

**DEVELOPMENT OF M-LEARNING HADITH MODEL BASED
ON AUTHENTIC HADITH ELEMENTS**

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UNIVERSITI SAINS ISLAM MALAYSIA

**DEVELOPMENT OF M-LEARNING HADITH MODEL BASED
ON AUTHENTIC HADITH ELEMENTS**

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Thesis submitted in partial fulfilment for the degree of
MASTER OF
QURANIC AND SUNNAH STUDIES

UNIVERSITY SAINS ISLAM MALAYSIA

October 2022

AUTHOR DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged

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ACKNOWLEDGEMENT

All praise is due to Allah s.w.t, the Lord who created the universe with all the attributes of perfection that are in Him. Blessings and peace be upon the great Prophet Muhammad S.A.W, his family, companions, followers, and the ranks of martyrs of truth. All thanks to Allah because with His permission and grace, I was able to fulfil this trust perfectly and successfully.

Infinite appreciation was specially entrusted to Assoc. Prof. Dr. Syed Najihuddin bin Syed Hassan as my supervisor who never tired of guiding and supporting me throughout my studies. Without his guidance after Allah S.W.T., this writing would certainly not have been able to be produced by me perfectly. My appreciation given to Dr. Nurul Asiah Fasehah as co-supervisor, Dr. Ahmad Kamel Mohamed, and Mr. Mohd. Shiham for all the suggestions and thoughts to strengthen my writing. I am also grateful to my comrade-in-arms, Dr. Amar Naquiuddin, Puan Maifuzatul Syafiqah, Ahmad Fariz, and others for all their assistance me to complete this thesis. Indeed, all the kindness from all of you, only Allah s.w.t can repay it. I also express my appreciation to all the lecturers of the Faculty of Quranic & Sunnah Studies, Universiti Sains Islam Malaysia, panel of experts from all invited public universities, Universiti Sains Islam Malaysia Library staff, students who are willing to be my respondents and all parties involved both directly and indirectly in this study.

Especially for my parents Rosdi Bin Mustapha and Hamidah Binti Hassan in Pasir Mas, Kelantan who have worked hard to raise me and never stopped praying for my success, thank you for everything. May ayah and umi always be bestowed with abundance of blessings from Allah s.w.t in this world and the hereafter. The blessings of Allah S.W.T to my parents-in-law, Abdullah Bin Ismail and Che Ani Binti Hanafi in Gerik, Perak. Thank you for all the moral support in the noble effort motivating me to continue this struggle.

Special for loved ones, my beloved wife Noor Liyana Binti Abdullah, indeed all your prayers, blessings, love, sacrifice, and tiredness only Allah S.W.T. can repay them. Special for my dear son Ahmad Akhtar, this success is for you, my son. Walid will always pray that Ahmad Akhtar will always be a pious person who will be the pride of the ummah in this world and the hereafter.

Thanks also to my siblings, Ahmad Farhan, Ahmad Muaz, and Ahmad Mursaleen for always encouraging me to keep moving forward. Next to my sister-in-law, Siti Haraimah Binti Isa, and other nieces, nephews and family members, thank you for all your support. Finally, to my comrades-in-arms at Universiti Sains Islam Malaysia and all the teachers who have educated me from the beginning of school to the ivory tower, thank you for everything. May all our noble efforts in seeking and imparting knowledge in this world become our sustenance in the hereafter and be blessed by Allah s.w.t. God willing. Amen. Thank you.

