

Recitation Gatekeeping for Quality Qur'anic Learning Environments

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Abstract

Qur'anic recitation preparation integrates official documents, teacher judgment, trainer feedback, recordings, digital platforms, and AI-supported correction within an assessment-governed learning environment. In musabaqah contexts, these sources shape pupil practice before performance and affect tajwid accuracy, tarannum control, fasahah clarity, voice readiness, and mark loss. This conceptual paper develops the Recitation Gatekeeping Model to explain the verification route through which recitation information gains authority as pupil guidance. Literature mapping and official document analysis position teachers and trainers as verification actors who assess alignment with official standards, source credibility, technical accuracy, pupil suitability, and preparation value.

Keywords: Recitation gatekeeping; Qur'anic recitation preparation; Information verification; Quality learning environments.

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1.0 Introduction

Qur'anic recitation preparation in primary school musabaqah settings operates through a dense movement of information. Official rules, prescribed verses, tajwid explanations, tarannum examples, scoring criteria, qari recordings, digital platforms, AI-supported feedback, pupil recordings, and correction notes are included in preparation as guidance for candidates before teachers and trainers authorise them for pupil use. Once accepted into rehearsal, these sources shape correction priority, feedback continuity, pupil confidence, performance habits, and readiness judgement. Quality Qur'anic learning environments, therefore, depend on the reliability of the information that reaches pupils before repeated practice fixes it into recitation behaviour. Qur'anic recitation studies have established the importance of tajwid accuracy, correction, repetition, feedback, assessment, and digital learning support in strengthening recitation practice (Gökdemir & Gürel, 2024; Ismail et al., 2024; Mustapa et al., 2025; Al-Azani et al., 2026). Learning quality and digital learning studies add a complementary view by linking feedback, trust, system quality, information quality, and learner support with a stronger learning experience (Alsulami et al., 2024; Abd Aziz et al., 2024; Huang et al., 2025). Information Management literature brings a further

analytical layer through verification, source credibility, accuracy, relevance, and accountable judgement before information guides action (Huang et al., 2023; Gergul et al., 2025).

The critical gap concerns the verification route connecting these knowledge streams. Recitation literature explains correction and assessment, quality learning environment literature explains learning support and feedback conditions, and Information Management literature explains credibility judgment and information verification. Their connection remains underdeveloped in musabaqah preparation, where teachers and trainers must decide which official, oral, digital, and AI-supported sources deserve authority as pupil guidance. The unresolved issue concerns the professional route through which recitation information is checked, authorised, adapted, and converted into preparation guidance. Official musabaqah documents sharpen this issue by placing recitation preparation within an assessment-governed environment. MQNKSS (2026) operationalises recitation quality through weighted domains of Tajwid, Tarannum, Fasahah, and Voice, with mark consequences attached to technical, melodic, oral, and vocal errors. PEMANIS (2026) and JAKIM MTHQK (2024) provide further procedural and technical assessment references. These documents indicate that inaccurate or unsuitable guidance can move from preparation into repeated habit and later surface as a performance error. To address this gap, this paper develops the Recitation Gatekeeping Model as an Information Management explanation of quality Qur'anic learning environments. The model positions guiding teachers and external Qur'anic recitation trainers as verification actors who assess and authorise official documents, oral instruction, recordings, digital examples, AI-supported outputs, correction notes, and evidence of readiness at the point of entry into pupil practice. The contribution theorises musabaqah preparation as a verified information environment where authorised guidance secures learning quality before performance.

2.0 Literature Review

2.1 Key Concepts and Conceptual Positioning

Qur'anic recitation preparation begins as an information process. Pupils work with prescribed verses, tajwid explanation, tarannum examples, fasahah refinement, voice guidance, scoring criteria, recordings, digital examples, feedback, and readiness evidence. Recitation studies connect these elements with correction, repetition, feedback, and assessment (Gökdemir & Gürel, 2024; Ismail et al., 2024). The conceptual problem concerns the verification route that authorises these sources for pupil use. Information verification addresses this route through checks of accuracy, credibility, relevance, suitability, and usability at the point where sources become learning guidance. Studies on digital information and education link verification with source checking, credibility assessment, information quality, and teacher judgement (Huang et al., 2023; Gergul et al., 2025). This stream supports verification as quality control, although its educational focus gives little attention to Qur'anic recitation as a rule-based, oral, digital, and assessment-governed preparation setting. Recitation gatekeeping names the professional judgment that performs this verification. Gatekeeping theory frames filtering as an actor-led process controlling what enters a communicative or institutional setting (Erzikova, 2018). In Qur'anic recitation preparation, guiding teachers and external trainers decide which rules, examples, recordings, digital outputs, and feedback deserve instructional use. The remaining concern is the quality route through which this judgement prevents inaccurate correction, unsuitable tarannum examples, unvalidated digital feedback, and preparation misaligned with judging criteria.

