



Evaluating the Role of Islam 360 App in Promoting Digital Literacy and Access to Islamic Knowledge: A Critical Analysis

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ABSTRACT

This study critically examines the Islam 360 mobile application and its contribution to digital literacy and access to Islamic knowledge. Digital applications play a vital role in enhancing accessibility, dissemination and preservation of religious knowledge in this digital age. The research investigates how the app enhances religious engagement, supports self-directed learning, and builds digital competencies regarding translations, tafsir, hadith collections, prayer alerts, and Qibla direction. A quantitative approach was adopted for this research. A well-structured questionnaire distributed between June 15 and June 25, 2025, among 105 Muslim respondents of different age groups, professions, and educational backgrounds. The survey included multiple-choice, Likert-scale, and short-answer questions to evaluate usability, accessibility, and educational impact. Findings indicate that most users regard Islam 360 as effective in strengthening Islamic knowledge and boosting digital confidence. Positive aspects highlighted authenticity, accessibility, and comprehensive resources. However, concerns were expressed regarding intrusive advertisements, lack of scholarly supervision, and the need for additional features such as quizzes, Makharij guidance, and interactive tafsir. Overall, Islam 360 significantly expands access to religious education while requiring further improvements for optimal user experience.

Keywords: Islam 360, Digital literacy, Education, Analysis, Applications

Mention in the table a brief sketch of Second author's Contribution:- (Maximum two Authors allowed only)

2nd author played a central role updating the paper keeping in view its structure and contents, doing required changes, contributing to the conclusion maintaining research flow as per methodological applications.

1. Introduction

The shift from analog and mechanical electronic technologies to the digital world has transformed nearly every sector of the world, including religious education, over the last few years. The information we once obtained from books is now available on our mobile screens. To provide users around the globe, with hands-on access to information, mobile apps are developed.

Mobile apps are software applications created for use on smartphones, tablets, or wireless computing devices rather than traditional devices like desktops and laptops. A mobile app has three categories: native, hybrid, or web-based app. Mobile apps are an essential part of this digital age. From social networking to getting information, entertainment, or for business purposes mobile apps play a vital role in how the users interact with technology.¹

For Muslims worldwide, especially those outside traditional domains and educational institutions, numerous mobile apps now offer unprecedented access to Islamic knowledge. Among such tools, Islam 360 is considered one of the most comprehensive digital platforms for Islamic knowledge. Launched in Pakistan and widely adopted globally, the app is not only a religious resource but a digital literacy tool. In the Muslim world, mobile applications have enabled broader, more immediate access to core Islamic texts and tools. Islam 360, a notable and the most trusted application offering the Qur'an, Hadith, tafsir, root-word analysis, recitation, English and Urdu translation, Namaz alarms, Qibla direction and various study aids. This paper examines how Islam 360 contributes to digital engagement and religious understanding among its users.

In the last few years, Islam 360 has become popular, and a user-friendly app provides a comprehensive approach to studying Islam². It is a lifestyle app whose founder is Zahid Hussain Chihpa. This app was

¹. Knott, Daniel. *Hands-On Mobile App Testing: A Guide for Mobile Testers and Anyone Involved in the Mobile App Business*. United Kingdom: Pearson Education, 2015.

². Zulfiqar, Zarqa. "The role of app 360 for the understanding Quran in contemporary times: an analysis." *Al-ahqaq* 2, no. 2 (2024):87-104.

developed in 2015 and has been available *since June 2015*. There are around 18 million downloads of the app which is making it the highly ranked app³.

Nevertheless, the successful usage of any religious app not only depends on what kind of app it is rather it depends on factors like: interface design, user-friendly, content quality and authenticity, and adequate technical support.⁴ Another important factor is "Accessibility" in Islamic learning because it allows Muslims from various linguistic and cultural backgrounds to engage with Islamic content.⁵ Additionally, apps which usually got 5-star reviews, can be used without data connection, and also provide offline interaction are most liked. Moreover, there are some apps that are designed to improve the battery consumption in smartphones.⁶

The app Islam 360 have all these functions which makes it a unique app in the digital world. This research explores how the app contributes not only to religious understanding but also to digital literacy, particularly among general users who are not formally trained in Islamic scholarship. The precise development of the app from 2015 to 2025 can be seen in the below image.

