



Assessment of Teacher's Knowledge of Computer Software for Teaching Islamic Studies in Senior Secondary Schools in Kwara State, Nigeria

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Abstract

The study examined availability and accessibility of computer software in teaching of Arabic in Secondary Schools in Kwara State. To examine the accessibility of computer software for teaching Islamic Studies in Senior Secondary Schools in Kwara state. Two research questions and two research hypotheses were formulated and tested at 0.05 level of significance. This study adopted a descriptive survey research design. The target population was 360 Islamic Studies Teachers in 50 Senior Secondary Schools. The sample was 186 Islamic studies Teachers in Senior Secondary schools purposively selected for the study. The researcher's self-designed instrument titled "Accessibility and Utilisation of the Computer Software Questionnaire (AUCSQ) was used to collect data from the respondents. The reliability coefficient of the AUCSQ was 0.86. Frequency and Percentage were used to present the demographic information of the respondents and to answer the research questions while the Pearson Product Moment Correlation Coefficient was used to test hypotheses. The study revealed a significant correlation between the availability of computer software and the teaching of Islamic Studies in Senior Secondary Schools in Kwara State. The study found a significant negative correlation between the accessibility of computer software and the teaching of Islamic Studies in Senior Secondary Schools in Kwara State. The study found that the lack of access to computer software negatively impacts the teaching of Islamic studies in secondary schools in Kwara State. It recommended that school management should provide adequate computer software for teachers and that Islamic studies teachers should acquire computer skills for easy access to the software.

Keywords: Computer Software, Teaching of Islamic Studies, Nasheed Software.

INTRODUCTION

The integration of computer software in Islamic Studies education has become increasingly important in Nigeria, particularly in Senior Secondary Schools. This integration can enhance teaching methods and improve student engagement, but the effectiveness of this integration depends on the proficiency of teachers in utilising these technological tools. Assessing teachers' knowledge of computer software designed for teaching Islamic Studies is crucial for identifying gaps in their skills and competencies. The importance of computer software in Islamic Studies education is evident, as it facilitates interactive learning experiences, provides access to a broader range of educational resources, and supports differentiated instruction tailored to diverse learning styles (Alharbi, 2014; Hamdan, 2014). By employing software tools, educators can present complex Islamic teachings in more accessible formats, enhancing comprehension and retention among students. Additionally, the use of multimedia resources can make lessons more engaging, fostering a deeper interest in the subject matter.

However, there is a concerning gap in the proficiency of teachers regarding the use of relevant software. Educators may lack adequate training or ongoing professional development opportunities to keep up with technological advancements. This deficiency raises questions about their ability to effectively integrate these tools into their teaching practices. Therefore, it is essential to assess the current state of knowledge and skills among teachers in Kwara State to identify areas requiring improvement and support. Teacher's knowledge encompasses technical skills and pedagogical knowledge, which directly impacts their ability to deliver engaging and interactive content, ultimately influencing student performance and motivation. When educators are equipped with the necessary skills to integrate technology into their lessons, students stand to benefit significantly. However, lack of technological proficiency may result in diminished learning experiences for students, potentially hindering their academic growth and understanding of the subject.

Computer software refers to various applications designed to support teaching and learning processes such as presentation tools, educational games, online resources and platforms specifically tailored for Islamic Studies (Hoerudin et al., 2023). Understanding the range and functionality of these tools is crucial for teachers, as it enables them to select appropriate resources that align with curricular goals and enhance the educational experience for students. The effectiveness of computer software in the classroom depends on its relevance to the subject matter and the teachers' ability to leverage these tools effectively. Teaching Islamic Studies requires teachers to possess not only knowledge of the subject but also an understanding of how technology can facilitate the exploration of these themes. In the context of senior secondary schools, where educational resources may be limited, the ability of teachers to harness computer software effectively can bridge gaps in traditional teaching methods and promote a more robust learning environment. Challenges and opportunities for integrating computer software in Islamic Studies education include varying levels of access to technology, disparities in teacher training, and the need for ongoing

professional development. Understanding these challenges is essential for formulating strategies that empower teachers and enhance their competency in using digital tools. Exploring the opportunities presented by advancements in technology can lead to innovative practices that engage students and foster a deeper understanding of Islamic Studies.

