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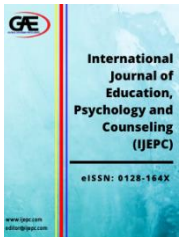

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THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN THE EDUCATION OF ASNAF STUDENTS: ISSUES AND TRENDS

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Abstract:

Early computer technology in education was largely influenced by the theories of cognitivism and behaviourism, where technology was used to transfer information as if it were a stand-in for the teacher. This shows that students are given information through technology. It is the student's job to learn the information offered by the technology while they study the material provided by the teacher. Studies from across the world frequently discuss how Information, Communication, and Technology (ICT) is used. The usage of ICT has been more prevalent over time at all educational levels, from the Asnaf student level to the higher level. The government has allocated such a large amount to cultivate the integration of ICT in preserving education. In connection with that, the primary education level should welcome a noble effort to realize the wishes of this government. In addition, educators should be aware of the latest issues and trends in the use of ICT in primary education to ensure that the handling and use of ICT in the context of primary teaching and learning becomes more effective. The issues and trends discussed in this report are the health and safety of students, infrastructure, competence of educators, the use of ICT as a teaching aid, medium of communication and collaboration with parents. Therefore, the cultivation of the use of ICT in primary education is also discussed and thought to be implemented as further studies.

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Keywords:

ICT Use, Issues, Trends, Asnaf Student Education, Simple Applications Portable Tablet

Introduction

The Malaysian Education Development Plan 2011-2025 which has been drafted and planned by the Ministry of Education Malaysia (2011) is a step to face the current demands and challenges (Ministry of Education Malaysia, 2011). Among the significant challenges that demand change in the education arena is the Industrial Revolution 4.0 which now emphasizes the use of the internet in all matters or known as the Internet of Things (IoT). In line with that, in the development plan, the MoE has outlined an important shift which is to utilize information and communication technology (ICT) in improving the quality of education in Malaysia (Ministry of Education Malaysia, 2011). This shift is as a complement to the ICT Policy in Education which has the intention of ICT for all students, ICT as a tool for teaching and learning and used to increase productivity, efficiency and effectiveness of the management system. In relation to that, it is a necessity to integrate ICT in teaching and learning at every level of education to ensure that the wishes of the Ministry of Education and Culture can be realized and to create an ICT literate society.

At the primary education level, the use of ICT should also be given attention. This is because this stage is also included in the National Education System (Mohd Ismail Othman, 2008). Furthermore, today's primary educators are faced with a generation that is close to ICT. According to Cohen (2011) children today explore and learn naturally through mobile devices. In other words, children today also learn the same as children before such as trial, touch and repetition but they use the latest ICT devices such as smartphones, tablets, interactive whiteboards and so on. Cohen (2011) also stated that the touch screen has taken over the joy of children and has also been widely used by parents and educators in introducing new things to children. Therefore, it is not surprising that we see changes in education today that emphasize the use of ICT in general and mobile technology or applications in particular in primary education. According to Norakyairee et al. (2018), the development of information technology is seen to have a great impact and potential, especially in the field of education. The application of ICT is seen as very important in the education sector because it can be used as a good mediating medium between teachers and students.

In relation to that, the implementation of ICT and mobile applications in primary education should continue to be cultured to support children's learning today. Educators and parents are seen to have an important role in this purpose. Therefore, it is important for educators and parents to know the issues related to the use of mobile applications and the latest trends in primary education as a preparation for cultivating the use of ICT in primary education as well as planning and carrying out learning activities that child development.

Problem Statement

The role of teachers is very important in cultivating 21st century skills among students. In relation to that, statistics released by the World Bank found that during the 12 years of formal education conducted in Malaysia, these students did not receive a meaningful education for 3 years. Statistics from the World Bank also mention that Malaysian children only reach 62% of

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their true potential. This statement proves that there is an urgent need for effective pedagogy through PAK-21. Therefore, Mohamed Amin, 2016, said that teachers need to prepare themselves to make a transformation in PdP to meet the learning needs of students in today's digital technology era. The 21st century PdP concept requires teachers to change the existing paradigm to learning that emphasizes student involvement in every PdP process carried out. This kind of educational design will produce students who are tolerant, creative and active as citizens, workers and leaders (Ehrcke. T., 2013) and can contribute to the development of the country when they grow up. Coinciding with the study conducted is to review the Issues and Trends in the Use of Information and Communication Technology in the Education of Asnaf Pupils from the Taman Desa Asnaf Community, Batu Bertangkup Kangar Perlis. A survey was also conducted to find out the attitude of teachers towards the use of ICT and the problems with the use of ICT faced during teaching and learning. This study was conducted at Batu Bertangkup National School Kangar Perlis.

