents (87%) admitted they knew the names of main *Tarannum* al-Quran with min 4.24. Followed by items knew the importance of *Tarannum*'s knowledge in the Qur'anic education of 39 respondents (84.7%) admitted it with a min of 3.85. While the lowest item is by min 3.35 with 23 people (50%) admit that they lack understanding of the functions and roles of each *Tarannum* al-Quran. The overall data of the respondents' knowledge is moderate high with min 3.64.

TABLE II. DISTRIBUTION AND VARIABLE DATA THE LEVEL KNOWLEDGE OF KKQ TEACHERS ABOUT KNOWLEDGE RELATED IN TARANNUM AL-QURAN

No	Level of knowledge	VD%	D%	LA%	A%	SA%	MEAN
A1)	Knowing the names of main al-Quran Tarannum	2	-	4	19	21	4.24
		4.3%		8.7%	41.3%	45.7%	
A2)	Can explain the development history of Tarannum	1	5	18	1	9	3.52
		2.2%	10.9%	39.1%	28.3%	19.6%	
A3)	Knowing the terms that contained in Tarannum	1	4	12	22	7	3.65
		2.2%	8.7%	26.1%	47.8%	15.2%	
A4)	Knowing the role and function of each Tarannum	1	8	14	20	3	3.35
		2.2%	17.4%	30.4%	43.5%	6.5%	
A5)	Knowing the type and character for each Tarannum	1	9	13	18	5	3.37
		2.2%	19.6%	28.3%	39.1%	10.9%	
A6)	Knowing the importance of Tarannum in al-Quran education	3	-	4	33	6	3.85
		6.5%		8.7%	71.7%	13.0%	
A7)	Knowing the tone of voices parts used In Tarannum	3	5	11	17	10	3.56
		6.5%	10.9%	23.9%	37%	21.7%	
A8)	Can list the type of tone of voices	3	6	9	14	14	3.65
		6.5%	13.0%	19.6%	30.4%	30.4%	
A9)	Can explain the function of tone to the Tarannum	1	8	12	15	10	3.54
		2.2%	17.4%	26.1%	32.6%	21.7%	
Min Overall							3.64

Explanation:
 VD : Very Disagree
 D : Disagree

LA : Lest Agree
 A : Agree
 SA : Strongly Agree

The findings show that majority of the respondent admitted that their knowledge in *Tarannum* is in moderation High. However, majority of KKQ teachers still has not known well the history of *Tarannum*, the terms in *Tarannum*, the attributes of each *Tarannum*, the parts of the *Tarannum* sound, the types of voices and still lack the ability to explain the role of voice in *Tarannum*. The level of moderate knowledge of KKQ teachers in *Tarannum* needs to be addressed immediately because it will affect the level of knowledge of the Students as well.

Students' understanding of *Tarannum* lessons is strongly influenced by the level of content knowledge by KKQ teachers. This is because the effectiveness of a teaching depends on some knowledge, especially on content knowledge [10]. The existence of content knowledge as one of the most important components of teaching is generally recognized by teachers, but most teachers are found to have poor control over this knowledge [11]. Tickle noted that The effectiveness of delivering a lesson depends on the level of pedagogical knowledge the teacher has [12]. According to Shulman [13], in order to create effective teaching, teachers not only need to master the content of the subjects taught, but they must be aware of the student's learning style and master the teaching and learning strategies.

Long stated that a teacher needs to prepare themselves with knowledge and renew it every times as the field of knowledge is constantly expanding [14]. Nordin shows that efforts to increasing of the knowledge can be done by teachers by learning from expert, reviewing and reading related books [15]. Teachers also need to prepare themselves with supportive

knowledge in order to explain and describing with more details to students [16]. Among the support knowledge that were proposed to KKQ teachers is *Tafsir al-Quran* and *Asbabul nuzul*.

The effort is to increase knowledge by KKQ Teachers should be implemented independently and continuously without expecting certain parties such as PPD (*Pejabat Pendidikan Daerah*) or JPN (*Jabatan Pendidikan Negeri*) as the effort to increase knowledge is responsibility of the teachers. Teachers who have always learned and have good knowledge can clearly and objectively teach, otherwise the less knowledgeable teachers will make the teaching process, unattractive and less quality, this will the interests and achievement of the student decrease.

B. Tarannum Skills

Table 3 shows the data of respondents' perceptions on their practical skills in *Tarannum*. The data shown that theres no item was min recorded at high level, the best recorded item was able to amplify the three voice tabs in the *Tarannum* reading which was 15 respondents (32.6%) admitted it with mean moderate of 3.39. The second best item is able to read al-Qur'an in a good *Tarannum* way with 12 respondents (26%) who admit it with mean 2.93. The lowest item was 38 respondents (82.6%) admitted that they were not able to recit 7 tarannum well with mean 2.43. The overall data of *Tarannum*'s skill items in this study was at low average rate with mean 2.78.

