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Digital Virtual Reality Teaching Aids In Islamic Education

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Abstract

The teacher's expertise in using various educational resources is the most critical point in planning a quality teaching and learning session (PdPc) in the classroom. Learning objectives become a priority that must be achieved especially in Islamic education. Furthermore, Islamic education is central to the formation of the student's identity, especially their spiritual aspect. *Sirah*, as taught in Islamic education, is closely related to the story of Rasulullah Sallallahu 'Alaihi Wasallam (SAW) and the history of his life. Thus, mastery in *Sirah* will produce students who will idolize Prophet Muhammad throughout their lives. *Sirah* enables students to appreciate the struggles and promote learning concepts in terms of recognizing Prophet Muhammad's personality, leadership, servitude, family, manners and commendable morals. This concept paper aims to identify teaching aids (TA) that are often used by Islamic education teachers (GPI) as well as to identify the application of virtual reality (VR) in the teaching of *Sirah* in primary school. The discussion, findings and implications of the study are stated in order to inspire new ideas for future researchers as well as to benefit the teaching of *Sirah* as a whole.

Keywords: PdPc, Islamic History, Virtual Reality, Technology, Teaching Aids

Introduction

Variations in terms of approaches, strategies, and teaching and learning techniques (PdPc) need to be in line with modernization to ensure our education system is on par with the global society. Looking at this issue, the Malaysian Ministry of Education (MoE) has prepared a guide for educators to set their respective targets through the Malaysian Education Development Plan (PPPM) 2013–2025. Now, we are in the third wave of PPPM, which focuses on 11 shifts in the national education system (Ministry of Education Malaysia, 2013). This study will focus on the seventh shift of the PPPM, which is utilizing ICT to improve the quality of learning in Malaysia. The development of technology in education is just as good in order to face the Fourth National Industrial Revolution Policy (4IR). Furthermore, the education sector is one of the 10 sectors that are given primary focus by the government (Prime Minister's Department, 2021).

Technological-based teaching aids (TA) can have a high impact on student learning. According to Mahat et al., (2020), TA in the form of multimedia can attract students to learn and improve their understanding of a topic they have just learned. In fact, according to Libau & Ling (2020), the teacher's initiative in using various resources to produce TA with audio, visual, and interactive materials will have a positive outcome on the students' learning. In general, virtual reality (VR) will make the PdPc session more effective as it combines audio and visual materials as its interactive feature. Thus, VR should be given more focus and attention by both researchers and educational institutions.

VR is made up of the latest technological materials that can bring voluminous benefits to the education system in the pursuit of knowledge by students as well as building sustainable and competitive students. Therefore, the researcher thinks that it is necessary to conduct an in-depth study of VR. The objective of this concept paper is to identify the TA often used by GPIs as well as the application of VR in primary school education. If explored, there are specific policies pertaining to the integration of education with technology in PPPM and also 4IR to be adhered to. Among them are the Smart School Policy and the Information and Communication Technology (ICT) Policy in PdPC (Ministry of Education Malaysia, 2017). However, research on VR is still lacking, particularly in Islamic education, especially *Sirah*.

These policies require all educators to join hands in ensuring the implementation of ICT and the application of technological elements in the national education system. The application of ICT-based teaching should start at the very beginning of school in order to produce a technology-savvy generation. But until now, there has been a clear gap in the use of VR in PdPc sessions. The discussion and exploration of VR have been widely discussed abroad; however, research related to the integration of VR in our country's education system is still lacking and has not been widely discussed and practiced. Therefore, research related to VR needs to be done in order to acquire its benefits, especially in the field of education, and be able to maximize the impact in PdPc.