Literature Review

Field of Study

The field of study is related to issues and trends in the use of information and communication technology in the learning of Asnaf students in schools in the Asnaf community.

Issues In The Use Of Information And Communication Technology In Primary Education Method

The use of mobile applications in primary education is much debated by researchers. Among the focus of the discussion is the impact of the use of devices or gadgets on children's development, the issue of the readiness and competence of educators, the issue of infrastructure and al also the resource facilities to be used in the context of learning and teaching students.

Children's Health and Safety Issues

Sundus (2018), the use of devices or gadgets for a long period of time will cause children to experience delays in speaking. This happens because children do not communicate with other individuals and there is no social interaction between children and other people. In the same study, Sundus (2018) stated that every 30 minutes of a child's time with a gadget will contribute as much as 49% to the occurrence of late speaking problems. Learning using information and communication technology definitely requires children to use gadgets. On top of some of the negative effects of the use of gadgets on children, this matter is also an issue for educators to use it in teaching and learning. However, this can be overcome by limiting the time of use, the use of gadgets that are compatible with the level of development of children and the selection of mobile applications that can help optimize their development.

Issues of Educator Willingness and Competence

A study conducted by Kamarulzaman et al. (2017) on 60 school teachers found that 60% agreed that awareness of the use of ICT in children's learning was at a low level. This matter is also explained in the same study, which is as many as 68% admit that they have limited knowledge in the effectiveness of ICT-assisted teaching and learning. This study shows us that educators are still not aware of the importance of using ICT in teaching and learning. In this study as well, educators think that the use of ICT in preschools is low due to the lack of competence of educators in handling ICT because the development of ICT is happening very rapidly in addition to the lack of intensive training provided for that purpose. The development of ICT is

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now becoming more and more rapid. We can witness the production of new devices or gadgets and also the increase of applications that are constantly changing according to current developments. This makes it difficult to use it among educators. Therefore, it is reasonable for educators to always be aware of these changes and explore current developments so that they can be implemented in the context of teaching and learning at school.

Infrastructure Issues and Resource Facilities

Aspects of physical facilities, infrastructure and is an issue in preserving the culture of using ICT in education. According to Hapini et al. (2020) most developing countries, especially Malaysia, are still faced with the problem of physical facilities, support and maintenance of ICT resources which is a challenge in the use of ICT in education. This is also in line with a report by the Teacher Education Division (2016) which shows the results of a survey from the International Study of Teaching and Learning (TALIS) which reports that 53% of schools in Malaysia still do not have sufficient computer facilities for teaching and learning purposes, as many as 57% of schools do not have access to the Internet and 41% of schools still lack teaching aids for use in the classroom. Therefore, the government and institutional administrators should take this issue seriously to ensure that the culture of preserving ICT in the education of Asnaf students can continue to be realized and thus make children's teaching sessions more effective and enjoyable.

Trends In The Use Of Information And Communication Technology In Elementary Education

Along with the rapid development of ICT nowadays, the use of electronic media has gained a place in the education of Asnaf students. Realizing the use of ICT such as electronic media, tablets, smart phones, computers, internet access, and mobile applications has a good effect on the students' understanding of one concept, so it becomes a trend for educators to use it either in the management of documentation, the use as a teaching aid, information delivery and collaboration with parents.

Use of ICT for Documentation Management in Schools

ICT has made many things easier at school. Mainly from the storage of student documentation. According to Kamarulzaman et al. (2017), educators use the ICT medium to plan and manage student records. Most of them use computers and software such as Microsoft Word, Excel and even Google Drive to plan and store the students' data. This point is also supported by a study conducted by Predavoric et al. (2017) who stated that 53% of educators involved in his study explained that they use ICT to organize and store documentation of student progress. From the studies above we can identify that there are many studies that show ICT has been used in record keeping and documentation. ICT sophistication has changed student portfolios that used to be developed in physical form such as files and folders but are now stored in special devices such as computers or tablets known as E-Portfolios.