Development Evolution of Islam 360 App (2015-2025)	
MVP (Minimum Viable Product)	Launches with core functionality: Quran, Translation, and Basic recitation
Feature Expansion	Adds Tafsir, Multiple reciters, Bookmarking, and Notes
Utility Upgrades	Brings in Qibla Direction, Prayer Timings, Hijri Calender, and sharing features
Platform and Localization	Launching across iOS and Android, adding multiple languages beyond English and Arabic

³. <https://www.appbrain.com/app/islam360-quran-hadith-qibla/com.islam360>

⁴. Abdah, Chadziqotul. "The The Utilization of Mobile Applications in Supporting Quran and Hadith Learning." In *International Conference on Islamic Studies (ICIS)*, pp. 354-361. 2024.

⁵. Umar, Ibrahim, and Siddik Faruk Tilli. "The Use of Mobile Apps for Islamic Learning: A Study on Accessibility and Learning Outcomes." *Journal of Computers for Science and Mathematics Learning* 2, no. 1 (2025): 6-17.

⁶. Alsharbi, Bayan M. "Mobile technology and Islamic education for non-native Arabic children." PhD diss., (Western Sydney University), 2022, p. 36.

Performance, Optimization and Design Refresh	Improving UI/UX, Offline support, lighter footprints and faster loads
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2. Research Problem

In spite of the extensive use of mobile apps and digital tools for religious education in today's digital age, there is very limited research measuring the success and analyzing the effectiveness of fostering digital literacy and accessing the authenticity of religious knowledge. Though the Islam 360 app is commonly used, its role in educational outcomes and digital competence remains underexplored.

3. Motivation and Objectives

The rationale behind this research originated from the fact that the world is rapidly transferring from analog to digital platforms. Smartphones, tablets, and other digital devices have become an essential part of everyone's life. Similarly, for the recitation of the Quran and other religious materials through mobile devices millions of Muslims are also using smart devices and mobile apps. This encouraged us to conduct a general survey, among students, professionals, and the general public to gauge the level of awareness of digital literacy and understanding of Islamic knowledge through the Islam 360 app.

The primary objectives of this study are

1. To assess how the Islam 360 app enhances digital literacy among users.
2. To examine the effectiveness of the Islam 360 app in strengthening access to Islamic knowledge.
3. To evaluate users' perceptions regarding the app's role in digital religious learning.

4. Research Questions

The study will address the following research questions;

1. How does the Islam 360 app enhance digital literacy among its users?
2. In what ways does the Islam 360 app strengthen access to Islamic knowledge?

3. What are users' perceptions of the effectiveness of the Islam 360 app in promoting digital religious learning?

5. Significance of the Study

This research reveals the academic worth of digital Islamic apps, Specifically Islam 360, and promotes the general narrative on digital literacy in religious education. Findings will help educators, policymakers, and developers understand how digital tools and apps can be utilized for effective learning.

6. Literature Review

The assimilation of religious education and digital technology has gained notable attention in the last few years. Numerous studies have shown that mobile apps can improve learning by providing instant information. (Ally & Prieto-Blázquez, 2014)⁷. From an Islamic perspectives, some renowned Islamic apps such as Islam 360, Quran Explorer and Muslim Pro have been commonly accepted by users seeking flexible and accessible modes of learning (Kabir, Kabir, and Islam 2024)⁸.

Islam 360 identifies itself a unique app by offering a comprehensive set of features, including Quran, Urdu and English translations from different Scholars, Hadith collections, and tafsir in multiple languages. Previous research illustrates the potential of such applications to democratize religious knowledge, particularly in areas where traditional modes of Islamic education may be limited (Yusof et al., 2019)⁹. However, most studies have focused on general user satisfaction or content analysis, leaving a gap in empirical evidence related to their impact on digital literacy and educational outcomes.

⁷. Ally, Mohamed, and Josep Prieto-Blázquez. "What is the future of mobile learning in education?." *RUSC. Universities and Knowledge Society Journal* 11, no. 1 (2014): 142-151.