Literature Review

The Definition of Teaching Aids

According to Isa & Ma'arof, (2018), TA is an environment or an object that can be held, seen, felt, and smelled by students and is intended solely to ease teacher's lesson delivery. In addition, TA can also be defined as existing material that can be processed and utilized by teachers for use in the teaching process (PdPC) for the students (Libau & Ling, 2020). Furthermore, according to the study by Ilias et al., (2013), the textbooks supplied by the MoE are the TA that must be used by teachers in the classroom as all the contents are in line with the syllabus. Harun et al., (2015) stated in their study that TA is any equipment or material used by teachers and students with the aim of facilitating the learning and discussion process. Thus, TA can be defined as a material, tool, environment, object, or book that can be processed and help teachers and students during PdPc sessions in the classroom. Therefore, the PdPc session should be supported by TA in order to achieve the intended learning objectives.

Generally, there are many types of TAs that can be explored to help teachers implement *Sirah* lessons in schools, among which are physical, printed, or technological aids. According to Rahim et al., (2021), TA that is practical, innovative, and appropriate to the subject matter will guarantee a positive impact on improving students' knowledge and effective teaching methods. Furthermore, TA can help in solving problems in teachers' teaching methods and can motivate students to learn (Bakar & Alias, 2021). It is clear here that TA plays a very

important role in helping the PdPc process in schools. Therefore, TA needs to be taken seriously in order to help teachers achieve the learning objectives on a certain topic.

Teaching Aids Category

All TAs used during the learning session aims to ease students' understanding of the content of the lesson. However, it is a prerequisite that the TA produced be touchable, attract students' interest, and also be able to maintain their concentration during learning (Kamarudin et al., 2022). This is because if the students are not interested in the learning session, then the learning objectives will be difficult to achieve, and what is more worrying is that the students will demonstrate negative behaviour and disrupt the PdPc process as a whole. There are various TAs that are used by teachers at school, existing or newly created. In addition, according to Hussain et al., (2020), TA can be divided into three categories, namely physical aids, digital aids, and printed aids. The description of each TA category is as follows:

Physical Teaching Aids

According to a study by Bakar & Alias (2021), TA exists as material around students that is beneficial and provides opportunities for them to explore and enjoy. In other words, it can be touched or held by the students, as it is usually around them and easy to find. Among the examples of materials in this category are classroom tools, books, fruits, and stationery, as well as any material that can be touched by the students. This category of TA can be divided into two types: realia and produced. Realia material refers to something that is still alive or that has been preserved in a chemical liquid to be used as a learning material, while produced material refers to something manufactured, such as cars, clothes, or materials that are categorized as inanimate (Ilias & Jasmi, 2012). The type of material to be used as TA is based on the learning topic. For example, for the topic '*Pembukaan Kota Mekah*', teachers can use existing materials such as replicas, dioramas, or 3D models of the temple to explain this topic to students. Furthermore, these materials can be touched and seen clearly by the students.

Printed Teaching Materials

Printed material refers to attached or printed copies used to facilitate the PdPc and also as references for the lesson. For example, printed media such as textbooks, worksheets, posters, newspapers, exercise books, and even printed pictures. According to Hussain et al., (2020), printed TA includes materials such as pictures, Al-Quran, worksheets, textbooks, and even dictionaries. Furthermore, according to Sani (2007), posters, newspaper clippings, magazines, maps, and even brochures are also materials that belong in this category. In addition, the study by Masri et al., (2006) further stated that other printed materials include notebooks, novels, workbooks, textbooks, and even articles. Thus, there are many examples of printed TA that can be used by teachers to ensure the smoothness of the PdPc session and provide students with the experience of using various sources as references. The diversity of the use of this material will further improve students' skills in seeking knowledge. For example, to describe the event when Prophet Muhammad received the first revelation, teachers can use textbooks or some pictures to explain Hira Cave as the place where it happened. In addition, the teacher can also use the map to show the travel distance to Hira Cave from the Prophet Muhammad's house. This is because pictures and maps are touchable and can be seen clearly. They also helped to provide explanations and images regarding the *Sirah* of Prophet Muhammad SAW.

