

## The Current Needs for Learning Al-Quran and Fardu Ain (KAFa) Classes Through Homeschooling Method for Elementary School Students

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### Abstract

*This study aims to ascertain how primary school instructors felt about homeschooling of the Qur'an and Fardu Ain (KAFa). Needs analysis was conducted using a quantitative method with a questionnaire instrument containing three constructs, distributed to 79 KAFa Islamic Education teachers in the state of Terengganu, Malaysia. The obtained data was analysed using Statistical Package for the Social Sciences (SPSS) software and were descriptively examined. The study's conclusions demonstrated that teachers' perceptions of the implementation of KAFa classes are high ( $M=4.28$ ,  $SD=0.590$ ), moderately high ( $M=3.63$ ,  $SD=0.867$ ) with regards to the students' level of mastery in KAFa subjects, and moderately high ( $M=3.43$ ,  $SD=0.714$ ) regarding the requirements of KAFa classes for homeschooling. The implication of this study is to be able to provide preliminary information about the need to provide a homeschooling model of Al-Quran and Fardu Ain (KAFa) classes for primary school students.*

**Keywords:** *Al-Quran and Fardu Ain (KAFa) class, Learning, Homeschooling, Perception, Primary School.*

### INTRODUCTION

The practice of homeschooling in Malaysia is growing rapidly. It involves teaching and learning at home by parents or guardians using various learning resources. Homeschooling refers to an alternative learning method where children are not sent to conventional day school, rather learning at home either taught by parents or by paid teachers.

Learning at home (homeschooling) is not something new, in fact it has been practiced for a long time without most realizing it since childhood. A child's character is formed in large part by the education received at home. Schools are not the only place where children can receive an education, despite the fact that most communities view them as the primary educational paradigm (Juhadi, Faizul & Dina, H., 2022; Mahmud & Ali, 2018). In fact, homeschooling can provide the same advantages as regular conventional day school. Mahmud & Ali (2018) stated that homeschooling has a 30% role, school-based education has a 30% role, community-based education has a 30% role, and the remaining 10% is based on the child's unique development.

Homeschooling is essential to prepare children for any eventuality, such as the previous Covid-19 Pandemic. The previous Covid-19 outbreak in the nation unsettled and alarmed people throughout. The state of affairs has significantly affected Malaysia's educational system, particularly the Fardu Ain (KAFa) and Al-Quran curriculum. The pandemic's proliferation has altered the nature of education by emphasizing online learning utilizing the Home Centered Learning (PBR) methodology.

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Therefore, the application of the homeschooling concept in the learning of al-Quran and Fardhu Ain (KAFa) classes is more effective because the main principle is through family. Since the family is the primary institution of education, parents or guardians should foster an authentically Islamic home environment, since children are naturally assimilated into the faith. The home is emphasized as the primary learning resource in both KAFa programmes and homeschooling. Thus, a Muslim family's life can benefit from the application of the homeschooling technique in KAFa classes. Even the younger generation is accustomed to using a variety of more engaging online applications.

### **Al-Quran And Fardhu Ain (Kafa) Class**

The KAFa programme is one of the efforts of the Malaysian Islamic Development Department (JAKIM) to help the Malaysian Ministry of Education strengthen Islamic Education subjects among primary school students. The programme emphasises several aspects; namely the aspect of the ability to read the Qur'an fluently and with *tajwid* (grammar), strengthening the fundamentals of Fardhu Ain through practical training, knowledge of the Arabic language as well as reading and writing *Jawi*. What is learned in KAFa education is useful for achieving the philosophy of Islamic Education itself as well as mutually supporting and empowering each other. KAFa's Education Philosophy as outlined by the Malaysian Islamic Development Department (2014) states that the Study of the Al-Quran and Fardhu Ain is a continuous effort to educate and shape Muslim students towards developing individual nature in accordance with the wishes of the Al-Quran and As-Sunnah. This effort aims to produce people who are educated with Al-Quran and As-Sunnah education who have strong faith and practice in Allah and appreciate the morals and Islamic way of life. Therefore, JAKIM's efforts in establishing KAFa need to be supported by all parties in order to develop the human capital of Muslims who will shape the future of the country with the knowledge of this world and the knowledge of the hereafter.