⁸. Kabir, Mohsinul, Mohammad Ridwan Kabir, and Riasat Siam Islam. "Islamic Lifestyle Applications: Meeting the Spiritual Needs of Modern Muslims." *arXiv preprint arXiv:2402.02061* (2024):1-23.

⁹. Yusof, Mat Rahimi, Mohd Faiz Mohd Yaakob, and Mohd Yusri Ibrahim. "Digital leadership among school leaders in Malaysia." *International Journal of Innovative Technology and Exploring Engineering* 8, no. 9 (2019): 1481-1485.

To ensure the overall benefit of human beings developers of Islamic apps should also consider Islamic values and ethics while developing religious apps. (Yusoff, Abu Bakar, and Che Mat 2024)¹⁰

This study aims to address this gap by specifically examining how Islam 360 influences users' perception and their ability to navigate digital environment and obtained authentic and reliable religious knowledge.

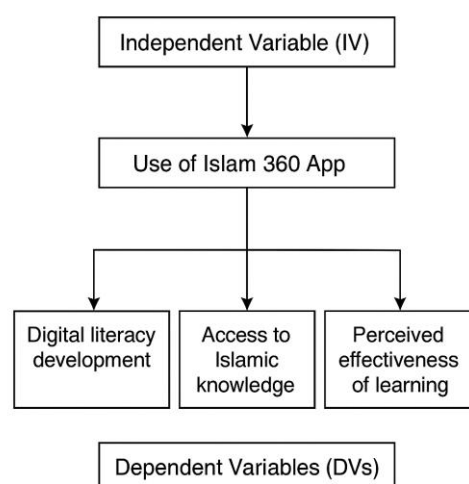
7. Conceptual Framework

Independent Variable (IV)

- Islam 360 App usage

Dependent Variables (DVs)

- Digital literacy development
- Access to Islamic knowledge
- Perceived effectiveness of learning



8. Methodology

A quantitative research methodology was adopted in order to get a glimpse of people's views on the Islam 360 App in promoting digital literacy and Islamic knowledge. A questionnaire has been developed to collect data from the app users across different age groups, genders, education levels, and geographic locations. Participants of the study were Muslims across the globe. The questionnaire includes short questions,

¹⁰. Yusoff, Mohd Fitri, Juliana Aida Abu Bakar, and Ruzinoor Che Mat. "Guidelines for developers when developing an Islamic mobile app: A conceptual framework." *Multidisciplinary Science Journal* 6, no. 11 (2024): 1-12.

closed-ended, and Likert-scale questions to assess the digital literacy and educational impact of the app. For better response only 17 questions were designed for participants. The questions aimed to assess participants' familiarity with the Islam 360 App, its usage, and being help for Islamic knowledge. The participants were university students, professionals, and general public. Overwhelming response from 105 participants was received between June 15 to June 25, 2025. The questions asked in the survey are shown in Table 1 including its statistics. The majority of questions were multiple-choice but few questions required a short answer too. The survey was conducted digitally using a structured research tool. Participants were informed about the study's objectives, and their consent was obtained before participation. Data was collected over two weeks, with follow-up reminders to ensure a sufficient response rate. The data from the survey was analyzed using built in online analytical tools. Quantitative responses were summarized using built-in charts and response summaries, while qualitative responses were reviewed manually and analyzed thematically.

9. Results

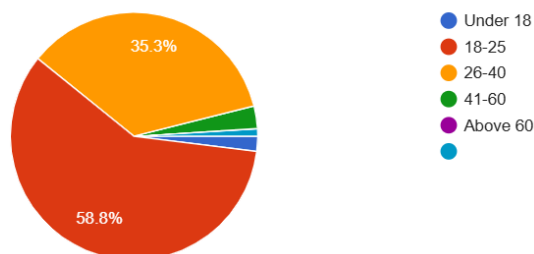
The survey results are presented and analyzed in this section. A total of 105 participants responded. The gender distribution was nearly balanced, with 51% male and 49% female respondents. In terms of age, the majority (58.8%) fell within the 18–25 category, followed by 35.3% between 26–40, and another 35.3% between 41–60. These findings indicate that users aged 18–25 constitute the largest group of Islam 360 App users. In contrast, the survey captured very limited responses from individuals above 60 years, and only 2% of participants were below 18 years of age. The survey was primarily circulated among university students, professionals, acquaintances, and family networks. Although it was intended for Muslims from diverse countries, the majority of responses originated from Pakistan, reflecting the authors' geographical location and professional networks.