2.2 Qur'anic Recitation Information and Correction Feedback

Qur'anic recitation preparation requires information that guides exact correction. Tajwid, makhraj, sifat huruf, waqaf and ibtida', tarannum, fasahah, voice, and scoring criteria provide the technical and evaluative basis for pupil guidance (Gökdemir & Gürel, 2024; Ismail et al., 2024). This evidence frames recitation preparation as correction-centred and assessment-sensitive learning. Teachers and trainers decide which errors matter, which rules apply, which examples fit, and which feedback to return in the next session. The critical gap concerns the information route that regulates correction input at the point of use. Musabaqah preparation adds formal pressure through prescribed verses, recitation method, judging components, timing, scoring forms, and error notes. These requirements convert recitation practice into a structured information task. Correction gains value when it aligns with official criteria, pupil readiness, consistent feedback, and readiness review. The missing link centres on verification prior to teacher and trainer authorisation of recitation information as guidance.

2.3 Digital and AI-Supported Recitation Sources

Digital and AI-supported sources expand the recitation preparation environment. Mobile applications, online videos, qari recordings, automated tajwid tools, AI-supported feedback, and pupil recordings offer repeated listening, error awareness, self-practice, and progress tracking (Mustapa et al., 2025; Al-Azani et al., 2026; Birgün, 2026). These interventions widen access to recitation examples and feedback beyond live training sessions. They also shift the teacher's task from supplying guidance to judging which digital output deserves instructional use. The central risk concerns the unverified transfer from the digital source to the pupil practice. Automated feedback can assist error detection, although expert judgement still governs tajwid interpretation, tarannum suitability, fasahah clarity, voice control, and competition alignment (Aljabr, 2025; Alrumiah & Al-Shargabi, 2023). A digital source can sound fluent, look authoritative, or produce instant correction, then fail to fit the prescribed verse, pupil voice, judging component, or readiness stage. The analytical gap centres on the verification mechanism that allows digital support to strengthen quality Qur'anic learning through expert checking.

2.4 Quality Qur'anic Learning Environments and The Missing Verification Route

Quality learning environments depend on reliable conditions that support learning action, feedback, trust, and progress. Studies on learning quality and AI-supported learning link information quality, system quality, service quality, feedback, and learner satisfaction to

a stronger learning experience (Alsulami et al., 2024; Abd Aziz et al., 2024; Huang et al., 2025). Islamic and Qur'anic learning studies connect structured learning management, murajaah practice, recital assessment, and supportive spaces with guided learning continuity (Subki, 2025; Ismail et al., 2024; Ab Jalil et al., 2021). These studies broaden the concept of quality beyond the physical setting to include information, feedback, system use, and learning support. The main gap concerns verification as the route between available recitation sources and quality pupil guidance. Qur'anic education literature explains correction, recitation assessment, digital support, and teacher guidance. Information studies explain verification, source credibility, and information quality. These streams converge in musabaqah preparation, where teachers and trainers handle official documents, technical rules, recordings, digital examples, feedback notes, and evidence of readiness. The key question concerns verification actors, verification checks, and quality outcomes. This gap justifies a conceptual explanation of recitation gatekeeping as the professional route that converts recitation sources into verified guidance for quality Qur'anic learning environments.

3.0 Methodology

3.1 Conceptual Model Development Approach

This paper develops the Recitation Gatekeeping Model through evidence-led literature mapping and analysis of official documents. Conceptual model development fits an inquiry that organises concepts, clarifies relationships, and builds an explanatory mechanism for an under-analysed problem (Jabareen, 2009; Jaakkola, 2020). Strong conceptual work requires purposeful source selection, analytical synthesis, and transparent category formation (Snyder, 2019). This approach supports the paper's aim to explain the verification route linking recitation information, teacher and trainer judgement, and quality Qur'anic learning guidance.

3.2 Evidence-Based and Source Selection

The analysis drew on two groups of evidence. The first group comprised literature on Qur'anic recitation preparation, correction feedback, digital and AI-supported recitation tools, information verification, source credibility, information quality, teacher judgement, and quality learning environments. The second group comprised official musabaqah documents, namely MQNKSS 2026, PEMANIS 2026, and JAKIM MTHQK 2024. These documents supplied the formal basis for official alignment, prescribed verses, judging domains, scoring logic, timing, submission procedures, technical assessment fields, and validation records.