Digital Teaching Aids

Digital TA refers to materials that consist of images, audio, video, or animation with the use of gadgets as a medium. This statement is supported by the study conducted by Jamil et al., (2016), which stated that digital TA is a material that combines the functions of audio, video recording, and also images, and its application requires software or technological equipment such as a laptop, tablet, or any other tools. Furthermore, according to Mahat et al., (2020), something that can combine various human senses, as attained in digital TA, could help make the PdPc process effective and meaningful for the students. Digital TA is a new approach that can be developed by teachers according to their students' suitability and the learning objective. It promotes effective learning and further improves the students' skills (Sallehin & Halim, 2018). But first, teachers need to understand the function of a material before applying it in class. Teachers can use war footage to give students a clear picture of the Battles of Badr, Uhud, and Khandak that took place long ago. In addition, teachers can also use Google Earth recordings to display 3D videos related to the war site, along with the teacher's explanations. Virtual Reality (VR) belongs to a group of digital aids that consist of three important elements, namely visual, audio, and interactive materials. The combination of all these is able to stimulate students' skills, namely vision, auditory, and physicality. According to Fadil & Wahid (2021), VR-assisted learning consists of interesting media and offers independent exploration of the materials that have been prepared. Furthermore, interactive teaching aids that are assisted by technology include the use of websites, interactive CDs, videos, music, and any application that can be accessed using existing gadgets such as mobile phones or tablets (Zahari et al., 2021). Various TAs with technological characteristics can be applied by GPIs during the lesson according to the content to be delivered that day. Thus, the material paradigm shift must move in tandem with current technological changes so that our education system does not fall far behind.

Variations of knowledge delivery methods and TAs are expected to improve students' skills as a result of the teacher's regular planning. The areas in the Islamic education curriculum consist of the *Qur'an, Hadith, Aqidah, Ibadah, Sirah, Adab, and Jawi*, but in this study only *Sirah* and its effectiveness in the application of VR will be emphasised. According to Nasir & Teh (2021), *Sirah* needs to be understood and appreciated by the students due to the fact that there are many divine values contained in the prophet's *Sirah,* which can certainly be a guide and a good example in life. Surely, it must be understood so that our students will see Prophet Muhammad SAW as a role model in their lives.

The Impact Of Digital Teaching Aids

The learning landscape of the 21st century requires educators to evolve in terms of the implementation and application of materials, with a dynamic way of thinking in the management of the learning sessions. The expected impact is to improve the student's learning experience. Ironically, student development can be focused and embodied in life in line with the National Education Philosophy (FPK), which is a continuous effort in developing individual potential comprehensively and balanced in terms of intellect, spirituality, emotion, and physicality based on religious faith and producing model students (Division of Curriculum Development, 2018). According to Serin (2020), TA in the form of VR can help students get a general overview of the content of the lesson before it is explained by the teacher. In addition, VR-assisted lessons help students get information and process them quickly. It is able to provide access to the necessary information, for example, digital *Sirah* textbooks in VR software, and is used to search for information.

Furthermore, students are able to carry out experiments that are difficult to implement in the real world through the use of VR (Paszkiewicz et al., 2021). For example, students can explore the solar system and travel to foreign countries, just by using VR without having to travel there physically. In the context of *Sirah*, students can explore the places related to important events in Islam, such as the Hira Cave where the Prophet Muhammad received his first revelation, the Prophet's Mosque as the first administrative centre in Islam, and the Haram Mosque, where there are many stories related to the Prophet Muhammad's *Sirah*. This situation can save costs as they do not have to travel, and it can also be time-savvy. So, it is clear that this learning experience can have a high impact on the students' personal development other than guiding them to be competent and competitive.

The exploration of various TA technologies will certainly contribute to the generation of new ideas and understanding of the latest technology. This will provide added value for the teachers in the context of their teaching methods, techniques, and PdPc strategies that are always evolving. Teachers need to always look for opportunities to improve their skills, explore innovation in education in line with global development, and be able to produce innovative students (Abdullah et al., 2021). Indirectly, teachers will always try to add value and be leaders in the culture of knowledge in life and in the classroom in particular. In addition, teachers' skills will indirectly develop and further increase the prestige of our country's education system in the eyes of the world.