Table 1: The List of Questions Used in the Survey

Q#	Question Statement	Answered Questions	Skipped Questions	%
1	Age	102	3	97
2	Gender	102	3	97
3	Country of residence	97	8	92
4	Highest education level	102	3	97
5	How often do you use Islam 360?	102	3	97
6	Which features do you use most? (<i>Select up to 3</i>)	102	3	97
7	How long have you been using the app?	102	3	97
8	Has the app improved your understanding of Islamic knowledge?	102	3	97
9	Do you feel more confident using search and filter tools because of Islam 360?	102	3	97
10	Have you started using other Islamic or educational apps after using Islam 360?	102	3	97
11	Do you prefer using Islam 360 over printed Islamic books or PDFs?	101	4	96
12	Do you trust the content provided in the app?	101	4	96
13	Do you think scholarly guidance should be integrated into the app's content?	100	5	95
14	What is the biggest benefit you've gained from using Islam 360? (<i>Short answer</i>)	77	28	73
15	What improvement would you recommend for the app? (<i>Short answer</i>)	73	32	70
16	I find it easy to navigate and use all the features of Islam 360.	96	9	95
17	Overall, I am satisfied with my learning experience using Islam 360.	100	5	95

Chart 1: Age Distribution of Participants (n= 102)

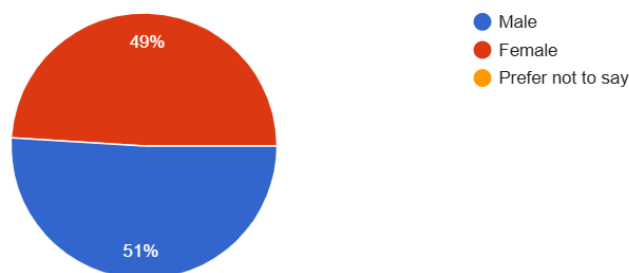
102 responses



The above pie chart presented the age demographics of 102 participants. The major part (58.8) belongs to age 1-25, 35.3 % are between 26-40 and a small percentage are under 18. No one participated above 60 age.

Chart 2: Gender Distribution of Participants (n = 102)

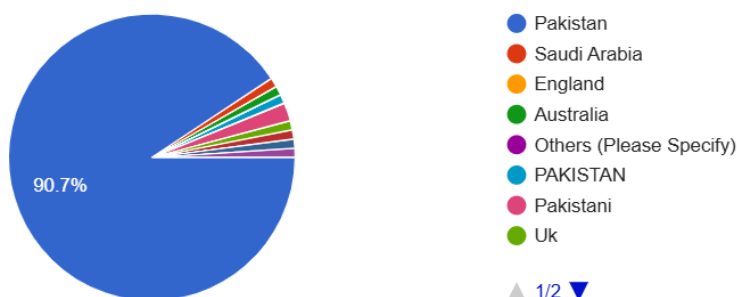
102 responses



51% of the participants were male while 49 % were female and No participants selected the option "Prefer not to say".

Chart 3: Country of Residence of Participants (n = 97)

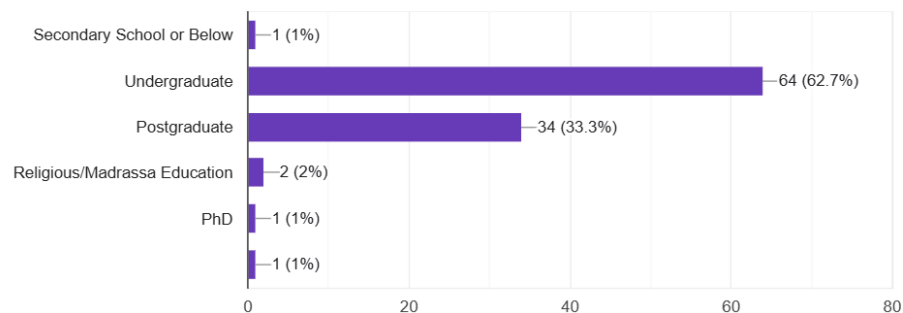
97 responses



This pie chart shows the data of 97 Participants. The majority (90.7 %) reside in Pakistan. The remaining participants belong to different countries including Saudi Arabia, England, Australia, UK.