TABLE III. DISTRIBUTION AND VARIABLE DATA OF THE SKILL LEVEL OF THE TEACHERS IN TARANNUM AL-QURAN

No	Level of knowledge	VD%	D%	LA%	A%	SA%	MEAN
B1)	Can read the al-Quran with good <i>Tarannum</i>	4	9	21	10	2	2.93
		8.7%	19.6%	45.7%	21.7%	4.3%	
B2)	Can identified <i>Ihtilal al-Lahn</i> in <i>Tarannum</i> reciting	9	13	12	8	4	2.67
		19.6%	28.3%	26.1%	17.4%	8.7%	
B3)	Can recite <i>Ihtilal al-Lahn</i> in my <i>Tarannum</i> reciting	8	15	13	8	2	2.58
		17.4%	32.6%	28.3%	17.4%	4.3%	
B4)	Can identified <i>Waslah Mumathalah</i> in <i>Tarannum</i> reciting	7	14	16	7	2	2.63
		15.2%	30.4%	34.8%	15.2%	4.3%	
B5)	Can recite <i>Waslah Mumathalah</i> in my <i>Tarannum</i> reciting	9	16	10	9	2	2.54
		19.6%	34.8%	21.7%	19.6%	4.3%	
B6)	Can recite four <i>Harakat</i> of each <i>Tarannum</i>	10	4	21	7	4	2.80
		21.7%	8.7%	45.7%	15.2%	8.7%	
B7)	Can identified <i>Salalim Nuzul</i> and <i>Salalim Su'ud</i> In <i>Tarannum</i> reciting	8	12	13	9	4	2.76
		17.4%	26.1%	28.3%	19.6%	8.7%	
B8)	Can recite <i>Salalim Nuzul</i> and <i>Salalim Su'ud</i> in my <i>Tarannum</i> reciting	10	12	14	6	2	2.43
		21.7%	26.1%	30.4%	13.0%	4.3%	
B9)	Can recite three <i>tabakah</i> voice in <i>Tarannum</i>	6	5	20	10	5	3.0
		13.0%	10.9%	43.5%	21.7%	10.9%	
Min Overall							2.78

Explanation:

- VD : Very Disagree
- D : Disagree
- LA : Lest Agree
- A : Agree
- SA : Strongly Agree

The study found that majority of the respondents admitted that their practical skills in *Tarannum* were moderately low, this situation is alarming and needs to be addressed immediately. Most of the respondents admit that they were

unable to identify or to recite beautifully *Ihtilal al-Lahn*, unable to identify *Ihtilal al-Lahn*, unable to identify *Waslah Mumathalah*, unable to recite *Waslah Mumathalah*, unable to identify *Salalim Nuzul*, unable to recite *Salalim Nuzul*, unable to identify *Salalim Su'ud* and unable to recite *Salalim Su'ud* in their *Tarannum* reciting of the Qur'an. The data showed that 4 to 10 respondents did not master the skills at all, but this study found there only 10 to 12 (30%) respondents have a good level of skills in *Tarannum*.

KKQ teachers who not master in *Tarannum's* will affected student achievement. This was agreed upon by Noh [4] which states that teachers who are not proficient in delivering the teaching of Quranic skills will affect students' achievement. Teaching *Tarannum* requires teachers to demonstrate examples of *Tarannum* reading by type and *burdah*, *qitaah* and various of *harakat* [17]. *Tarannum* learning method requires the process of repeating and correcting the reading, rhythm and tone by the teacher to the students [18]. Therefore, the teaching of the teacher should be done gradually, one by one, step by step, and also emphasize the method of repetition because sometimes students cannot understand the first and second lessons [19]. If KKQ teachers are not skilled and unable to read with a good *Tarannum*, the *tasmik* and *tashih* processes will not be implemented. This causes students didn't know what is being read correctly or wrong.

KKQ teachers need to improve their *Tarannum* skills. This effort can be done by learn and *talaqqi* with expert *qari* and *mursyid* teachers, attending courses organized by other

departments or NGOs and having sharing of knowledge and experience with skilled *Tarannum* members. To be master in *Tarannum's*, someone need to have a talent and good voice, but with continued effort and deep interest, some people will also be able to master *Tarannum* well. In the context of teaching, good teachers cannot be comfortable with one skill or refrain from one task because they are unskilled, but even need to develop another because skills are learned [20].