ABSTRAK

Istilah m-pembelajaran dicipta untuk menggambarkan persekitaran pembelajaran alternatif. M-pembelajaran diperlukan untuk mata pelajaran yang berkaitan dengan pengajian Islam termasuk pengajian hadis. Kajian ini bertujuan untuk membangunkan model m-learning hadis berasaskan elemen hadis sahih. Pembinaan model ini bertujuan untuk memperlihatkan bagaimana m-pembelajaran boleh digunakan dalam menyokong sesi pengajaran dan pembelajaran antara pensyarah dan pelajar. Model ini dijangkakan dapat memenuhi keperluan pembelajaran sendiri dengan menggabungkan di antara pengajian hadis dan m-pembelajaran. Kajian ini menggunakan pakai metodologi Kajian Rekabentuk dan Pembinaan yang telah diperkenalkan oleh Ritchey dan Klein (2007). Berpandukan kaedah ini, pengkaji telah menjalankan dua fasa kajian iaitu analisis keperluan dan reka bentuk dan pembangunan model. Fasa pertama melibatkan 200 orang pelajar tahun empat daripada Fakulti Pengajian Quran & Sunnah, USIM dengan menggunakan instrumen soal selidik bagi menyiasat keperluan menerapkan m-pembelajaran di dalam pengajian hadis dan seterusnya pembinaan model tersebut. Data yang diperolehi dianalisa melalui statistik deskriptif dan interpretasi data berdasarkan nilai frekuensi serta peratusan. Fasa kedua menggunakan kaedah 'Interpretive Structural Modelling' (ISM) untuk membangunkan model berdasarkan pandangan dan keputusan daripada 7 orang pakar. Interpretasi data adalah berdasarkan model yang dijana oleh perisian ISM dan juga melalui klasifikasi serta jaringan hubungan antara item bagi setiap elemen model. Dapatan keseluruhan dari fasa pertama menunjukkan bahawa pelajar mempunyai sekurang-kurangnya satu alatan teknologi mudah alih (100%, n=200). Ini merumuskan bahawa pelajar terdedah kepada penggunaan teknologi yang diperlukan untuk m-pembelajaran. Mereka juga menunjukkan tahap penerimaan dan niat yang tinggi untuk mengadaptasi m-pembelajaran di dalam pengajian hadis. Oleh itu, kajian untuk pembinaan model tersebut adalah diperlukan. Dapatan daripada fasa kedua pula menghasilkan model m-pembelajaran hadis yang terbahagi kepada lima elemen yang ada beberapa item di dalamnya. Elemen model ini terdiri daripada kesahan maklumat, kebolehpercayaan sumber, penerokaan maklumat, analisis maklumat dan penilaian maklumat. Pembangunan model ini mengusulkan bagaimana pengajian hadis boleh digabungkan secara praktikal melalui m-pembelajaran dalam memberi panduan kepada pensyarah untuk membantu pelajar memenuhi keperluan pembelajaran. Kesimpulannya, kajian ini menunjukkan ke semua pakar dalam kajian ini bersetuju terhadap elemen model dan item bagi setiap elemen dalam model m-pembelajaran hadis dan membolehkan pelajar melengkapkan diri dengan kemahiran yang diperlukan dalam mengintegrasikan pengajian hadis dan teknologi.

ABSTRACT

The term m-learning was coined to describe an alternative learning environment. M-learning is required for subjects related to Islamic studies including hadith studies. This study aims to develop a hadith m-learning model based on authentic hadith elements. The construction of this model aims to show how m-learning is used in supporting teaching and learning sessions between lecturers and students. This model is expected to meet the needs of self-learning by combining the study of hadith with m-learning. This study conducted the “Design and Development Research” (DDR) that was introduced by Ritchey and Klein (2007). Guided by this method, the researcher has conducted two phases of the study, namely the needs analysis, and the design and development model. The first phase involved 200 fourth-year students from the Faculty of Quranic & Sunnah Studies, USIM, by using a questionnaire instrument to investigate the need to apply m-learning in the study of hadith and, subsequently, the development of the model. The data obtained was analysed through descriptive statistics and data interpretation based on frequency and percentage values. The second phase uses the “Interpretive Structural Modelling” (ISM) method to develop a model based on the views and consensus of seven experts. Interpretation of data is based on the model generated by the ISM software and through the classification and network of relationships between items for each element of the model. The overall findings from the first phase indicated that students had at least one mobile technology tool (100%, n = 200). This concludes that students are exposed to the use of technology required for m-learning. They also showed a high level of acceptance and intention to adapt to m-learning in the study of hadith. Therefore, studies for the development of models are needed. Findings from the second phase produce a model m-learning hadith that is divided into five elements that have several items in each. Elements of this model consist of information validity, source reliability, information exploratory, information analysis, and information evaluation. The development of this model proposes how the study of hadith can be combined practically through m-learning in guiding the lecturers to help students meet the learning needs. In conclusion, this study shows that all the experts in this study agree on the model elements and items for each element in the authentic hadith model and enables students to equip themselves with the necessary skills in integrating hadith studies and technology.