In general, the KAFa programme consists of eight subjects, namely; Al-Quran, *Aqidah* (Faith), *Ibadah* (Actions), *Adab* (Islamic Ethics), *Sirah* (History), *Lughatul Quran* (Quranic Transcriptions), *Jawi* and *Khat*. This KAFa class is implemented specifically for children between the ages of 7 to 12 or students in years 1 to 6 in national schools. KAFa classes have been implemented uniformly throughout the country since 1990 by the State Religious Authorities coordinated by the Malaysian Islamic Development Department (JAKIM, 2022). This means that the KAFa program has been running for 33 years since its inception.

JAKIM has formulated the Regulations for the Implementation of Al-Quran and Fardhu Ain Class Programme (KAFa) Year 2022 as a reference and guide for the implementation of KAFa in this country. This initiative is to ensure that the KAFa Programme can be implemented more effectively and efficiently. In terms of implementation, the KAFa class allocates a minimum time of 9 hours a week equal to 36 hours a month. It is carried out in various places such as the National School, Religious School, mosque, surau, public hall, private house and KAFa building itself.

Although the KAFa programme has been running for three decades, the teaching and learning effectiveness (PdP) of KAFa is still at a minimum level and has not yet achieved the goal of strengthening the PdP of Islamic Education in schools under the Ministry of Education (Mohd Shafie & Talib, 2016). According to Hashim et al. (2017) students are still not able to master basic skills such as reciting the Quran with *tajwid*, memorising common *surahs* to read during prayer, practicing prayer, and so on. This may be due to a number of factors, including the suitability of KAFa class PdP time, time constraints, teacher's approach, teaching aids, student motivation and so on. Based on the study of Zainol et al., (2017), students think that the subjects studied in the KAFa syllabus are difficult to understand.

Therefore, based on the problems that exist in the KAFa curriculum system, this research intends to proposed KAFa learning through homeschooling as an alternative education to develop the KAFa curriculum in order to be in line with the goals set in the JAKIM Strategic Plan 2019-2025.

## Method

This study is a design and development study. The purpose of this study is to identify the teacher's perception of the Al-Quran and Fardu Ain (KAFA) class learning through homeschooling for primary school students. Needs analysis was conducted using a quantitative method with a questionnaire instrument distributed to 79 teachers who teach KAFA in the state of Terengganu. This study is based on the design and development research approach of Richey & Klein (2007). This design study involved three phases; namely the needs analysis phase, the design and development phase, and the implementation and evaluation phase. This paper only discussed the development needs of the homeschooling model in the needs analysis phase. Respondents involved in this phase consisted of teachers who teach KAFA in Terengganu.

The instrument contains three constructs that are to be assessed; namely the teacher's perception of the implementation of KAFA, the level of student mastery in KAFA subjects and the requirements of KAFA in terms of homeschooling. This phase involved 79 teachers in all. After the teachers completed the questionnaire, the mean value and standard deviation of the scores attained for each construct were determined by descriptive analysis using the Statistical Package for Social Science (SPSS) software version 21.0. Scores were calculated according to a 5-level Likert scale, which is 1=strongly disagree, 2=disagree, 3=not sure, 4=agree and 5=strongly agree. In order to ascertain the level, this study employs Nunnally's (1978) interpretation of the mean score, which is 1.00–2.00 for low, 2.01-3.00 for moderately low, 3.01–4.00 for moderately high, and 4.01–5.00 for high.

## RESULTS AND DISCUSSION

The following are the findings of a questionnaire analysis of the needs of the development of the al-Quran and Fardu Ain (KAFA) class model through homeschooling for primary school students based on three constructs, namely the teacher's perception of the implementation of KAFA, the level of student mastery in KAFA subjects and the requirements of KAFA in homeschooling.