ICT Software has significantly contributed to the development of Islamic studies teaching. It enables teachers to access various Islamic studies content, such as e-quran, e-hadits, e-Figh, e-Fatiwah, e-Khutbah, and e-Jihad, online. However, the unavailability of ICT components in schools can hinder teachers' use of these facilities. The Federal Ministry of Education in Nigeria defines ICT as including all equipment and tools, including traditional technologies, radio, video, and television, as well as newer technologies like computers, hardware, firmware, and methods, practices, processes, procedures, concepts, and principles. ICT software assists teachers in developing their capacities and curating Islamic studies content for effective teaching. In developed countries, most teachers have easy access to computer software with 99 percent of U.S. teachers having access to computers and software in their schools (Gray et al., 2010). Some Muslim teachers and learners have demystified the myth of relying solely on old methods, using animations, audiovisual content, online text, and other multimedia to teach and learn Islam (Gyagenda, 2021). To address the gaps in knowledge and skills among teachers, robust professional development programs focused on technology integration in education should be implemented. Fostering a culture of continuous learning and collaboration among teachers can further enhance their confidence and competence in employing technology in the classroom.

The major challenge to effective teaching and learning including Islamic studies is the inadequate provision of computer software in senior secondary schools. There are many senior secondary schools without functional computers, and this has inhibited teachers from having easy access to the computer software for effective teaching in the school. In addition, where the computer is available, there are issues such as poor computer skills, lack of software in Islamic studies contents and poor power supply among other factors preventing teachers from easily accessing it for teaching the subject in schools. The preliminary investigation by the researcher revealed that students are of the view that the teaching of Islamic studies is no more fascinating which makes the subject boring to them. Teachers of the subject in most of the Senior Secondary Schools are teaching the students with the usual traditional methods. The students are eager for alternative teaching methods (Computer Software) that will raise their interest and motivation from Islamic Studies teachers. However, it is also observed that Islamic Studies teachers are complaining about the non-availability of computer software like the Qur'an, Hadith, Tafseer and stories of the holy prophets etc. in the area of Islamic Studies. Researchers like Sholeh (2023); Abdulkarim (2021); Zakariyah and Hamid (2020); Akbar and Noviani (2019); Susanti and Sa'ud (2016) indicated that teachers' access to ICTs was based on lack of computer skills, poor computer packages based Islamic studies curriculum.

This research focuses on the integration of computer software in teaching Islamic Studies in senior secondary schools in Kwara State, Nigeria. The research addresses a gap in existing literature by addressing the use of computer software in Islamic Studies. The study highlights the importance of specialised software tools tailored to the pedagogical needs of Islamic Studies educators. The research is grounded in the unique socio-cultural and educational context of Kwara State, Nigeria, which acknowledges that educational practices and technological adoption can vary significantly across different regions and cultural settings. It emphasises the necessity of contextualising educational technology to align with cultural values and the specific needs of students studying Islamic Studies, thereby fostering an environment conducive to learning. The research's implications for teacher training and professional development are significant. By assessing teachers' knowledge and skills in utilising computer software for Islamic Studies, the research identifies specific areas where further training is necessary. This focus on professional development is crucial for fostering a culture of continuous improvement among educators. The findings can inform the design of targeted training programs aimed at enhancing teachers' technological competencies. The study also underscores the importance of promoting educational equity through technology. By evaluating teachers' knowledge of software tools, the research brings attention to the disparities in technological access and proficiency among educators in different schools, highlighting the need for equitable distribution of resources and training opportunities. The general purpose of this study is to examine the availability, and accessibility of computer software in teaching Islamic Studies in Secondary Schools in Kwara State. The specific objectives would be to: determine the availability of computer software for teaching Islamic Studies in Secondary Schools in Kwara state. examine the accessibility of computer software for teaching Islamic Studies in Senior Secondary Schools in Kwara state.

Research Questions

1. what is the level of availability of computer software for teaching Islamic Studies in Secondary Schools in Kwara State?
2. What is the accessibility of computer software for teaching Islamic Studies in Senior Secondary Schools in Kwara State?

Ho1: There is no significant relationship between the availability of computer software and teaching of Islamic Studies in Senior Secondary Schools in Kwara State.

Ho2: There is no significant relationship between accessibility of computer software and teaching Islamic Studies in Senior Secondary Schools in Kwara state.

LITERATURE REVIEW

Ali (2018) examined the availability, of ICT in teaching-Islamic studies in Colleges of Education in North-East, Nigeria. The Study adopts a multi-stage sampling technique in which five (5) out of the eleven Colleges of Education were purposively selected. Primary data was drawn from questionnaires, interviews and observations. The result indicated that the availability of ICT facilities for the teaching of Islamic studies is relatively inadequate.