In addition, the next aspect that is given attention is related to the student's interest in learning. *Sirah* is a branch of knowledge that is rich with meaningful inputs to build human characters based on revelation, prophetic stories, and the chronology of important events in Islam. After all, there are many facts and concepts that need to be memorized and practiced in life. Therefore, as an educator, it is a must to ensure that the PdPc session can attract students' interest in learning and can build a noble personality. This statement is supported by the study of Cicek et al., (2021), which states that the level of interest in the learning process will increase if VR-assisted lesson is exercised. This is because VR is able to give students a real opportunity to explore the world, even if they are only in the classroom. When the student's interest is at an optimal level followed by a clear understanding of Islamic knowledge, it will be a determinant and a benchmark in the next process, which is the level of internalization of the knowledge (Abdullah & Razak, 2021).

Next, digital TA can encourage students to study outside of school hours. With access to vast PdPc materials, teachers and students can now find materials or information outside of their interaction time. This is because gadgets such as computers, mobile phones, televisions, and tablets are able to access public information before the learning session begins. In addition, the establishment of *e-didik* e-mails such as *ID G Suite* for teachers and students gives freedom of access to websites and educational materials for free in cyberspace (Mamat et al., 2021). This gives all students and teachers the opportunity to download or upload the relevant materials. Among applications that can be accessed for free are Canva, Google Jamboard and Microsoft.

Research Methodology

The researcher had implemented a literature review and a document analysis method in a descriptive analysis based on previous studies. This design aims to examine the situation of a selected focus in order to provide quality output to the study (Subramaniam & Saleh, 2022). The research is conducted on 28 articles that have been accessed from Google Scholar and e-journals to provide a complex overview, detailed evaluation, and accurate arguments based

on what to focus on. The researcher only used journal articles within a 5-year span, from around 2018 to 2022. This is because the findings and ideas of these studies are still relevant and can be used for future research. Articles that are emphasized are related to the latest pedagogical themes on *Sirah*, TA technology in Islamic education, and VR-assisted lessons, so that the discussion is relevant to the research problem. The impact of the study will indirectly serve as another point of view regarding new concepts, methods, and disciplines that can be implemented and benefit other researchers.

Discussion

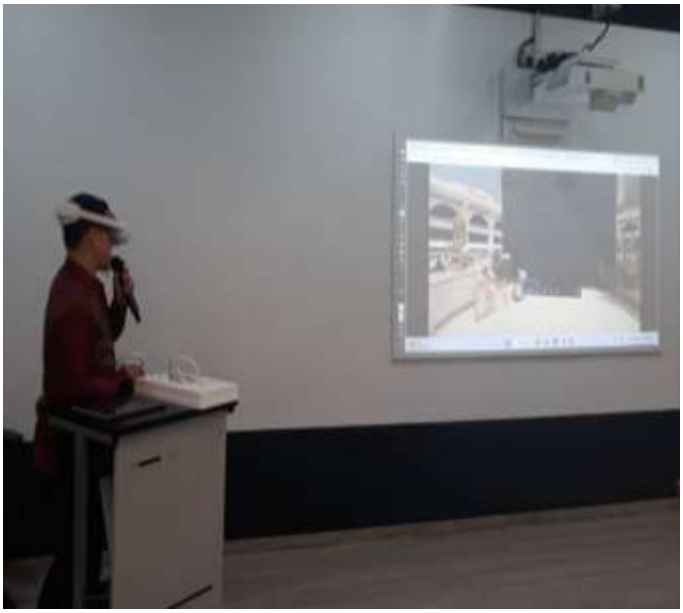
Every PdPC process must be based on a systematic and clear plan. An organized planning can help the teacher deliver the content easily and effectively. Furthermore, teachers need to be committed and consistent in their efforts to educate students at school and be responsible according to the content that has been outlined in the Islamic education curriculum. According to Kasim et al., (2022), every teacher has the responsibility to build the character and personality of the students, as part of the obligation to complete the syllabus set by MoE. There are various types of VR tools that can support its implementation in the classroom. For example, Pico 4 VR, Oculus Quest, Remax VR01WH productnation, Xiaomi Mi VR Play2, Smart VR Shinecon II, VRBox 2.0, BOBOVR Z4, VR Box III 3.0 LEJI, Xiaomi VR productnation. Apart from that, laptop is used as a transmitter for VR materials so that it can also be experienced by others who are not equipped with VR tools. Among the tools required to implement VR-assisted lessons are as follows:

Picture 1: A laptop and VR tool, PICO 4

In addition, the optimal abilities and functions of a VR differ from each other depending on their types. The use of Pico 4 Virtual Reality as TA greatly simplifies the steps in classroom application. This is because Pico 4 VR only requires wireless connection to be linked to other devices. Furthermore, these tools are very light and suitable for use in the classroom. Here is an example of a VR-assisted lesson performed during a presentation.

Picture 2: VR tool, PICO 4 simulation in Islamic education lesson

Picture 3: VR Trial



Picture 4: Explanation on the application of VR tools

Picture 5: Question and answer session on VR-assisted lessons

Examples of the Implementation of Learning Sessions Using VR Tools

The learning session will start with an introduction, an induction set, an expansion of the lesson content in steps 1, 2, and 3, and closure. The time is allocated as one of the techniques to systematize the lesson. The daily lesson plan (RPH) is a document that must be prepared before teachers start the lesson. The example given here is based on the topic '*Peristiwa Pembentukan Negara Madinah'*, for Year 6, *Sirah*. According to the Curriculum Development Division (2018), the content standard in the Curriculum and Assessment Standard Document (DSKP) for this title is (5.1) summarizing lessons from the events of the nation's formation as well as appreciating and practicing it in a civilized and steadfast manner. While the learning standard is (5.1.1) states the background of Madinah, and (5.1.2) explains the role of An-Nabawi Mosque. Next, the learning objective is, 'students are expected to be able to explain the background of Madinah correctly and the role of the An-Nabawi Mosque'. The discussion regarding the implementation of the learning session using VR will be illustrated in the following RPH.

Daily Lesson Plan
Islamic Education, Primary School

Subject	: Islamic Education
Year	: Year 6
Duration	: 1 hour
Title	: *Peristiwa Pembentukan Negara Madinah*
Content Standard	: 5.1 Summarizing lessons from the events of the nation's formation as well as appreciating and practicing it in a civilized and steadfast manner.
Learning Standard	: 5.1.1 States the background of Madinah. 5.1.2 Explains the role of An-Nabawi Mosque.
Objective	: Pupils can explain Madinah background correctly. : Pupils able to explain the roles of the An-Nabawi Mosque.
Teaching Aids	: i-THINK map, manila card, marker pen, puzzle, quiz, virtual reality (VR), and worksheet.

Item	Content and Activity	Remark
Introduction (5 Minutes)	1. A pupil is selected to lead the recital of prayers and syahadah. 2. The pupils are asked to get ready before the lesson started.	Value : The etiquettes of reciting prayers and leadership
Induction Set (5 Minutes)	1. The pupils are shown the map of Saudi Arabia. 2. The teacher asks a few questions to the pupils: o What is shown in the map? o From the map, list the places that are important in Islam. o Name the mosque in this map. 3. The pupils respond accordingly. 4. The pupils' responses are prompted towards the lesson of the day.	Approach: Discussion Technique: Brainstorming Value: Respecting others
Step 1 (10 Minutes)	1. The pupils are divided into a few small groups.	Teaching Aids: i-THINK map (Circle Map)