Chart 4: Distribution of Respondents by Highest Education Level(n =102)

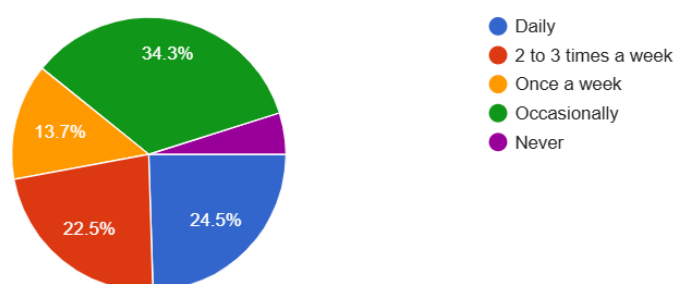
102 responses



The total recorded response in this horizontal chart is 102 participants. 1% of participants were either Ph.D level participants or secondary school level. The majority of respondents held undergraduate degrees and they were 62.7%. 33.3 % are postgraduate. And 2% of participants were religious or madrasa students. The data revealed that the app users are well educated with over 95% having attained at least an undergraduate degree.

Chart 5: Frequency of Islam 360 App Usage among Respondents (n = 102)

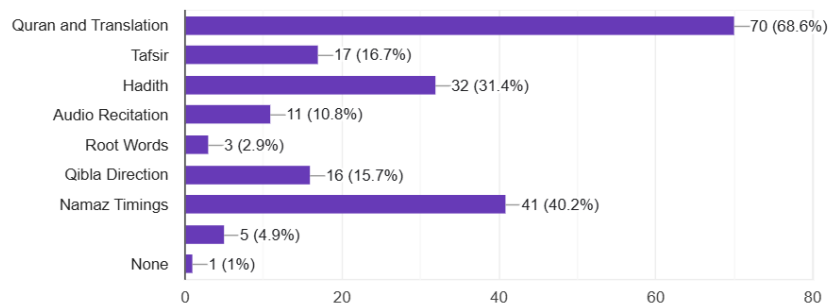
102 responses



Among the 102 participants, 24.4 % use Islam 360 daily, and 34.3 % users occasionally use it. 22.5% of users use the app 1, 2 times a week, and 13.7% use this app once a week. 5% never use this app.

Chart 6: Most Frequently Used Features in Islam 360 App (n = 102)

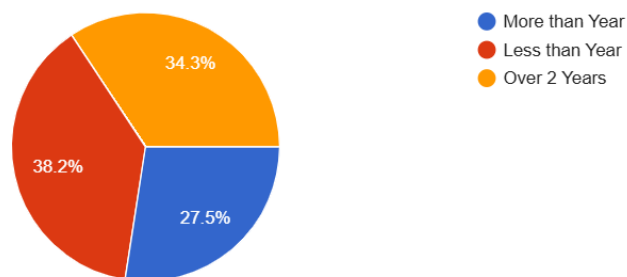
102 responses



The above horizontal bar shows the data of those features that are most frequently used by the participants. The most used feature is the recitation of the Quran and translation 68.6% of users primarily rely on the app for reading and understanding the Quran. 40.2% of participants used it to check the prayer time. 31.4% used for accessing the hadith section. 16.7% used Tafsir and 15.7 % used this app for Qibla direction. Features that are less used are Audio Recitations 10.8%, Root words 2.9% and none 1%.