Similarly, Sholeh (2023) found out how the strategy for implementing technology integration in Islamic education is effective and how to overcome the challenges of adopting technology integration in Islamic education. A qualitative descriptive research approach was adopted. Data analysis was carried out using a descriptive analysis. The results of the study showed that the strategy for implementing technology integration in Islamic education is through improving technology infrastructure, training and professional development for teachers and education managers, preparing relevant digital Islamic content, and a technology-based curriculum approach.

Abdulkarim (2021) examined secondary school teachers' awareness of information and communication technology tools for teaching Islamic Studies in Kwara State. 150 teachers were the respondents. A researcher-designed checklist was used for the instrument. Findings revealed that out of 20 ICT items that were considered on the checklist, seven (7) were 100% available while four (4) were not available at all. Moreover, nine (9) items were available in other secondary schools and were not available in some other secondary schools in Kwara State. Likewise, Lubis et al. (2020) examined the availability and use of ICT in teaching Islamic subjects in religious schools and showed that, in Islam, the use of modern technology is encouraged as it helps towards the development of positive thinking, the ability to innovate and to trigger the drive for self-improvement. Doreen (2018) assessed the availability and utilisation of computer packages in the teaching of Islamic Studies in secondary schools in Kaduna State. A survey research design was used for the study. 300 students and teachers were involved. A structured questionnaire on the availability and utilisation of computers was used for data collection. T-test was used to test formulated research hypotheses. The findings indicated that the computer equipment available in the schools was adequate for teaching and learning Islamic Studies in Kaduna State's Secondary Schools.

Akingbade and Olaopa (2019) examined the availability, and use of (ICT) in selected private secondary schools in Ibadan, Oyo State, Nigeria. The descriptive survey design was used, and four (4) research questions guided the study. Data was collected from one hundred and fifty-six (156) science students from six (6) private secondary schools in Ibadan with the use of a questionnaire. The data analysis was done with the use of SPSS. Findings revealed that ICT facilities were made available and the respondents had access to computers and cybercafé. Wordu et al. (2022) examined the availability of information and communication technology (ICT) facilities in the management of secondary schools in Port Harcourt Local Government Areas of Rivers State. 220 teachers and principals from 15 public secondary schools in Port Harcourt constituted the sample for the study through a simple random sampling technique. A questionnaire was used for the collection. A simple mean was used in analysing the data collected. The result showed that there are no available ICT facilities in the management of secondary schools in Port Harcourt. In light of this, it is observed that most of these studies focused more on ICTs generally, but none were conducted in the areas

of computer software such as Qur'an, Hadith, Seerah and Duaa software in teaching Islamic Studies in Kwara State.

METHOD

This research will focus on discussions related to the meaning, urgency, and function of the curriculum in Islamic Religious Education. The research method used is library research, in which information is obtained through a survey of books and related scientific articles. Other sources relevant to the problem being studied are also included (M. Sari & Asmendri, 2020). The subjects and data sources in this study are books, journals, magazines, and other literature related to writing. According to Mendes, Wohlin, Felizardo, and Kalinowski, the library research process is carried out by reviewing the literature and analyzing relevant topics that are combined (Wohlin et al., 2020).

Moreover, data analysis is a systematic process that employs descriptive content analysis based on the obtained sources. This systematic approach ensures that the analysis is written objectively and reliably (Zed, 2014). The data analysis process begins by collecting data, then reducing it, presenting it, and most importantly, verifying it. This verification stage is crucial in ensuring the validity and reliability of the data analysis (Miles & Huberman, 2014). However, the data analysis process is designed to be flexible. This means that researchers can revisit and refine the stages that have been passed until they produce a study that is believed to be correct, empowering them to ensure the accuracy of their work.

In this article, the content analysis will be related to the meaning, urgency, and function of the curriculum in Islamic Religious Education. The analysis process is carried out by collecting related data from various literature found and in accordance with the themes discussed to draw a conclusion.

RESULTS AND DISCUSSION

Results

The level of availability of computer software for teaching Islamic Studies in Secondary Schools in Kwara State.

Table 1*Level of availability of computer software for teaching Islamic Studies in Secondary Schools in Kwara State*