The Use of ICT As A Teaching Aid

Today, studies on the use and development of mobile applications (mobile applications) have been carried out extensively Papadakis and Kalogiannakis (2017), Ipad or any tablet-shaped device has now been widely used in education. This finding is also supported by Trucano (2015) who stated that according to the World Bank, education policy makers in most countries in the world have purchased tablets in large quantities that are used in schools. This is an indicator to us that the tablet has become an icon of modernity in the world of education today.

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Its role is close to textbooks and has also replaced the use of blackboards for teaching and learning purposes. Siti Syafawati and Nurul Farhana (2020) have conducted a study to test the effect of using mobile applications on the mastery of Hijaiyyah letters among preschool children. The results of the study prove that teaching with the help of mobile applications has a positive effect on children's mastery of the Hijaiyyah alphabet. The findings of this study are in line with the study by Drigas and Kokkalia (2015) who found that the use of mobile applications can help to improve students' literacy skills.

Use of ICT for Communication and Collaboration with Parents

The involvement of parents in the students' learning indeed has great implications in developing their potential. Support from parents will make efforts to optimize children's development much more National Asnaf Student Education Journal, Vol.10 (1), 2021 (99-107) (ISSN 2289-3032 / eISSN 2550-178X) https:/ /ejournal.upsi.edu.my/journal/JPAK succeeded. Therefore, educators should ensure that the role and involvement of parents can be maximized to ensure the success of students. Through the sophistication and speed of ICT nowadays should be utilized by educators to improve communication and collaboration with parents. Looking at the trend today, educators use ICT for that purpose.

Most educators use the ICT approach to communicate and collaborate with parents because it is seen to save time and is easier. For example, the use of email, whatsapp, telegram, and other social media. This point has been proven by a study by Kamarulzaman et al. (2017) who stated that most educators use ICT to communicate with parents to report on their children's progress. Through this approach, parents do not need to rush to school and can be done anywhere and anytime. In addition, with the spread of the Corono-Virus or Covid-19 in our country that has changed our educational norms. The education of Asnaf students is no exception. The use of virtual learning requires collaboration between parents and educators. This was raised by Ching Peng Hon (2020) who stated that in this pandemic era the role of educators is taken over by parents. Educators prepare homework or worksheets for students and provide guidance to parents on how to carry out learning activities for students at home. The situation definitely requires fast and good communication between both parties. Therefore, in this era it is becoming a trend for educators to use ICT to facilitate communication and collaboration with parents.

Definition of Asnaf in the Use of Information and Communication Technology in Primary Education Among the Asnaf Community

Table 1 Definition of Asnaf According to JKM

NO.	DEFINITION	DESCRIPTION
1.	Definition of Poor	A person who does not have property and the result of efforts (work) that can meet the basic needs (daruriat) for himself and his dependents, not additional needs (hajiat) and not luxury needs (tahsiniat), including those who do not have the ability to work for reasons such as illness. Example: A person who needs up to RM 300.00 per month but only obtains less than 50% of that need to meet his basic needs and dependants.

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2.	Poor	A person who has a job or effort that only partially meets basic needs (daruriat) but is not enough for himself and his dependents. Example: A person who needs up to RM 300 per month but only gets a part (50%) or more but does not meet the real basic needs for himself and his dependents.
3.	Amil	Individuals or institutions that are directly involved with zakat institutions, either managing and administering matters of collection, distribution or overseeing zakat financial affairs.
4.	Muallaf	Those whose hearts have just been tamed with the religion of Islam and have been guided to embrace Islam so that they feel there is a place to rely on to face the challenges ahead.
5.	Gharim	Those who are in debt to meet the basic needs of themselves, their families, dependents or the community and need immediate settlement in accordance with Syarak law.
6.	Riqab	Those who are owned by their masters to enable them to free / redeem themselves.
7.	Ibnu Sabil	People who are cut off from supplies (expenses) during the journey (safar) and people who want to start the journey required by Syarak.
8.	Fisabilillah	Those who fight, strive, defend and increase the appreciation and teachings of Islam