Chart 7: Duration of Islam 360 App Usage (n = 102)

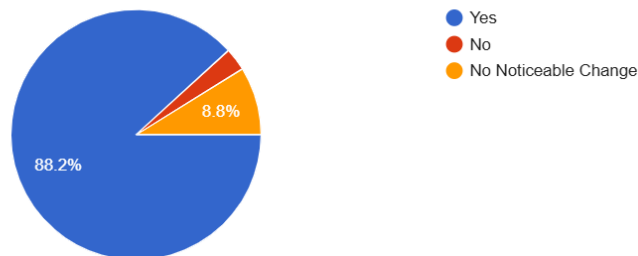
102 responses



This pie chart shows how long 102 respondents have been using the Islam 360 app. 38.2 % are new app users and they have been using less than a year. 34.3 % are long-term users and using it for 2 years. 27.5% are using it for more than a year. The data shows that the app is attracting users day by day.

Chart 8: User Perception of Islamic Knowledge Improvement through Islam 360 (n = 102)

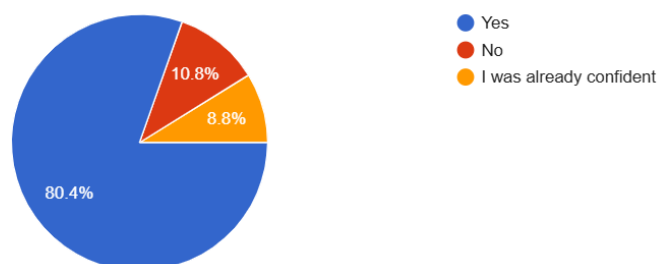
102 responses



This pie chart shows the responses of 102 users regarding whether the Islam 360 app has enhanced their understanding of Islamic knowledge or not. 88.2% say that the Islam 360 App positively contributed to Islamic education. 8.8% felt the app made no significant difference. 2.9% reported no improvement at all. The data strongly suggests that Islam 360 is highly effective in achieving its educational goals, with nearly 9 out of 10 users reporting an improved understanding of Islamic knowledge. This indicates both the relevance and quality of the app's content and features for faith-based learning.

Chart 9: User Confidence in Search and Filter Tools Due to Islam 360 (n = 102)

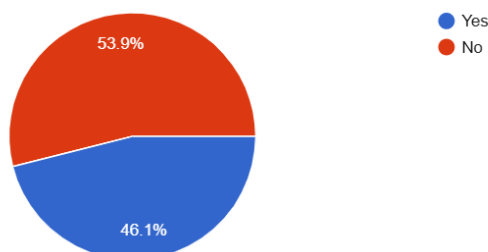
102 responses



This pie chart presented how 102 users perceive their confidence in using search and filter tools as a result of using the Islam 360 app. 80.4% feel more confident more confident using search and filter tools because of the app. 10.8% did not experience increased confidence and 8.8% said they were already confident.

Chart 10: *Adoption of Other Islamic or Educational Apps after Using Islam 360* (n = 102)

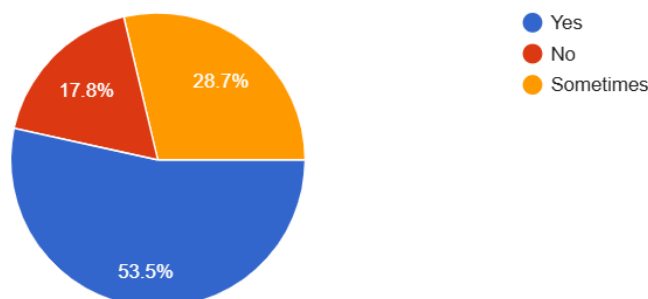
102 responses



According to the above data, 53.9 % responded that they did not start using other apps for Islamic knowledge and 46.1% said they explored other related apps too. The data suggests a meaningful role in inspiring continued digital engagement in religious learning.