| | Item | AA | SA | RA | NAA | Rank |
|-----|------------------------------|------------|------------|------------|-------------|-----------------|
| 1. | Qur'an Memorisation Software | 39 21.0 | 32 17.2 | 26 14.0 | 89 47.8 | 4 th |
| 2. | ANasheed Software | 27 14.5 | 36 19.4 | 50 26.9 | 73 39.2 | 6 th |
| 3. | Tafseer Software | 31 16.7 | 42 22.6 | 49 26.3 | 64 34.4 | 7 th |
| 4. | Fatwa Software | 34 18.3 | 38 20.4 | 55 29.6 | 59 31.7 | 8 th |
| 5. | Sahabah Software | 20 10.8 | 35 18.8 | 41 22.0 | 90 48.4 | 3 rd |
| 6. | Du'aa Software | 27 14.5 | 29 15.6 | 48 25.8 | 82 44.1 | 5 th |
| 7. | Hadith Software | 20 10.8 | 22 11.8 | 50 26.9 | 94 50.5 | 2 nd |
| 8. | Seerah Software | 35 18.8 | 29 15.6 | 55 29.6 | 67 36.0 | 9 th |
| 9. | Stories of the Prophets | 36 19.4 | 10 5.4 | 51 27.4 | 89 47.8 | 4 th |
| 10. | Tajweed Software | 16 8.6 | 26 14.0 | 42 22.6 | 102 54.8 | 1 st |

The study revealed that 21.0% of respondents found Qur'an memorisation software to be adequate, while 17.2% found it to be somewhat available. 14.0% agreed that it was somewhat available, while 26.9% considered it relatively available. Tafseer Software was strongly agreed upon by 16.7% of respondents. Fatwa Software was also found to be available by 18.3% of respondents, but only 29.6% considered it relatively available. Sahabah Software was found to be adequate by 18.8% of respondents while Du'aa Software was considered somewhat available by 15.6%. Hadith Software was found to be adequate by 11.8% while Seerah Software was considered somewhat available by 15.6%. Stories of the Prophets were found to be adequate by 19.4% while 27.4% found it relatively available. Tajweed Software was found to be adequate by 14.0% but only 22.6% considered it relatively available. Consequently, all computer software was not available for teaching Islamic studies in secondary schools in Kwara State. The findings suggest that all computer software is not available for Islamic studies in secondary schools.

The accessibility of computer software for teaching Islamic Studies in Senior Secondary Schools in Kwara state

Table 2

Level of the accessibility of computer software for teaching Islamic Studies in Senior Secondary Schools in Kwara state

| | Item | AA | SA | RA | NAA | Rank |
|-----|------------------|------|------|------|------|------------------|
| 1. | Qur'an | 45 | 35 | 45 | 61 | 6 th |
| | Memorisation | 24.2 | 18.8 | 24.2 | 32.8 | |
| | Software | | | | | |
| 2. | ANasheed | 40 | 39 | 43 | 64 | 5 th |
| | Software | 21.5 | 21.0 | 23.1 | 34.4 | |
| 3. | Tafseer Software | 33 | 51 | 50 | 52 | 8 th |
| | | 17.7 | 27.4 | 26.9 | 27.9 | |
| 4. | Fatwa Software | 39 | 40 | 53 | 54 | 7 th |
| | | 21.0 | 21.5 | 28.5 | 29.0 | |
| 5. | Sahabah Software | 21 | 29 | 48 | 98 | 1 st |
| | | 11.3 | 15.6 | 25.8 | 52.7 | |
| 6. | Du'aa Software | 50 | 49 | 36 | 51 | 10 th |
| | | 26.9 | 26.3 | 19.4 | 27.4 | |
| 7. | Hadith Software | 43 | 49 | 39 | 55 | 9 th |
| | | 23.1 | 26.3 | 21.0 | 29.6 | |
| 8. | Seerah Software | 28 | 45 | 46 | 67 | 2 nd |
| | | 15.0 | 24.2 | 24.8 | 36.0 | |
| 9. | Stories of the | 30 | 35 | 52 | 69 | 3 rd |
| | Prophets | 16.1 | 18.8 | 28.0 | 37.1 | |
| 10. | Tajweed Software | 27 | 37 | 53 | 69 | 3 rd |
| | | 14.5 | 19.9 | 28.5 | 37.1 | |

The study analysed the accessibility of computer software for teaching Islamic Studies in Senior Secondary Schools in Kwara State. The results showed that 24.2% of respondents found Qur'an memorisation software to be adequately accessible while 18.8% found it to be somewhat accessible. However, 32.8% of respondents considered Qur'an software to be relatively accessible while 24.2% found it not accessible at all. Nasheed Software was considered reasonably accessible by 21.5% of respondents, followed by Tafseer Software by 17.7%, Fatwa Software by 21.4%, Sahabah Software by 11.3%, Du'aa Software by 26.3%, Hadith Software by 23.1%, Seerah Software by 15.0% and stories of the Prophets by 16.1%. Tajweed Software was considered reasonably accessible by 37.1% of respondents but not by 28.5%. The analysis suggests that computer software is not accessible at all for

teaching Islamic studies in secondary schools in Kwara State. The majority of respondents found Qur'an software to be relatively accessible while others found it not accessible at all. The findings suggest that computer software is not a viable solution for teaching Islamic studies in secondary schools in Kwara State.