### Teachers' Perception of the Implementation of KAFA

The construct of teachers' perception of the implementation of KAFA is the main construct that needs to be given feedback by teachers. There are 15 items that have been listed in the construct of teachers' perceptions of the implementation of KAFA classes.

No.	Constructs	Frequency					Mean	SD	Level
		SD	D	N	A	SA			
B1	KAFA class is suitable in terms of class time which is 2.30 PM - 5.30 PM.	14 17.7%	15 19%	4 5.1%	30 38%	16 20.3%	3.24	1.434	Moderately High
B2	KAFA classes are suitable in terms of study period for 3 hours a day.	2 2.5%	5 6.3%	2 2.5%	35 44.3%	35 44.3%	4.22	.956	High
B3	KAFA classes are suitable in terms of the number of KAFA subjects of 8 subjects.	4 5.1%	5 6.3%	5 6.3%	34 43%	31 39.2%	4.05	1.085	High
B4	KAFA classes are suitable in terms of the content of the Quran subjects.	1 1.3%	0 0%	4 5.1%	25 31.6%	49 62%	4.53	.713	High
B5	KAFA class is suitable in terms of the content of <i>Ulum Syariat</i> subjects ( <i>Aqidah</i> & Worship)	1 1.3%	1 1.3%	3 3.8%	30 38%	44 55.7%	4.46	.748	High
B6	KAFA class is suitable in terms of <i>Sirah</i> subject content	1 1.3%	1 1.3%	2 2.5%	28 35.4%	47 59.5%	4.51	.732	High
B7	KAFA class is suitable in terms of the content of the <i>Adab (Akhlak Islamiyyah)</i> subject	1 1.3%	1 1.3%	2 2.5%	24 30.4%	51 64.6%	4.56	.729	High
B8	KAFA class is suitable in terms of the content of <i>Jawi</i> & <i>Khat</i> subjects	1 1.3%	1 1.3%	4 5.1%	27 34.2%	46 58.2%	4.47	.765	High

B9	KAFa classes are suitable in terms of the content of the Basic <i>Lughatul Quran</i> subjects	1 1.3%	2 2.5%	3 3.8%	29 36.7%	44 55.7%	4.43	.796	High
B10	KAFa class is suitable in terms of subject content Appreciation of the Islamic way of life.	1 1.3%	0 0%	3 3.8%	27 34.2%	48 60.8%	4.53	.695	High
B11	The KAFa class is suitable in terms of the content of <i>Amali Solat</i> (Prayer Practice) subjects	1 1.3%	0 0%	2 2.5%	22 27.8%	54 68.4%	4.62	.666	High
B12	KAFa classes are suitable in terms of the comfort of the study place	2 2.5%	5 6.3%	7 8.9%	32 40.5%	33 41.8%	4.13	.992	High
B13	KAFa classes are suitable in terms of the distance between home and the place of study.	1 1.3%	2 2.5%	7 8.9%	36 45.6%	33 41.8%	4.24	.820	High
B14	KAFa classes are suitable in terms of the textbooks provided.	1 1.3%	1 1.3%	11 13.9%	39 49.4%	27 34.2%	4.14	.796	High
B15	KAFa classes are suitable in terms of activity books provided.	2 2.5%	2 2.5%	11 13.9%	38 48.1%	26 32.9%	4.06	.896	High
	<b>Overall</b>						<b>4.28</b>	<b>0.590</b>	<b>High</b>

Source: Survey

Table 1 shows the frequency distribution and mean score for the construct of teachers' perceptions of the implementation of KAFa classes (n=79). The overall mean of all items for the construct is 4.28 with a standard deviation of 0.590 which is at a high level of interpretation. Based on table 1, the findings of the study showed that almost all items (14 out of 15 items) have a high mean value level score, while another item is at a moderately high mean value level. The results of this study show that item B11, which is "KAFa class is suitable in terms of the subject content of *Amali Solat* (Prayer Practice) subject" recorded the highest mean (mean = 4.62, SP = 0.666) with a percentage of agree and strongly agree with a value of 96.2% (76). While item B1 which is "KAFa class is suitable in terms of class time which is 2.30 PM - 5.30 PM" recorded the lowest mean (mean = 3.24, SP = 1.434) with a response percentage of agree and strongly agree = 58.3% (46). Overall, this study shows that the scores of teachers' perception of the implementation of KAFa classes are at a high level.