الملخص

تمت صياغة مصطلح التعلم عبر الهاتف الجوال لوصف بيئة التعلم البديلة. التعلم بواسطة الهاتف الجوال مطلوب للمواضيع المتعلقة بالدراسات الإسلامية بما في ذلك دراسات الحديث. تهدف هذه الدراسة إلى تطوير نموذج التعلم الحديثي بالجوال أو م-التعلم الحديثي (m-learning hadith) يعتمد على عناصر الحديث الصحيح. يهدف بناء هذا النموذج إلى إظهار كيف يمكن استخدام م-التعلم الحديثي في دعم جلسات التدريس والتعلم بين المحاضرين والطلبة. ومن المتوقع أن يلي هذا النموذج احتياجات التعلم الذاتي من خلال الجمع بين دراسة الحديث وبين التعلم بواسطة الهاتف الجوال. تتبنى هذه الدراسة منهجية دراسة التصميم والبناء التي قدمها ريتشي وكلين (Ritchey and Klein, 2007). واسترشادًا بهذه المنهجية، فقد أجرى الباحث مرحلتين من الدراسة، هما تحليل الاحتياجات وتصميم النموذج وتطويره. وقد تضمنت المرحلة الأولى 200 طالب من السنة الرابعة من كلية دراسات القرآن والسنة، جامعة العلوم الإسلامية الماليزية (USIM) باستخدام الاستبانة للتحقيق في الحاجة إلى تطبيق التعلم بواسطة الهاتف الجوال في دراسة الحديث ومن ثم بناء النموذج. وقد تم تحليل البيانات التي تم الحصول عليها من خلال الإحصاء الوصفي وتفسير البيانات استنادًا إلى قيم التكرار والنسبة المئوية. ثم تستخدم المرحلة الثانية طريقة “النمذجة الهيكلية التفسيرية” (ISM) لتطوير نموذج يعتمد على آراء سبع خبراء ونتائج أفكارهم. ويعتمد تفسير البيانات على النموذج الذي تم إنشاؤه بواسطة برنامج ISM وأيضًا من خلال تصنيف العلاقات والتشبيك بين العناصر، لكل عنصر من عناصر النموذج. وقد أشارت النتائج الإجمالية من المرحلة الأولى إلى أن للطلبة أداة تكنولوجية واحدة على الأقل من الأجهزة المحمولة (100%، n=200). ويخلص هذا إلى أن الطلبة يتعرضون لاستخدام التكنولوجيا المطلوبة للتعلم بواسطة الهاتف الجوال. كما أظهروا مستوى عالٍ من القبول والنية لتكييف التعلم بواسطة الهاتف الجوال في دراسة الحديث. لذلك، فإن هناك حاجة لدراسة وبناء مثل هذا النموذج. ثم تُنتج نتائج المرحلة الثانية نموذجًا م-التعلم الحديثي ينقسم إلى خمسة عناصر رئيسة وتحتوي على عدة عناصر فرعية. تتكون عناصر هذا النموذج من صدق المعلومات، وموثوقية المصدر، وفحص المعلومات، والتدقيق في المعلومات، وتقييم المعلومات. يقترح تطوير هذا النموذج إمكانية الجمع بين دراسة الحديث عمليًا من خلال التعلم بواسطة الهاتف الجوال في توفير التوجيه للمحاضرين لمساعدة الطلبة تلبية لاحتياجات التعلم. وفي الختام، تبين هذه الدراسة اتفاق جميع الخبراء المشاركين في هذه الدراسة على عناصر النموذج مع فروع كل عنصر من النموذج التعليمي بواسطة الهاتف الجوال، وتمكين الطلبة من تجهيز أنفسهم بالمهارات اللازمة لدمج دراسات الحديث والتكنولوجيا.