Chart 11: *Preference for Islam 360 over Printed Islamic Books or PDFs* (n = 101)

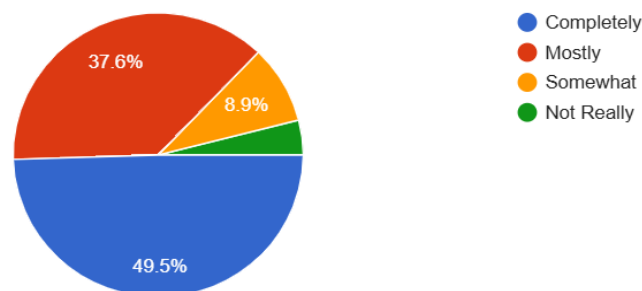
101 responses



The above data shows the response of 53.5% of participants who prefer the Islam 360 app over other PDF or oriented Islamic books. 28.7% nearly a third use both depending on context. 17.8 % still used traditional books.

Chart 12: *Trust in Content Provided by the App* (n = 101)

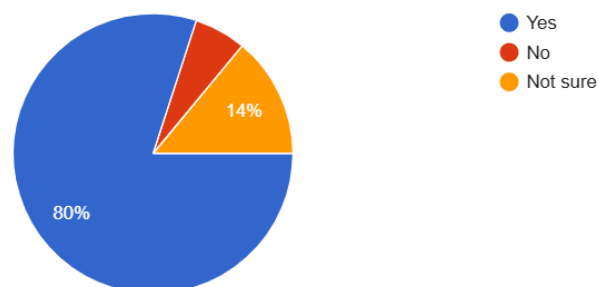
101 responses



This chart illustrates that 49.9% of participants completely trust the app. 37.6% have strong but not reliable trust. 8.9% have some reservations and 4% have doubts about the content. Overall the app has a high trust rating which is 81%.

Chart 13: Do you think scholarly guidance should be integrated into the app's content? (n = 100)

100 responses



80% of Participants responded that scholarly guidance is essential in the app, and 14% are uncertain probably due to the lack of familiarity with scholarly integration. While 6 % responded that there is no need for scholars' guidance.

Some of the questions have required written answers. The one question asked in the survey was **"what is the biggest benefit you've gained from using Islam 360"**? Second question was **"what improvement would you recommend for the app"**? 77 responses were received for 1st question and 73 responses for 2nd question.

According to 1st question the main advantage gained by the users of the Islam 360 app is its accessibility and authentic Islamic knowledge. Many users responded that the app has deepened their

understanding of Islamic education through its unique features: Quran, Hadith, Namaz Alarm, root words, hadith, etc. Some users said they can easily search any hadith or Quranic verse by one word in the search bar. Several respondents appreciate that the app makes it easier to study offline religious education. Others mentioned becoming more punctual in prayers due to the Azan alarm and benefiting from features like Qibla direction and the Islamic calendar. Users found it helpful for both quick searches and in-depth learning, stating it has improved their religious practice, enhanced clarity, and fostered a stronger connection with their faith. Subsequently, Islam 360 is a reliable, authentic, and accessible app by the majority of its users.

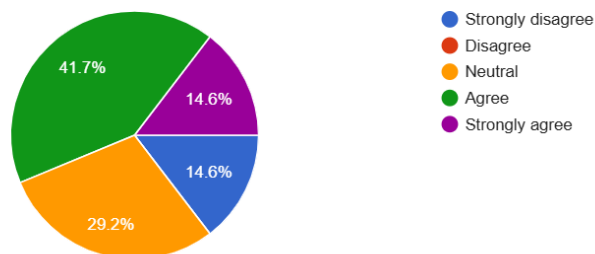
Based on user feedback on the 2nd question, these are some recommendations for enhancement and improvement of the Islam 360 app.

- Removal of ads because it distracts sometimes.
- Enhancing the app's research bar for easy and quick finding.
- Some of the users proposed the addition of features like Islamic quizzes, modern scientific and analytical tafsirs, and more Arabic-only content.
- Some also recommended Islamic history features, Scholar-guided fatwas, and content tailored for women at home.
- Makharij and Qirat section
- Modernize user interface
- The process of searching Hadith within the application lacks user-friendliness.
- The app does not offer tafsir and Hadith texts in PDF format with proper bibliographic details such as library names, volumes, and page numbers.

Overall, while many users are satisfied with the app, they believe these improvements would enhance its usability and educational value even further.