The study's conclusions are used to explain that while the KAFa study class is appropriate for most subjects in terms of content, it is not as appropriate for conducting it in the evening. The teacher's observations indicated that the evening teaching session has an impact on the students' willingness to focus on the instruction and learning in the KAFa class. Students are too exhausted to attend KAFa class in the evenings (Zainol et al., 2017). In fact, because co-curricular activities and extra lessons are held at the same time as KAFa classes, some students find it perplexing to attend (Othman et al., 2023).

Based on this finding, several improvements need to be made including the KAFa teaching class time, the approach used in PdP and innovation in the KAFa class PdP in order to attract students to attend KAFa classes. The above problem may be overcome through learning KAFa through homeschooling.

### Level of Student Mastery in KAFa Subjects

In addition to analysing the level of teachers' perception of the implementation of KAFa classes, the level of student mastery in KAFa subjects was also analysed. There are 13 items that have been listed in the construct of student mastery in KAFa subjects.

No.	Statement	Frequency					Mean	SD	Level
		SD	D	N	A	SA			
C1	Students can read <i>Jawi</i>	5 6.3%	20 25.3%	14 17.7%	29 36.7%	11 13.9%	3.27	1.174	Moderately High
C2	Students can write <i>Jawi</i>	4 5.1%	22 27.8%	11 13.9%	31 39.2%	11 13.9%	3.29	1.167	Moderately High

C3	Students can read the Quran.	4 5.1%	16 20.3%	11 13.9%	32 40.5%	16 20.3%	3.51	1.175	Moderately High
C4	Students can master the Al-Quran	5 6.3%	14 17.7%	11 13.9%	35 44.3%	14 17.7%	3.49	1.164	Moderately High
C5	Students can master <i>Ulum Syariah (Aqidab &amp; Worship)</i>	4 5.1%	9 11.4%	11 13.9%	41 51.9%	14 17.7%	3.66	1.061	Moderately High
C6	Students can master <i>Sirah</i> (History)	4 5.1%	15 19%	9 11.4%	39 49.4%	12 15.2%	3.51	1.119	Moderately High
C7	Students can master <i>Adab</i> (Islamic Ethics)	4 5.1%	7 8.9%	5 6.3%	47 59.5%	16 20.3%	3.81	1.026	Moderately High
C8	Students can master <i>Jawi &amp; Khat</i>	4 5.1%	14 17.7%	17 21.5%	33 41.8%	11 13.9%	3.42	1.093	Moderately High
C9	Students can master the Basics of <i>Lughatul Quran</i> (Transcription)	4 5.1%	18 22.8%	10 12.7%	34 43%	13 16.5%	3.43	1.162	Moderately High
C10	Students can master the Appreciation of the Islamic Way of Life	4 5.1%	5 6.3%	6 7.6%	45 57%	19 24.1%	3.89	1.013	Moderately High
C11	Students can master the Practice of Prayer ( <i>Amali Solat</i> )	4 5.1%	5 6.3%	8 10.1%	40 50.6%	22 27.8%	3.90	1.045	Moderately High
C12	Students can master KAFA class subjects due to frequent attendance at school	3 3.8%	4 5.1%	1 1.3%	38 48.1%	33 41.8%	4.19	.975	High
C13	Students can master KAFA class subjects due to the adequacy of teaching aids	3 3.8%	6 7.6%	14 17.7%	37 46.8%	19 24.1%	3.80	1.018	Moderately High
	<b>Overall</b>						<b>3.63</b>	<b>0.867</b>	<b>Moderately High</b>

Source: Survey

Table 2 shows the frequency distribution and mean score for the construct of student mastery in KAFA subjects (n=79). Overall, the results of the study show that the score is at a moderately high level (M=3.63, SP=0.867). Based on table 2, the findings of the study show that one item is at a high mean value level and almost all items (12 out of 13 items) have a moderately high mean value level score. The results of this study show that item C12 which is “Students can master KAFA class subjects due to frequent attendance at school” recorded the highest mean (mean = 4.19, SP = 0.975) with a percentage of agree and strongly agree with a value of 89.9% (71). While item C1 which is “Students can read *Jawi*” recorded the lowest mean (mean = 3.27, SP = 1.174) with a percentage of agree and strongly agree = 50.6% (40).