Research Hypotheses

Ho1: There is no significant relationship between availability of computer software and teaching of Islamic Studies in Senior Secondary Schools in Kwara State.

Table 3

Relationship between Availability of Computer Software and Teaching of Islamic Studies in Secondary Schools in Kwara State.

| Variable | N | Mean | Std. | df | R.cal. | P-Value |
|-----------------------------------|-----|------|------|-----|--------|---------|
| Availability of computer software | 186 | 1.79 | .36 | 185 | -.101 | .001 |
| Teaching of Islamic studies | 186 | 1.56 | .52 | | | |

Table 3 showed that r.cal. is -.101, significant level is .001 at 0.05 level of significance. The significant level of 0.001 is less than the 0.05 (r.cal = -.101, p.<0.05), hypothesis was hereby rejected. Therefore, there was a significant positive relationship between availability of computer software and teaching of Islamic studies in Secondary Schools in Kwara State.

Ho2: There is no significant relationship between accessibility of computer software and teaching Islamic Studies in Senior Secondary Schools in Kwara state.

Table 4

Relationship between Accessibility of Computer Software and Teaching of Islamic studies in Secondary Schools in Kwara State.

| Variable | N | Mean | Std | df | R.Cal. | P-Value |
|--------------------------------|-----|------|-----|-----|--------|---------|
| Accessibility of computer soft | 186 | 1.55 | .64 | 185 | -.104 | .004 |
| Teaching of Islamic studies | 186 | 1.82 | .72 | | | |

Table 4 showed that r.cal. is -.104, significant level is -.004 at 0.05 level of significance. The significant level of 0.003 is less than the 0.05 (r.cal= -.104, p.<0.05), hypothesis two was hereby rejected. Therefore, there was a significant negative relationship between accessibility of computer software and teaching of Islamic studies in Secondary Schools in Kwara State.

Discussion

The study showed that there is a significant relationship between the availability of computer software and teaching of Islamic Studies in Senior Secondary Schools in Kwara State. This implies that there is a strong negative relationship between the availability of computer software and teaching of Islamic studies in secondary schools in Kwara State. This result is

because computer software like Qur'an memorisation software, Nasheed Software, Tafseer Software, Fatwa Software, Sahabah Software, Du'aa Software, Hadith Software, Seerah Software and Tajweed Software were not available at all. From the results, it can be deduced that all the computer software was not available at all in the teaching of Islamic studies in secondary schools in Kwara State. This finding was supported by Adomi and Kpangban (2010) discovered that the unavailability of ICT components in schools' hampers teachers' use of the facilities in teaching students. Similarly, Ali (2018) and Sanni (2023) showed that the level of availability of this computer software in school determined the extent of accessibility and its use for teaching Islamic studies.

The study also revealed that there was a significant negative relationship between accessibility of computer software and teaching Islamic Studies in Senior Secondary Schools in Kwara State. There was a negative relationship between accessibility and teaching of Islamic studies. This implies that computer software like Qur'an memorisation software, Nasheed Software, Tafseer Software, Fatwa Software, Sahabah Software, Du'aa Software, Hadith Software, Seerah Software, and Tajweed Software were not accessible at all for teaching Islamic Studies. This finding was supported by the results from Zakariyah and Hamid (2020); Mitra and Wahyudin (2024) and Hidayah and Humaidi (2022) who confirmed that most of the Islamic studies teachers were unable to access computer software because of poor computer knowledge, lack of computer creativity, unbalanced distribution of computers to schools. Other factors were lack of relevant Islamic studies contents as software and lack of functional computers (Olanrewaju et al., 2022). Additionally, Sholeh (2023); Abdulkarim (2021); Zakariyah and Hamid (2020); Akbar and Noviani (2019); Susanti and Sa'ud (2016) indicated that teachers access to ICTs were based on lack computer skills, and poor computer packages based Islamic studies curriculum.

CONCLUSION

Based on the findings, the study concluded that available of computer software has negative impact on the teaching of Islamic studies in secondary schools in Kwara State. The study also concluded that accessibility to computer software has negative impact on the teaching of Islamic studies in secondary schools in Kwara State. Based on the conclusion, the study recommended that school management should provide adequate computer software in Islamic studies for teachers in secondary schools in Kwara State. The study also recommended that Islamic studies teachers should ensure acquire computer skills for easy access to computer software in teaching Islamic studies.

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