Table 2 Definition of Asnaf According to JKM

NO.	DEFINITION	DESCRIPTION
1.	Asnaf Fakir	Asnaf Fakir is a Muslim who has no property or income, or has property or income but does not reach 50 percent of the kifayah limit for himself and his dependents.
2.	Asnaf Miskin	A poor Asnaf is a Muslim who has property or income that can only cover more than 50 percent of his needs and his dependents but still does not meet the kifayah limit.
3.	Asnaf Amil	`Amil is the party appointed by the Selangor Islamic Religious Council (MAIS) to represent His Majesty the Sultan to carry out zakat management tasks including collection and distribution.
4.	Asnaf Muallaf	A convert is a person who has just embraced Islam or someone whose heart has been tamed among those who have not yet embraced Islam or who needs to be drawn to Islam or who needs to be protected for their crimes against Muslims.
5.	Asnaf Riqab	Riqab is a person who is shackled under a power or situation that is an obstacle for him to live a better life.

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6.	Asnaf Gharimin	Gharimin is a Muslim who is in debt to meet the basic needs of himself and his dependents or the interests of society and does not have the ability to pay. Muslims who are in debt to meet basic needs for their personal or dependent family problems or people who are in debt to solve community problems and need: • The debtor is unable to pay his debt. • The debt must be in the matter of obedience required by Shariah. The debt is overdue.
7.	Asnaf Fisabilillah	Fisabilillah is a struggle, effort and activity aimed at upholding and defending the religion of God.
8.	Asnaf Ibnu Sabil	Ibnu Sabil is a Muslim who runs out of money when starting a journey or on a journey that brings benefits and is in accordance with Sharia law with the following conditions: • Cut off the supply on the way. • Unable to use his wealth to continue the journey. • Need basic convenience in travel problems. • Left on the way.

Concept/Theory Framework

Figure 1 describes the conceptual framework of the study on the Issues and Trends in the use of Information and Communication Technology in the Education of Asnaf Pupils in the Taman Desa Asnaf Community, Batu Bertangkup Kangar Perlis. The study is based on Behaviorism Theory and Cognitivism Theory.

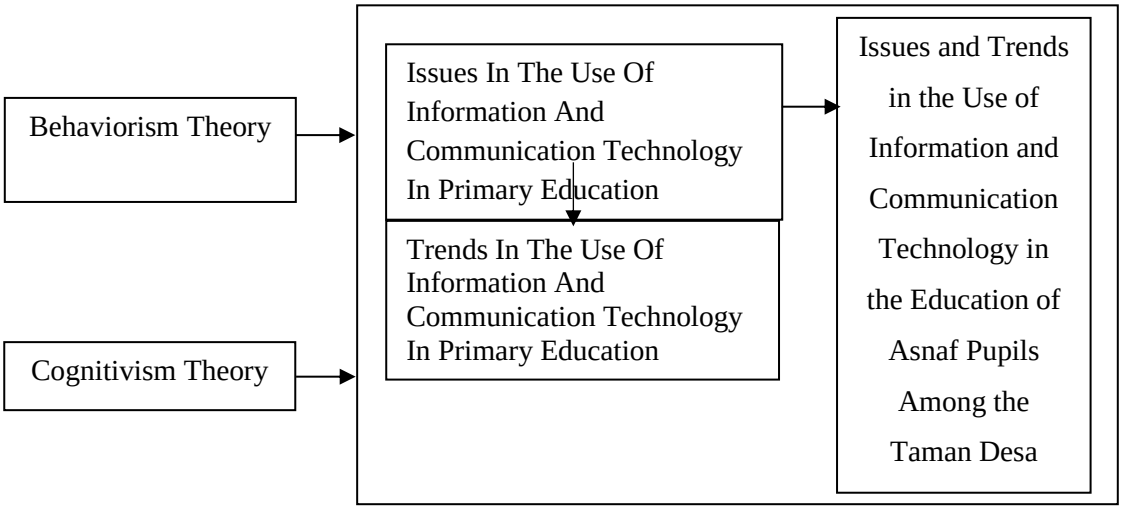

Figure 1: Conceptual Framework for the Study of Issues and Trends in the Use of Information and Communication Technology in the Education of Asnaf Students

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Previous Studies/Publications

The education system in Malaysia today is undergoing a very rapid change. Various new methods have been introduced and used so that an educator's teaching becomes more effective and student learning becomes easier and more enjoyable. Over the past few years, computer-aided teaching and learning methods have been introduced and now with the fast-growing era of information and communication technology (ICT), it is gaining more and more attention in the teaching and learning process in schools. For that some curriculum changes have been made by the Malaysian Ministry of Education (KPM). The subject of Information Technology (IT) was first introduced by the MoE as an optional subject in secondary schools starting at the end of 1998. (Curriculum Development Center (PPK), 2000). This is the beginning that shows the MoE's seriousness in applying the use of ICT in education.