C. Teaching Method

Table 4 shows data on respondents' perceptions of their *Tarannum* teaching method to students. The data showed that an item recorded a mean high of 37 respondents (80.5%) agreed that they used CD & ICT in teaching *Tarannum* with mean 3.97. The lowest item is using graphs & voice charts in *Tarannum* lessons with only 16 respondents (34.8%) admitting they use this method with mean 3.02. The data for the whole teaching method section is moderate with overall mean of 3.42.

TABLE IV. DISTRIBUTION AND VARIABLE DATA OF TEACHING METHOD BY KKQ TEACHERS IN TEACHING TARANNUM AL-QURAN TO THE STUDENTS

No	Level of knowledge	VD%	D%	LA%	A%	SA%	MEAN
C1)	Recite vers of al-Quran with <i>Tarannum</i> by them self to the students	5	9	14	8	10	3.19
		10.9%	19.6%	30.4%	17.4%	21.7%	
C2)	Using CD & ICT In <i>Tarannum</i> teaching process	2	5	2	20	17	3.97
		4.3%	10.9%	4.3%	43.5%	37 %	
C3)	Using graft and voice charts In <i>Tarannum</i> teaching process	6	7	17	12	4	3.02
		13.0%	15.2%	37 %	26.1%	8.7%	
C4)	Always giving <i>Tarannum</i> practical exercise to the students	5	3	13	16	9	3.45
		10.9%	6.5%	28.3%	34.8%	19.6%	
C5)	Always checking and correcting students <i>Tarannum</i> reading skills	2	8	11	16	9	
		4.3%	17.4%	23.9%	34.8%	19.6%	
Min Overall							2.78

Explanation:

- VD : Very Disagree
- D : Disagree
- LA : Lest Agree
- A : Agree
- SA : Strongly Agree

The study has identified teaching practices using the *Tarannum* CD & ICT as the preferred method of teaching with majority respondent is (80.5%). Followed by the practicing of *Tarannum's* and exercises to students (54.4%), constantly reviewing and correcting student *Tarannum* reading (54.4%), self-recite of the *Tarannum* to students during teaching process (39.1%) and finally using graphs & voice chart in *Tarannum* teaching (34.8%). Hence here are to identified the most popular and frequently used methods in teaching *Tarannum* by Johor KKQ teachers and the least used method in their teaching.

Quranic teaching especially *Tarannum* has its own character where teachers need to make sure their students are able to read the al-Qur'an properly with 1) *Tajwid* accuracy, 2) Perfection of *fasahah*, 3) Beauty of *Tarannum* and 4) Perfect tone of voice in every single reading [17]. This Such as teaching skills emphasize 1) Instruction, 2) Demonstration, 3) *Tasmik* and 4) *Tashih* only can be achieved by *talaqqi musyafahah* proses with skilled teachers [21]. It is also a method of learning the Quran that has been passed through the

Prophet Muhammad s.a.w through the teachings delivered by Jibril a.s since the first *Wahyu* of the cave in Hira' [22].

Teachers need to verify the methods in teaching *Tarannum* without leaving the *talaqqi musyafahah* method because it is sunnah of the Prophet and his companions. Support by other methods such as ICT, CD, audio, video, graphics and so forth are seen to increase the student's interest as it draws attention, easy to use, not tied to the individual, timely and interactive to the student because students are more interested in computer-based materials and information technology [23].

This study also found that the use of CD and ICT has helped to overcome the teacher's weakness in *Tarannum's* skills. However, it should be understood that the used of ICT or other methods not followed by *tasmik* and *tashih* by the teacher will cause the student to be exposed to error without correction. So it is emphasized that any method used in *Tarannum's* teaching and learning are requiring to guidance from skilled teachers.

VI. CONCLUSION

The result showed that the level of knowledge of KKQ Johor teacher on *Tarannum* was moderate high with mean 3.68 and their skill level was moderately low with mean 2.78 and level of teaching method is moderate with mean 3.42. The

study also found that there are KKQ teacher who do not master the skills in the field of *Tarannum* at all, this situation is very worrying and needs to be addressed immediately. However, there are 30% KKQ teacher who are proficient in this *Tarannum* skills, it is suggested that some study will be conducted on these skilled teachers by focusing on their teaching methods, factors affecting their skills, motivation and other factors.

The study also found that teaching methods using ICT and CDs were the most popular method using by KKQ teachers in teaching *Tarannum*, here are recommended that further studies should be made on the level of effectiveness teaching of *Tarannum* by teachers, and also *Tarannum* learning process by students using ICTs such as CDs, Videos, YouTube and Websites. Also proposed the Study on the construction of ICT-based *Tarannum* teaching modules to the students. That its hoped that with these further studies will enhance the teaching and learning of the Quran especially in the field of *Tarannum*.

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