The results of the analysis for the construction of the students' level of mastery in KAFA subjects showed the difference between the results of the analysis and the construction of the implementation of KAFA. The majority of items indicated that students are at a moderately-high level of proficiency in the KAFA subject construct. The findings of this study provided an explanation for why teachers believe that students' overall skill mastery in all eight KAFA courses is still at a moderate level. This result is consistent with research by Mohd Shafie & Talib (2016) and Che Ros (2022), which discovered that KAFA class studies' efficacy is still very low.

In addition, the findings also showed that teachers express the view that student attendance at school and the adequacy of teaching aids are important for students in mastering KAFA learning. There are parents or guardians who just care about their child's attendance at school and feel that the results of the annual examination conducted at KAFA are not important. In fact, there is also a view among the community that KAFA education is not important and second class because it is not mandatory to follow (Umar et. al 2016). This attitude to some extent causes students to be less interested in attending KAFA classes and they feel that KAFA education is only to fill in the afternoon sessions and downtime. (Abdul Hadi, 2018; Zainol et al., 2017).

Although the overall level of student mastery in KAFA classes is moderately high, there is still opportunity for improvement, possibly in the form of more interactive module materials or more effective delivery methods (Che Ros, 2022). Numerous studies demonstrate that there are still issues with the KAFA teaching and learning process, particularly with respect to teaching strategies, professional development, and instructional materials (Abdul Hadi, 2018). The JAKIM data from 2018 also demonstrates how students in KAFA classes are less engaged and bored as a result of teachers who select traditional teaching techniques. Simple research on

instructional aids indicates that they might be improved and created concurrently with the latest technology. The next study can be conducted to examine factors that can help students' mastery in KAFa classes.

### Education Needs at Home (Homeschooling) KAFa Class

In addition to analysing the level of student mastery in KAFa subjects, this study also analyses the educational needs of homeschooling classes in KAFa. There are 19 items that have been listed in the KAFa Class homeschooling educational needs construct.

No	Statement	Frequency					Mean	SD	Level
		SD	D	N	A	SA			
D1	The implementation of KAFa classes through homeschooling is suitable if the student depends on the guidance of the parents completely (parents 100%)	15 19%	24 30.4%	16 20.3%	15 19%	9 11.4%	2.73	1.288	Moderately Low
D2	The implementation of KAFa classes through homeschooling is suitable if students learn with the guidance of parents (parents 50%, students 50%)	9 11.4%	18 22.8%	14 17.7%	32 40.5%	6 7.6%	3.10	1.183	Moderately High
D3	The implementation of KAFa classes by homeschooling is suitable if students learn on their own with a little parental guidance (parents 30%, students 70%)	11 13.9%	21 26.6%	20 25.3%	19 24.1%	8 10.1%	2.90	1.215	Moderately Low
D4	The implementation of KAFa classes by homeschooling is suitable if students learn completely on their own (100% students)	29 36.7%	21 26.6%	13 16.5%	10 12.7%	6 7.6%	2.28	1.290	Moderately Low
D5	KAFa Class learning materials for homeschooling are suitable in printed form only.	17 21.5%	29 36.7%	17 21.5%	12 15.2%	4 5.1%	2.46	1.141	Moderately Low
D6	KAFa Class learning materials for homeschooling are suitable in electronic form only	18 22.8%	31 39.2%	16 20.3%	12 15.2%	2 2.5%	2.35	1.075	Moderately Low
D7	KAFa Class learning materials for homeschooling are suitable in the form of a combination of printed and electronic.	3 3.8%	8 10.1%	11 13.9%	29 36.7%	28 35.4%	3.90	1.116	Moderately High
D8	KAFa homeschooling classes are suitable if taught through	2 2.5%	9 11.4%	14 17.7%	32 40.5%	22 27.8%	3.80	1.055	Moderately High