	2. The pupils are given ample time for discussion. 3. The pupils list out the history or the background of Madinah based on their existing knowledge. 4. The teacher asks the pupils to write their answers on the given i-THINK map. 5. The pupils show their completed i-THINK map to their friends. 6. Question and answer session to clarify any doubts.	Approach: Presentation Value: Teamwork
Step 2 (15 Minutes)	1. The pupils draw their dream mosque on a given manila card. 2. The pupils are given ample time to discuss and draw their mosque. 3. The pupils share the roles of their mosque in front of the classroom. 4. The pupils are guided to discuss about the roles of mosque. 5. The pupils are told about the roles of An-Nabawi Mosque. 6. The pupils ask questions to clarify their doubts.	Teaching Aids: Manila card and marker pen Approach: Discussion and presentation HOTS: Analyzing and creating Value: Teamwork and courage
Step 3 (20 Minutes)	1. The pupils move in the groups to the designated stations. 2. The pupils carry out the activity on each station. ● Station 1: An-Nabawi Mosque Puzzle The pupils complete a picture puzzle of An-Nabawi Mosque. ● Station 2: Quiz The pupils answer the quiz regarding the background of An-Nabawi Mosque. ● Station 3: Crossword Puzzle The pupils complete the crossword puzzle about Madinah.	21st Learning: Stations Approach: Discussion HOTS: Analyzing Technique: Q&A Teaching Aids: Picture puzzle, quiz, crossword puzzle, VR Tool

	● Station 4: Virtual Reality (VR) The pupils virtually explore the surrounding view of An-Nabawi Mosque. ● Station 5: Group Discussion The pupils analyse the roles of An-Nabawi Mosque by using a table given.	Value: Teamwork, patience and leadership
Closure (5 Minutes)	1. The pupils are given worksheet to be completed. 2. The pupils are asked to conclude the learning points. 3. Q&A session for clarification. 4. The pupils gather the resources used and hand them to the teacher.	Approach: Q&A Teaching Aids: Worksheet Value: Effort

Based on the daily lesson plan above, it can be seen that VR-assisted lessons are applied in the third step, which takes about 25 minutes. The learning method is based on 21st century learning, which uses station-to-station learning. Pupils have been divided into five groups so that they can move in the rotation of the five stations that have been set. The activities in the first station are related to picture puzzles; the second station is related to group quizzes; the third station is a crossword puzzle activity; the fourth station is related to activities using VR tools to explore the surroundings of An-Nabawi Mosque; and finally, the fifth station requires pupils to discuss in their group. Among the methods and techniques used are discussion, analysis, and question-and-answer methods, in addition to fostering the values of teamwork, patience, and leadership.

The fourth station uses a VR tool, Pico 4, to virtually explore the real environment of An-Nabawi Mosque. Currently, the pupils need to use the VR tools so that they can see and feel the experience of watching a 360° video and experience it as if they were there. The content of the video is related to the real atmosphere of the An-Nabawi Mosque, where they will be shown a view around the mosque, observing the activities of the people who are praying there, visiting the maqam of Prophet Muhammad SAW, as well as the outside and inside of the An-Nabawi Mosque. This helps the students feel the real experience very closely, as if they were in Madinah. Furthermore, this situation will turn *Sirah* lessons more effective and have high-impact while at the same time denying the stigmas: *Sirah* is less attractive for the students (Abdullah and Razak, 2021), the lack of understanding of the morals of the Prophet Muhammad SAW (Abidin & Zulkifli, 2021), the teacher's teaching method is less effective (Awi & Zulkifli, 2020), as well as teachers not implementing Higher Order Thinking Skills (HOTS).

The Challenges of using VR Tools During Lessons

From the discussion of this study, there are four aspects that have been identified as the challenges in using VR-assisted lessons, namely the facilities available in the school, the readiness of the teachers, the materials to be produced, and also the subject or areas to be focused on. These issues must be addressed to bridge the gaps in integrating them into Islamic education lessons. In terms of price, VR tools can range from hundreds to thousands of ringgit.

This is one of the reasons why this material is not given enough attention and exploration by educators. On the contrary, it has been widely used and integrated in foreign country's education system.