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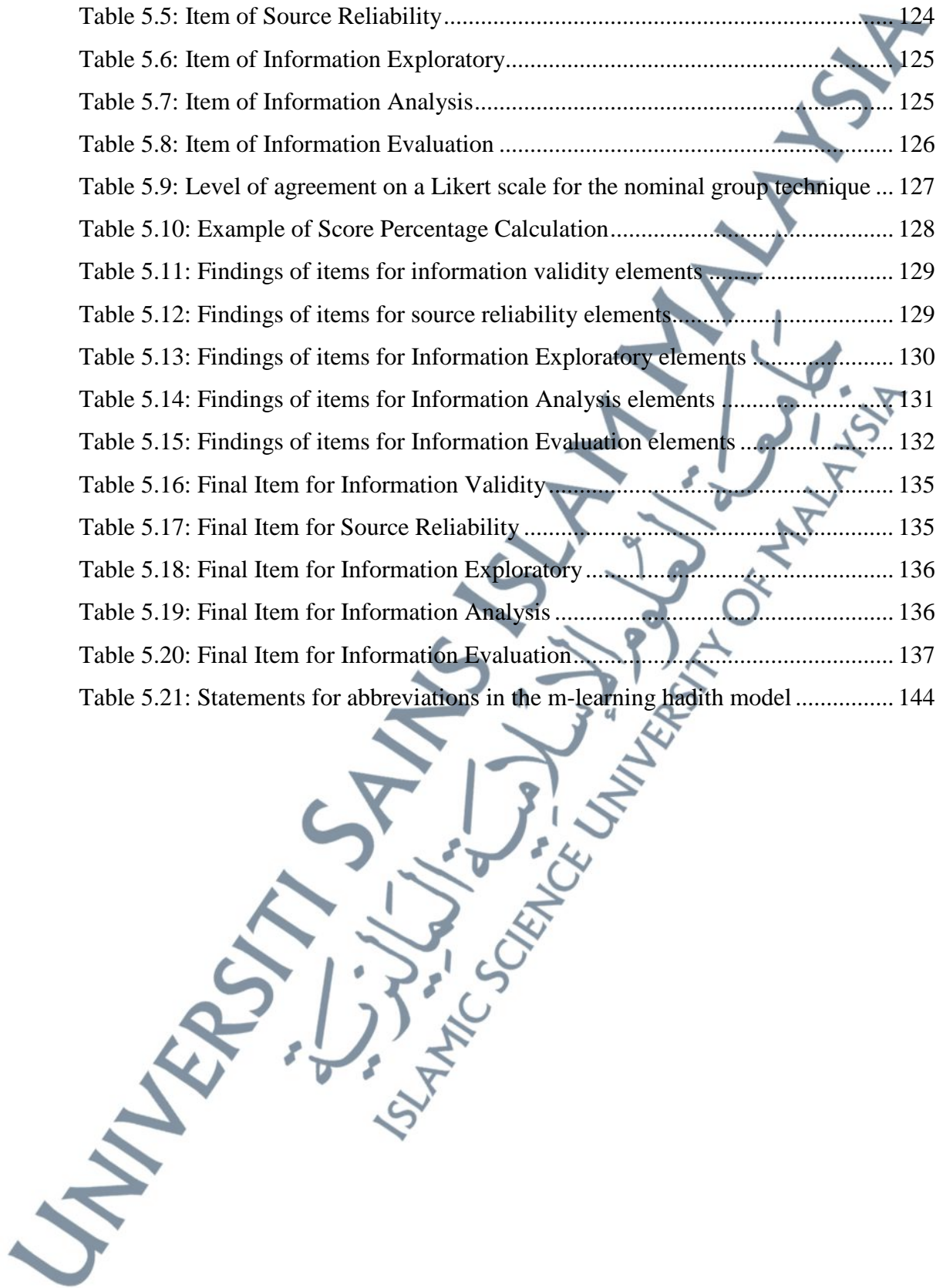
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TRANSLITERATION

1. Alphabet

Arabic	Latin	Arabic	Latin
ء	'	ض	d
ب	B	ط	t
ت	T	ظ	z
ث	Th	ع	'
ج	J	غ	gh
ح	h	ف	f
خ	Kh	ق	q
د	D	ك	k
ذ	Dh	ل	l
ر	R	م	m
ز	Z	ن	n
س	S	ه	h
ش	Sh	و	w
ص	ṣ	ي	y

2. Short Vowel

Arabic	Latin
َ	a
ِ	i
ُ	u

3. Long Vowel

Arabic	Latin
ا, آ, إ	ā
ي	ī
و	ū

4. Diphthong

Arabic	Latin
و	aw
ي	ay
ي	iyy
و	uww

ABBREVIATION

Abbreviations	
m-learning	Mobile Learning
ISD	Instructional System Design
NGT	Nominal Group Technique
ISM	Interpretive Structural Modelling
UTAUT2	Unified theory of acceptance and use of technology 2
SPM	Sijil Pelajaran Malaysia
STAM	Sijil Tinggi Agama Malaysia
PDA	Personal Digital Assistant
ICT	Information & Communication Technology
DDR	Design, Development, and Research
USIM	University Sains Islam Malaysia
FPQS	Faculty of Quranic & Sunnah Studies