3.3 Analytical Mapping and Official Document Coding

The analysis followed two connected procedures. First, the literature was mapped according to definition, verification need, disciplinary focus, intervention type, and missing verification route. Second, official musabaqah documents were coded as procedural and assessment evidence. The MQNKSS Tilawah adjudication form was examined through four categories: assessment domain, technical requirement, error-deduction logic, and validation record. These categories were compared with themes in the literature to identify recitation information that requires verification for pupil guidance. The coding process generated five verification checks: official alignment, source credibility, technical accuracy, pupil suitability, and preparation value.

Table 1. Analytical Evidence Matrix for Conceptual Model Development

Evidence strand	Analytical function	Quality-environment relevance
Quality learning environment literature	Defines learning quality through feedback, trust, information quality, learner support, and readiness	Anchors the model outcome in pupil confidence, learning continuity, and preparation readiness
Information verification and credibility literature	Frames verification through accuracy, credibility, relevance, suitability, and usability checks	Supports gatekeeping as protection against inaccurate, unsuitable, or unvalidated instructional input
Teacher judgment literature	Establishes human mediation in evaluating instructional and digital outputs	Positions teachers and trainers as actors who convert available material into accountable guidance
Qur'anic recitation literature	Defines recitation preparation through tajwid, tarannum, fasahah, voice, correction, feedback, and assessment	Links recitation accuracy with feedback reliability, performance confidence, and readiness judgment
Digital and AI recitation literature	Identifies the affordances and risks of mobile tools, recordings, automated correction, and AI-supported feedback	Place digital access under expert validation before pupil adoption
Official document corpus	Defines assessment architecture through MQNKSS 2026, PEMANIS 2026, and JAKIM MTHQK 2024	Links the model to assessment accountability, official alignment, and competition-governed learning quality

4.0 Findings

4.1 Official Assessment Architecture and Pre-Performance Risk

The official adjudication form anchors the Recitation Gatekeeping Model by defining recitation quality as an assessment-governed learning task. MQNKSS (2026) allocates marks across Tajwid (35), Tarannum (30), Fasahah (20), and Voice (15). These domains organise Qur'anic recitation through technical accuracy, melodic discipline, oral clarity, vocal control, scoring consequences, and procedural validation. The main quality risk starts before competition, when pupils receive rules, examples, recordings, correction notes, or digital feedback that later shape rehearsal habits and performance readiness. The assessment fields specify the information that requires verification. Tajwid covers rule-based accuracy, including nun sakinah, tanwin, mim sakinah, mad, saktah, imalah, ibdal, ra, and lam. Tarannum covers recognised patterns, ordered movement, voice levels, softness of delivery, and melodic flow. Fasahah covers makhraj, sifat huruf, fluency, baris, tashdid, waqaf, ibtida', verse order, and breath control. Voice covers clarity, pitch, softness, sharpness, breath management, and vocal stability. Deduction notes convert these oral features into measurable preparation risk

through penalties for technical, melodic, textual, and vocal errors. The first finding is clear: quality Qur'anic learning environments require verified guidance before rehearsal turns error into scoring loss.

4.2 Recitation Gatekeeping as a Verification Mechanism

The conceptual synthesis identifies recitation gatekeeping as the mechanism that converts available recitation sources into authorised quality guidance. Musabaqah preparation draws from official guidelines, prescribed verses, tajwid references, tarannum examples, scoring criteria, qari recordings, digital platforms, AI-supported feedback, pupil recordings, and correction notes (MQNKSS, 2026; PEMANIS, 2026; JAKIM MTHQK, 2024; Mustapa et al., 2025; Al-Azani et al., 2026). These sources carry unequal authority, accuracy, suitability, and preparation value. A fluent recording can exceed a pupil's vocal capacity; an online example can conflict with judging expectations; automated feedback can detect surface patterns without capturing tajwid interpretation, tarannum movement, fasahah clarity, voice readiness, or competition alignment. The model places guiding teachers and external Qur'anic recitation trainers at this verification point, consistent with gatekeeping as actor-led filtering before information gains instructional authority (Erzikova, 2018). They assess which sources deserve entry into pupil practice, which correction notes need adjustment, which digital outputs require expert interpretation, and which examples fit pupil readiness. Their professional judgement turns scattered recitation material into trusted preparation guidance through five checks: official alignment, source credibility, technical accuracy, pupil suitability, and preparation value. Figure 1 presents this flow from recitation sources to verified guidance and quality Qur'anic learning environments.