	Charts/Maps/Posters								
D9	KAFA homeschooling classes are suitable if taught through textbooks	3 3.8%	9 11.4%	10 12.7%	39 49.4%	18 22.8%	3.76	1.053	Moderately High
D10	KAFA homeschooling classes are suitable if taught through YouTube	2 2.5%	11 13.9%	13 16.5%	37 46.8%	16 20.3%	3.68	1.032	Moderately High
D11	KAFA homeschooling classes are suitable if taught through Power Point	1 1.3%	12 15.2%	16 20.3%	35 44.3%	15 19%	3.65	1.000	Moderately High
D12	KAFA homeschooling classes are suitable if taught through Blackboards: black / green / white	3 3.8%	13 16.5%	14 17.7%	33 41.8%	16 20.3%	3.58	1.105	Moderately High
D13	KAFA homeschooling classes are suitable if taught through Activity Books	1 1.3%	8 10.1%	9 11.4%	38 48.1%	23 29.1%	3.90	1.116	Moderately High
D14	KAFA classes in homeschooling are suitable using the Tasmī' (Recital) approach	4 5.1%	8 10.1%	13 16.5%	32 40.5%	22 27.8%	3.76	1.123	Moderately High
D15	KAFA homeschooling classes are suitable using the Storytelling approach	1 1.3%	11 13.9%	13 16.5%	31 39.2%	23 29.1%	3.81	1.051	Moderately High
D16	KAFA homeschooling classes are suitable using a question-and-answer approach	1 1.3%	9 11.4%	12 15.2%	35 44.3%	22 27.8%	3.86	.997	Moderately High
D17	KAFA homeschooling classes are suitable using a demonstration approach	1 1.3%	7 8.9%	10 12.7%	42 53.2%	19 24.1%	3.90	.914	Moderately High
D18	KAFA homeschooling classes are suitable using the Simulation approach	3 3.8%	9 11.4%	12 15.2%	38 48.1%	17 21.5%	3.72	1.049	Moderately High
D19	KAFA homeschooling classes are suitable using a drill and practice approach	1 1.3%	9 11.4%	9 11.4%	35 44.3%	25 31.6%	3.94	1.004	Moderately High
	<b>Overall</b>						<b>3.43</b>	<b>0.714</b>	<b>Moderately High</b>

Source: Survey

Table 3 shows the frequency distribution and mean score for the homeschooling education needs construct of the KAFA Class (n=79). Overall, the findings of the study show that the mean score is moderately high (M=3.43, SP=0.714). Based on table 3, the results of the analysis show that 14 out of 19 items obtained a mean score at a moderately high level, while five items had a moderately low mean score. The results of this study show that item D19, which is “KAFA class in homeschooling is suitable in using a drill and practice approach” recorded the highest mean (mean = 3.94, SP = 1.004) with a percentage of agree and strongly agree with 75.9% (60). While item D4 which is “Implementation of KAFA Class through homeschooling is suitable if students learn completely by themselves (students 100%)” recorded the lowest mean (mean = 2.28, SP = 1.290) with a percentage of agree and strongly agree by 20.3% (16). The results of the analysis show that there are three items with the same mean score, item D7 which is “KAFA Class homeschooling learning materials are suitable in the form of a combination of printed and electronic” (mean 3.90, SP = 1.116), item D13 which is “KAFA Class homeschooling is suitable if taught through Activity Books” (mean = 3.90, SP = 1.116) and item D17 which is

“KAFA homeschooling classes are suitable using the demonstration approach” (mean = 3.90, SP = 0.914). All three items recorded a moderately high mean value.