Continuation of introducing the subject of Information Technology, the ministry has implemented several programs related to ICT such as the computer introduction program in 1986, the computer literacy project in 1992, the Computer Assisted Learning (PCL) project in 1994 and the educational network project in 1995 was introduced in secondary schools and also in primary schools, this is to expand the use of ICT in education. In line with the ICT programs that were launched, the government introduced the Bestari School in 1999 which was guided by the use of ICT in all administration and teaching and learning matters. All ICT facilities and equipment are provided adequately. Realizing the importance and effectiveness of using ICT in education, the government has added various projects and plans related to ICT that started in national schools again. The Malaysian Ministry of Education (KPM) has introduced various policies or measures to advance the field of education including launching the Education Development Master Plan (PIPP) 2006-View metadata, citation and similar papers at core.ac.UK brought to you by CORE.

In relation to that, one of the cores of PIPP is to empower national schools. To empower this national school, a school improvement program and integration of ICT in teaching and learning (PdP) has been established. The school improvement program involves the full use of ICT in teaching and learning at school. In order to implement the programs, KPM has provided infrastructure such as computer labs/rooms, hardware such as computers, laptops, LCD projectors and servers for teaching and learning as well as train ICT-related teachers.

Therefore, educators are urged to equip themselves with various knowledge and techniques or skills based on information technology to face the challenging world of teaching. In relation to that, educators need to be prepared with sufficient knowledge and skills in the use of ICT. This is because, it is not impossible if one day the students go to school not with books but with laptops instead of books. This is already happening in developed countries.

Research Methodology

This study uses a questionnaire as an instrument, which is a closed questionnaire and an open questionnaire. A closed questionnaire using a five (5) Likert Scale. The questionnaire data was then analyzed descriptively and statistically using SPSS. Anova analysis was used because the study subjects consisted of three groups namely teachers, students, and parents. Tukey HSD analysis was used to see if there was a significant difference in the mean scores of the three study groups.

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Data Collection Methods

Overall, this study will apply four data collection techniques, namely questionnaires, interviews, observations and documentation methods as in Figure 2. While interviews were conducted with five teachers and three students. The interview questions are related to Issues and Trends in the Use of Information and Communication Technology in the Education of Asnaf Pupils from the Asnaf Village Taman Community, Batu Bertangkup Kangar Perlis.

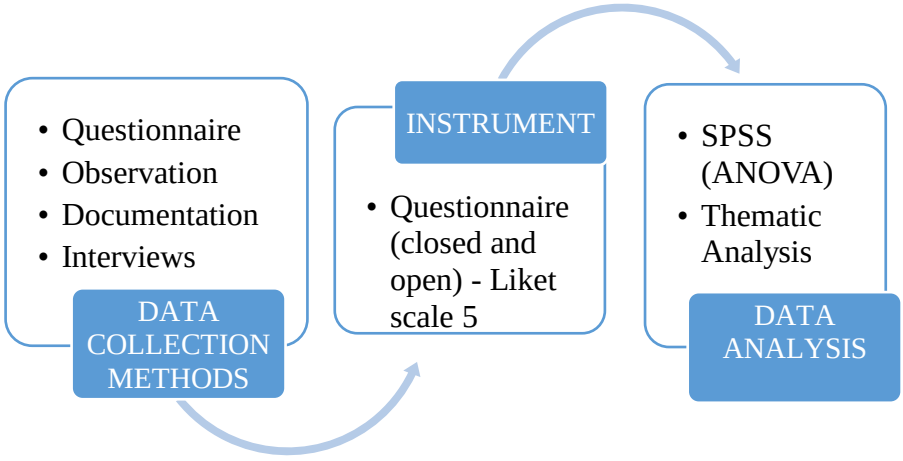

Figure 2: Data Collection Method Flow Chart

Questionnaire Method

Questionnaires are an important instrument in collecting research data. In this study, the researcher used closed and open questionnaires. Closed-ended questionnaires are suitable for those that can be quantified and easily analyzed statistically, while open-ended questionnaires allow respondents to provide answers freely and produce more in-depth information.