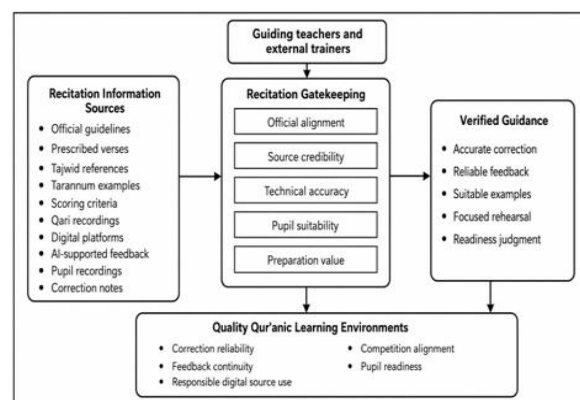


Fig. 1: Recitation Gatekeeping Model for Quality Qur'anic Learning Environments

4.3 Verification Sequence

The five gatekeeping checks form a risk-control sequence that governs the movement of recitation information from source access to pupil guidance. Official alignment verifies fit with prescribed verses, recitation method, timing, judging domains, scoring logic, submission rules, and validation procedures. It keeps rehearsal anchored to formal assessment requirements, especially when informal examples circulate through teachers, trainers, pupils, and parents. Source credibility screens the authority and reliability of materials before rehearsal use. Official documents, qualified teachers, experienced trainers, trusted qari or qariah recordings, credible digital platforms, and validated tools carry different evidential weight. Credibility screening prevents informal, weak, or unverified materials from gaining instructional authority. Technical accuracy secures the correctness of tajwid, makhraj, sifat huruf, waqaf and ibtida', tarannum movement, fasahah, voice control, and scoring expectations. Its quality role centres on the protection of meaning, pronunciation accuracy, melodic discipline, and feedback reliability. Errors in rule explanation, baris correction, waqaf placement, or tarannum movement can enter repeated practice and later attract a mark deduction. Pupil suitability matches recitation input with the pupil's voice, breath control, confidence, fluency, tarannum exposure, learning pace, and readiness stage. Technically impressive examples can undermine preparation when they encourage imitation beyond the pupil's capacity, leading to vocal strain, unstable pitch, weak fluency, or loss of confidence. Suitability assessment turns technical correctness into learner-fit guidance. Preparation value filters materials according to correction priority, feedback continuity, rehearsal focus, progress review, and readiness evidence. It separates useful input from attractive content that increases volume without strengthening performance. A source carries preparation value when it helps teachers and trainers decide what to correct, repeat, defer, and use as evidence of readiness.

Table 2. Verification Logic of the Recitation Gatekeeping Model

Gatekeeping check	Verification decision	Risk controlled	Quality effect
Official alignment	Does the guidance align with the prescribed verses, judging domains, scoring logic, timing, submission rules, and validation procedures?	Preparation drifts from official competition requirements.	Competition-aligned guidance
Source credibility	Does the source carry recognised authority through official documents, qualified trainers, trusted reciters, juror validation, or validated digital tools?	Informal or unverified sources gain instructional authority	Credible source use
Technical accuracy	Does the guidance support correct tajwid, makhraj, sifat huruf, baris, waqaf, ibtida', tarannum movement, fasahah, and voice control?	Inaccurate correction enters repeated practice and produces meaning-damaging or mark-losing errors.	Reliable correction and meaning protection

Gatekeeping check	Verification decision	Risk controlled	Quality effect
Pupil suitability	Does the guidance fit the pupil's voice, breath control, fluency, confidence, tarannum exposure, learning pace, and readiness stage?	Pupils imitate examples beyond their vocal, technical, or readiness capacity.	Learner-fit guidance
Preparation value	Does the source improve correction priority, rehearsal focus, feedback continuity, progress review, and readiness evidence?	Activity volume increases without performance improvement.	Focused rehearsal and readiness evidence

4.4 Information Flow and Quality Outcome

The model establishes a controlled information flow from source access to quality outcome. Recitation sources enter preparation through official documents, oral instruction, recordings, correction notes, digital platforms, AI-supported feedback, and pupil recordings (MQNKSS, 2026; PEMANIS, 2026; JAKIM MTHQK, 2024; Mustapa et al., 2025; Al-Azani et al., 2026). Teachers and trainers apply the five verification checks before selected sources reach pupils as correction, examples, rehearsal direction, feedback, or readiness judgement. Quality Qur'anic learning environments emerge when guidance passes official, credible, technical, suitable, and preparation-based scrutiny. Digital and AI-supported feedback occupies a verified position within this flow. These tools expand access to examples, repeated listening, error awareness, and progress tracking, while expert verification determines whether the tools' outputs align with official rules, recitation standards, pupil readiness, and musabaqah preparation goals (Aljabr, 2025; Alrumiah & Al-Shargabi, 2023). Digital access strengthens learning quality when professional judgement governs its entry into pupil practice.