Teachers acknowledged a moderately high level of agreement with the study's findings regarding the construction of KAFA class needs in homeschooling. This might be due to educators lacking access to learning from homeschooling methods. The suitability of homeschooling KAFA classes, the learning materials provided for learning in KAFA classes, and the approach employed in KAFA class homeschooling are all covered in the needs analysis for this final design.

As for the suitability aspect of implementing KAFA classes as homeschooling, the teacher believes that there needs to be a balance between parents and students, that is; students learn with the guidance of parents (parents 50%, students 50%). The teachers highlighted the view that the implementation of KAFA classes cannot be placed entirely on the responsibility of either parents alone (100% parents) or students alone (100% students). This may be because teachers observed that KAFA subjects cannot be fully mastered by students without direct guidance from parents or teachers. This situation may be due to the teacher taking into account aspects of Al-Quran reading, mastery of Jawi writing, and also daily acts of worship such as prayer which require full guidance and monitoring from parents or even teachers. This finding is consistent with the recommendations of Mohd Nor et. al (2022) so that parents also play an important role in guiding and monitoring children's al-Quran teaching at home.

As for the learning material aspect, the findings of the study showed that teachers welcome the proposal of homeschooling KAFA classes if the classes are implemented through a combination of printed and electronic. Learning materials need to be diversified by combining two forms of printed and electronic learning materials and not only relying on one form such as activity books, charts, mind maps and posters, textbooks, youtube, power point, as well as black, green and white boards. These results are in line with those of the Maat & Surat (2022) study, which demonstrates that KAFA teachers are, in fact, preparing and striving to make every effort to conduct online learning and are not dependent just on printed materials and modules. This result is consistent with a study by Abdul Hadi (2018), who discovered that both teachers and students believe that technology tools, such as audio and visual assistance, greatly enhance students' comprehension. Visualisation of information in the KAFA PdP process has given a new scenario in fostering interest and enjoyment of learning. This finding is supported by the study findings discussed by Mat Dan et. al (2023) in which KAFA teachers expressed a positive attitude towards the use of technology in which it can act as catalyst in effective PdP KAFA classes and can further develop the student's mind and creativity. Thus, gives a more interesting effect when PdP is implemented and successfully creates a learning atmosphere of the 21st century. However, Norul' Azmi & Zakaria (2019) showed a slightly different finding, namely the lack of skills of KAFA teachers in using technology as a measure of unpreparedness to face the new era PdP. This could be a result of teachers' inadequate training and lack of technological expertise. It is commonly known that most KAFA teachers are poorly trained in terms of pedagogy because they do not follow special education courses like mainstream teachers (Maat & Surat, 2022). They are therefore under pressure to execute technology-based PdP as effectively as feasible. Due to their lack of interest in the most recent developments, teacher mindsets make them ill-prepared to employ tech-based PdP in the classroom.

In addition, the findings of this study also explain that the implementation of KAFA class education in homeschooling is suitable if implemented through practice drills, demonstrations, questions and answers, storytelling, *tasmi'* (recital) approaches, and simulations. The diversity of approaches in PdP takes into account the different learning styles of students. This point is in line with the proposal put forward by (Yahaya et al, 2022) so that KAFA teachers can provide interactive PdP materials by including videos or simulations, virtual demonstrations, digital storytelling which are interesting and can provide understanding to students to explain a given statement.

Every age group, including senior teachers, needs to use technology as a PdP tool and be a part of the process (Yahaya et al., 2022). with order to keep up with the current technological change, everyone involved with



KAFA education needs to learn more about how technology is developing. This is not an issue because the majority of today's students are already familiar with a variety of more interactive internet applications.

## **CONCLUSION**

Thus, the findings of this study are the first step towards a more in-depth and comprehensive study to strengthen and improve the KAFA class Pdp process in Malaysia. This study provides preliminary information about the need to provide a homeschooling model for Al-Quran and Fardu Ain (KAFA) classes for primary school students. KAFA learning through homeschooling provides potential solutions to meet various patterns and scenarios in every family.

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