Observation Method

Observational methods are used to measure research variables. The observation method is an alternative method for gathering information and data collection. Researchers can observe a subject's behavior based on the identified variables. The observation method is carried out to understand a situation or situation, obtain data directly and there is physical evidence or findings that can be measured visually. The variables in this research consist of educators at the study school and Asnaf students whose observation data will be analyzed according to the reporting concept.

Documentation Method

The documentation method involves the analytical study of printed materials such as journals, books, reports, proceedings, newspapers and so on. This method will be used to get a more in-depth picture of the research to be carried out. In order to obtain secondary data related to the PdP method for the Asnaf group and educational institutions during Covid-19, the researcher will refer to the writing of reports and journals including the official website of the Ministry of Education and Culture and daily newspapers. The results of the data will be analyzed to achieve the objectives that have been set.

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Interview Method

The interview questions that are formed are in a question-and-answer format so that the information to be obtained is more in-depth. The main purpose of this interview is to obtain clear and in-depth information about the PdP method that is carried out for the Asnaf group and educational institutions during Covid-19. The interview that has been conducted is through an online method with a teacher respondent from the study school. In addition, this interview is also important in knowing the challenges faced by the Asnaf group and educational institutions in implementing the PdP method virtually during the MCO period due to Covid-19 in order to help them face the challenges faced.

Results And Discussion

Issues and Trends in the Use of Information and Communication Technology

This study uses a questionnaire instrument to obtain information related to issues and trends in the use of Information and Communication Technology among teachers, students, and parents. The questionnaire consists of 30 closed questionnaire questions and 3 open questionnaire questions. The closed questionnaire uses a 5-point likert scale, namely 1 (strongly disagree), 2 (disagree), 3 (not sure), 4 (agree) and 5 (strongly agree). The closed questionnaire consists of six parts which are parts A, B, C, D, E and F as found in Table 4.1.

Table 4.1 Mean Issues and Trends in The Use of Information and Communication Technology

Issues and trends	Teachers	Students	Parents
Part A: Knowledge	4.005	3.095	3.850
Part B: Security	3.888	3.515	3.818
Part C: Preparation	3.515	2.980	3.955
Part D: Competence	4.205	3.568	4.150
Part E: Infrastructure	3.940	3.655	3.595
Part F: Resource facilities	4.140	3.532	4.010
M	3.949	3.391	3.896

Part A is related to the knowledge aspect. Findings show that teachers 'agree' (M=4.005) that they have knowledge related to ICT. Meanwhile, for parents (M=3.896) and students (M=3.095), findings show that both groups of respondents are 'not sure' about the level of ICT knowledge. Part B is related to security aspects. Findings show that all three groups of respondents expressed 'not sure' about this aspect, namely teachers (M=3.888), students (M=3.515) and parents (M=3.818). Part C is related to the readiness aspect. Findings show that parents (M=3.955) and teachers (M=3.515) are 'not sure' from the aspect of readiness in using TMK. As for the students, the findings show that students 'disagree' (M=2.980) that they are ready with TMK. Part D's questionnaire is related to the competency aspect. Findings show that teachers (M=4.205) and parents (M=4.15) 'agree' in terms of ICT competence. Meanwhile, students (M=3.568) are not sure about their level of competence in ICT. Part E is related to infrastructure aspects. All three respondents were 'not sure' about ICT infrastructure in schools. Part F also examines the aspect of TMK resource facilities. Teachers (M=4.140) and parents (M=4.010) 'agree' regarding the ease of ICT resources. While students (M=3.532) are 'not sure' about the ease of ICT resources.

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Table 4.2 Overall Mean Score for Closed Questionnaire

Study Respondents	N	Score Mean *(M)*	Standard Deviation *(SD)*
Teachers	40	3.949	0.373
Students	40	3.391	0.419
Parents	40	3.896	0.269
TOTAL	120	3.745	0.354

Overall, Table 4.2 shows the mean score indicating that teachers, students and parents are at the 'uncertain' level in ICT issues and trends.