4.5 Model Contribution

The Recitation Gatekeeping Model reframes Qur'anic recitation preparation as a verified information environment. It contributes to the gap between source availability and pupil guidance by clarifying who verifies information, what they verify, and what quality outcome results. The model shifts quality analysis upstream from visible performance and feedback delivery to the prior information decisions that shape correction, rehearsal, and readiness. Its contribution spans Information Management, Islamic education, and quality learning environment studies by linking source checking, credibility judgement, technical accuracy, learner-fit guidance, responsible digital source use, and assessment accountability.

5.0 Discussion

5.1 Assessment Information as Upstream Quality Risk

The findings reposition assessment information as an upstream quality risk in Qur'anic recitation preparation. Rules, examples, recordings, correction notes, and digital feedback shape rehearsal habits before pupils enter the competition. Recitation literature stresses correction, repetition, feedback, and assessment as routes to accuracy (Gökdemir & Gürel, 2024; Ismail et al., 2024). MQNKSS (2026) sharpens this argument by assigning Tajwid, Tarannum, Fasahah, and Voice to weighted domains with mark consequences. Repetition supports high-quality learning when guidance remains accurate, appropriate, and assessment-aligned.

5.2 Information Reliability as a Quality Condition

The Recitation Gatekeeping Model extends quality learning environment studies by placing information reliability inside learning quality. Learning quality literature links feedback, trust, information quality, system quality, and learner support with a stronger learning experience (Alsulami et al., 2024; Abd Aziz et al., 2024; Huang et al., 2025). Qur'anic learning environments require more than facilities, pedagogy, technology, or learner experience; they require verified information for correction, feedback, rehearsal, and readiness judgment. The five checks convert reliability into a quality condition for recitation guidance.

5.3 Human Verification Under Digital Expansion

The findings position guiding teachers and external trainers as the human verification layer in a wider digital source environment. Studies on teacher judgement in digital learning emphasise mediation, validation, and instructional decision-making when digital tools influence learning action (Razouki et al., 2025). In musabaqah preparation, this judgement carries technical, ethical, and assessment weight. Teachers and trainers decide whether AI feedback, qari recordings, tarannum examples, and correction notes warrant instructional authority. Digital expansion increases access; gatekeeping governs authority.

5.4 Contribution and Boundary

The model contributes a verification route linking source access, professional judgement, and quality guidance. It clarifies verification actors, verification checks, and quality outcomes. Its conceptual boundary is clear: the paper explains the verification mechanism; pupil achievement requires empirical testing. Future work can test the model through interviews, observation, document analysis, and comparison across school, district, and musabaqah settings.

6.0 Conclusion and Recommendations

The Recitation Gatekeeping Model places verification at the point where recitation material turns into pupil guidance. It shifts quality attention from visible performance to earlier professional decisions about rules, examples, recordings, correction notes, and digital outputs. Musabaqah preparation gains quality when teachers and trainers authorise guidance through accountable judgment before pupils repeat it in practice. Schools and competition organisers can translate the model into preparation routines using a short checklist that covers official fit, source authority, technical soundness, pupil fit, and readiness value. Training materials should mirror adjudication forms so that correction priorities, rehearsal targets, and readiness evidence remain tied to the assessment logic. Future work can

examine the model through teacher and trainer interviews, rehearsal observation, adjudication document analysis, and cross-setting comparison. Such work can refine recitation gatekeeping into a practical quality tool for preparation spaces where official documents, oral instruction, digital examples, and AI-supported feedback converge.

Paper Contribution to the Related Field of Study

This paper offers a quality-oriented Information Management explanation of Qur'anic recitation preparation by positioning the Qur'an as a sacred text that demands accurate, accountable, and verified guidance for learning. It advances the Recitation Gatekeeping Model to clarify teacher and trainer assessment of official alignment, source credibility, technical accuracy, pupil suitability, and preparation value before guidance enters practice. The model strengthens debates about the quality of learning and Islamic education by framing verification as an upstream condition for responsible guidance in recitation and readiness for musabaqah.

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