Next, the second challenge of using VR tools is their availability in schools. Today, not many schools are equipped with VR tools that can be used by individual students. On average, the number of students in the class at the moment ranges from 35 to 45 in one class. However, there is no denying that there are teachers and school management who take their own initiative to prepare VR materials that can be used in schools. Thus, teachers need to be more creative in planning their lessons by integrating a 21st century approach into the lesson so that students can take turns using these VR tools.

VR tools are one of the digital materials that demand skilled and knowledgeable users to operate them. Therefore, the teacher's skills to apply and produce materials for their VR-assisted lessons are the next challenge that needs to be thought of. In the production of VR TA, teachers need to have the skills to produce videos, edit recordings, select materials on the internet, and also the skills to use compatible software and hardware.

The next challenge is the content of the lessons in the Islamic education curriculum itself. This is because the main concept of using VR TA is to bring its users to a real place or an artificial simulation environment generated by a computer (Jamaludin et al., 2022). However, in the Islamic education curriculum, there are lessons regarding *sam'iyyat* such as divinity, angels, the afterlife, the grave, prophetic miracles, and sins and rewards (*pahala*) that cannot be visualized. Therefore, the use of VR TA must be carefully calculated to avoid misguided interpretations of knowledge if not guided by *Al-Quran* and *Hadith*.

Research Limitation

This section discusses the limitations in terms of the implementation of VR-assisted lessons. The study only focuses on literature reviews that prioritize the research of information related to VR TA. These studies were obtained from books, scientific writings, theses, and even dissertations to analyze relevant information as well as the problems and topics discussed. Nevertheless, this study can be further developed by conducting an experimental study to test whether the TA associated to VR really has a high impact on the country's education system.

Furthermore, this study does not involve any study sample or is not focused on a specific place. Therefore, the researcher suggests using research samples to answer the questionnaires and to conduct interviews to test the effectiveness and evaluate the customers' satisfaction on the use of VR TA. In Malaysia, research on VR TA is still rarely studied, and as a result, its practicality is still under discussion. According to Pramesti et al., (2022), there are 12 countries listed that have adapted the use of VR in learning; however, Malaysia is still in the development phase.

In addition, this study only focuses on the Islamic education in primary schools. The area of concern is *Sirah,* which revolves around the life of the Prophet Muhammad SAW and the important events in Islam. As a suggestion for improvement, this study can be further expanded in other fields of Islamic education such as the *Al-Quran, Akhlak, Ulum, Ibadah*, and also *Jawi*. Thus, the study of VR TA can be expanded to other subjects such as Malay, English, Mathematics, and even Science.

Conclusion

Malaysian education system constantly moves with the current development and changes. In the past, the TA used in the classroom was more tangible and concrete. However, in line with technological advancement, it has indirectly changed the its landscape towards digital or virtual functions. Ironically, there are many skilled teachers who can develop PdPc materials creatively by using various virtual platforms, such as augmented reality materials, video editor software, and virtual reality materials. All of these focus on building the student's intellect so that the TA produced can greatly impact the learning process and help the students understand the content of the lesson. This opportunity should be utilized in the best possible way so that the medium of delivery, especially in *Sirah*, does not lag behind and moves along with modernization.

This study is focusing on VR-assisted learning of Islamic Education in the field of *Sirah*. It is very important to explore the story and the historical places which are related to the Prophet Muhammad SAW. Furthermore, there are financial issues, time management, and safety restriction in order to visit Mecca and Medina with students. Moreover, it took a long journey and involve many procedures for international borders. Thus, using this VR technology in learning session provides vast opportunity bringing students to exprience the historical places without involving any risk. In addition, the VR learning session aims to enhance, motivate and stimulate students and at the same time enable students to conduct hands-on learning activities which is following the 21st century learning concept. VR technology material is very synonym with studies related to Science (Fadil & Wahid 2021; Betts et al., 2023), Mathematics (Pramuditya et al. 2022; Gaggi et al. 2023; Romero et al. 2023), Architectural Technology (Safar & Raman 2021), and English (Sari et al. 2023). However, this study extends further research and the application of new methods to Islamic Education and opens up discussion and exploration to other scholars.

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