Table 4.3 ANOVA Statistical Analysis Findings

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.648	2	2.824	21.880	.000
Within Groups	11.228	87	.129		
Total	16.876	89			

ANOVA test was conducted to compare issues and trends in the use of TMK. Comparisons are made between teachers, students and parents. Table 4.3 shows the results of the ANOVA test comparing the mean scores for the three groups namely teachers, students and parents. Findings show that there is a significant difference between the mean scores for teachers, students and parents at $p < .05$ for the three subject groups $F(2,87) = 2.824$, $p = .000$.

Table 4.4 Tukey HSD Analysis Findings Multiple Comparisons

		Mean Difference			95% Confidence Interval	
(I) SUBJECT	(J) SUBJECT	(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Teachers	Students	.55721*	.09276	.000	.3360	.7784
	Parents	.05608	.09276	.818	-.1651	.2773
Students	Teachers	-.55721*	.09276	.000	-.7784	-.3360
	Parents	-.50114*	.09276	.000	-.7223	-.2800
Parents	Teachers	-.05608	.09276	.818	-.2773	.1651

*. The mean difference is significant at the 0.05 level.

Table 4.4 shows the results of the analysis using Tukey HSD. Tukey HSD was used to see if there was a significant difference in the mean score of issues and trends in the use of ICT in three subject groups, namely teachers, students and parents. The findings show that there is a significant difference in the mean score of the issue and the trend of using ICT for (i) Teacher - Pupil ($p = .000$), (ii) Pupil - Teacher ($p = .000$), (iii) Pupil - Parents ($p = .000$). Next, the findings show that there is no significant difference in the mean score of the issue and the trend of ICT use between Teachers and Parents ($p = .818$).

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Table 4.5 Findings of an Open Questionnaire for Teachers (N=40)

Question	Agree	Disagree	Not answer
8. Existing TMK applications help PdP during PKP 1 Covid-19	35 (87.5%)	1 (2.5%)	4 (11.4%)
9. The basic method of using TMK help PdP to be more creative and innovativef	35 (87.5%)	0	5 (12.5%)
10. Does the TMK application help deal with the work to make RPH and BBM	35 (87.5%)	2 (5%)	3 (7.5%)

Table 4.5 shows the results of an open questionnaire for teachers. For question number 8, 87.5% of teachers agreed that the existing ICT application helped PdP during PKP 1 Covid-19, 2.5% disagreed, while 11.4% did not answer this survey. As for question 9, 87.5% of teachers agree that the basic method of using ICT hinders PdP to be more creative and innovative. Meanwhile, 12.5% of respondents did not answer this survey. As for question 10, 87.5% of teachers agreed that the TMK application helps teachers in preparing RPH and BBM. Meanwhile, 5% of teachers disagreed and 7.5% did not answer this questionnaire.

Table 4.6 Findings of An Open Questionnaire for Parents (n=40)

Question	Agree	Disagree
3. The existing TMK application helps PdP during MCO 1 Covid-19	37 (92.5%)	3 (7.5%)
4. The basic method of using ICT helps PdP to be more creative and innovative	27 (67.5%)	13 (32.5%)
5. Does the TMK application help ease children's homework	25 (62.5%)	15 (37.5%)

Table 4.6 shows the results of an open questionnaire on parents that contains three questions. For question number 3, 92.5% of the subjects agreed that the existing TMK application helped PdP during MCO 1 Covid-19. While 7.5% of the study subjects disagreed. For question 4, 67.5% of subjects agree that the basic method of using ICT helps PdP to be more creative and innovative. 32.5% disagreed with the statement. As for question 5, 62.5% of the subjects agreed that TMK helps ease children's homework. While 37.5% of the subjects did not agree with this statement.

Conclusion

In conclusion, the use of ICT into Asnaf student education has the potential to improve digital skill development, communication, cooperation, and student-centered learning. But there are issues that must be resolved, such as technological dependence, the digital gap, and accessibility issues. To ensure the efficient use of ICT in accordance with the demands of Asnaf pupils, teacher preparation is equally crucial. The current generation is quite tech-savvy and can pick up new information rapidly through ICT. For instance, the Covid 19 Pandemic completely alters the educational scene, and the industrial revolution calls for reforms in schooling. Accordingly,

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we must embrace this fact and adapt, whether we like it or not. It is important to keep up with and occasionally enhance the way ICT is used to educate Asnaf pupils.

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