Chart 14: I find it easy to navigate and use all the features of Islam 360. (n = 96)

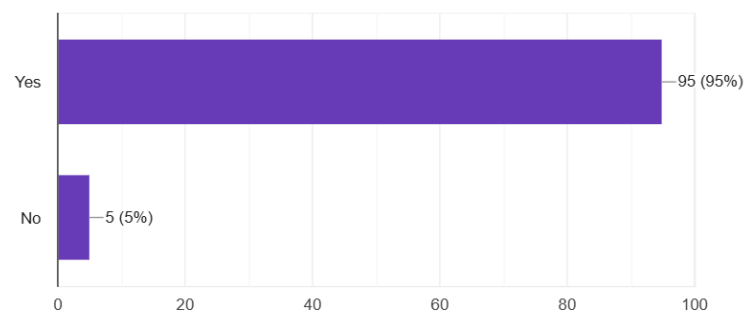
96 responses



On digital literacy, 96 responses were received out of which 41.7% agreed to easily navigate the app. 14.6% strongly agreed. 29.2% are neutral, 14.6% are strongly disagree. Hence it is perceived that the majority of users find the app easy to navigate (Agree strongly agree). There is still room for improvement based on the data which strongly disagrees.

Chart 15: Overall, I am satisfied with my learning experience using Islam 360.

100 responses



Out of 100 responses, 95% of participants are satisfied with the learning experience and 5% of responses are negative. This dissatisfaction ratio suggests isolated issues that may be valuable for qualitative follow-up.

10. Discussion

The findings of this research demonstrate that the Islam 360 app is widely recognized by Muslim users around the globe. The study indicates that it is highly appreciated because of its comprehensiveness,

accessibility, and contribution to enhancing Islamic education. The majority of the respondents highlight that the app plays a significant role in digital literacy and understanding of Islamic knowledge. Islam 360 app is an important part of a lot of users and they use it on a daily basis for Islamic learning. Results also show that respondents indicated that Islam 360 helped them to understand the Quran its translation and Tafsir, and improved their prayers punctuality because of prompt namaz alarm, Qibla direction while traveling, Islamic calendar, and hadith knowledge. The app also has all the supplications for morning and evening which makes it easy for users to recite them in one place. These results align with existing literature on religious apps, which emphasize digital learning and Islamic education.

Nonetheless, users may be satisfied with the app, but there are some features that need improvement. The first and most important recommendation received by many users is the removal of ads, ads popping up on screen in the middle of recitation, or while using any other feature can easily distract the user. Other suggestions include a quick search bar which is already part of the Islam 360 app but it can be further improved. Offline access to audio recitation is also a suggestion. To meet the needs of contemporary users' developers of app seriously consider the suggestions for personalized, more interactive, comprehensive and ad-free experiences.

It is worth noting that some of the users demand more in-depth learning, such as Makharij Guidance, Qirat section, and Audio-supported Tafsirs in written form already available on the internet and YouTube. This reflects a user base that is not only interested in convenience but also in scholarly and structured religious education.

Generally, the data obtained and result shows that no doubt Islam 360 app is playing an effective role for enhancing religious learning and digital literacy. However, strategic improvements are needed for optimizing user experience.

11. Conclusion

In the last few years, digital tools and platforms significantly become essential for religious education. People are shifting from traditional domains to the digital world for easy access and prompt information. For this purpose, apps play a crucial role. Islam 360 a widely adopted app represents a true picture of how technology intersects with religious-based learning. This research presented the statistical proof collected through a carefully designed questionnaire that this app is playing a major role in effectiveness in prompting digital literacy and access to religious knowledge.

12. Recommendations

Following recommendations are considerable: -

1. The app should improve its Hadith search function by adding filters such as book name, narrator, authenticity level, and keyword search to make navigation easier.
2. Tafsīr and Hadith collections should be provided in PDF format with proper referencing, including library names, volumes, and page numbers, to enhance credibility and usability.
3. Collaboration with educational institutions such as schools, universities, and madrassas can help incorporate organized religious study into formal curricula.
4. To maintain credibility and inclusivity, the app should engage recognized scholars, provide translations in local languages, and include audio features for users with visual impairments.

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