CHAPTER VI :DISCUSSION OF FINDINGS

6.1 Chapter Overview

This is the last chapter that discusses the findings of the study, its implications, and recommendations on the m-learning hadith model that has been developed. The primary objective of this chapter is to discuss the study's findings, which include the results of the needs analysis and the design and development of the m-learning hadith model. Therefore, this discussion process is analogous to bolstering the study's findings with the assistance of previous studies and the suggestions, opinions, and comments of respondents who participated in each phase of the study.

6.2 Discussion of Findings Phase 1: Needs Analysis

This m-learning hadith model consists of information validity, source reliability, information exploratory, information analysis, and information evaluation. However, to ensure that the development of this model is empirical and necessary, a study on needs analysis has been conducted first. The results of the needs analysis study are gathered through the use of questionnaires, which cover four aspects:

1. Background of the Respondents
2. Students' Perceptions of the Authentic Hadith Learning
3. Students' Perceptions of Hadith Studies via M-learning
4. Students' Perceptions of Acceptance and Intention to Use M-learning.

The respondents to this needs analysis were 200 students from USIM's Faculty of Quranic and Sunnah Studies. The selection of these students is justified because they are final-year students who are familiar with and understand the learning sessions offered. As a result, these students can express their perspectives on the learning of hadith that is required of them. The questionnaire administered to students was designed to ascertain their level of acceptance and intention to implement m-learning via mobile devices. This questionnaire item was developed using modified Theory of Technology Acceptance and Use (UTAUT2) (Venkatesh 2012). The first phase's data was analysed using descriptive statistics in SPSS. A frequency and percentage analysis has been proposed for this phase in order to ascertain the necessity of developing an m-learning hadith model based on authentic hadith elements.

In identifying the need for the development of an m-learning hadith model, students' perceptions are needed for the needs analysis stage. Therefore, the needs analysis phase is focused on the following questions:

1. What are the students' perceptions of learning authentic hadith?
2. What are the students' perceptions of the study of hadith using m-learning?
3. What is the level of acceptance and intention of students to use m-learning when integrated into the study of hadith?

Findings for the first research question regarding students' perceptions of the learning of authentic hadith that was implemented showed that the respondents have a high level of knowledge regarding the knowledge of authentic hadith (refer to Tables 4.2–4.11, p. 89–92). This is seen through the findings regarding the respondents' tendency towards learning authentic hadith. For example, the findings show that 90.5% of students know the meaning of an authentic hadith, and 89% of students know the requirements of an authentic hadith. This shows that the students' knowledge of the

meaning of authentic hadith and its requirements is at a high level. Therefore, 80% of respondents agreed that they should check first before accepting the hadith.

The following section discusses respondents' knowledge of dubious hadith and fabricated hadith. 86% of respondents are familiar with and understand the meaning of authentic hadith, while 87% are familiar with and understand the meaning of fabricated hadith. Based on the findings regarding weak hadith and fabricated hadith, it is clear that respondents are extremely cautious when accepting hadith, as the vast majority (90.5%) ensure that hadith is collected from the correct source. 78% of respondents agreed that they regularly practise authentic hadith. Simultaneously, 75% of respondents will consult a lecturer or expert if they are unsure about a hadith.

According to the respondents' reference sources, 70% of respondents searched for hadith in hadith books, while 84% of respondents searched for hadith on the internet. The findings indicate that respondents are more likely to conduct hadith searches online than in hadith books. This is because searching for hadith via the internet is easier and faster than searching through a book.

In terms of students' perceptions of hadith study via m-learning, the findings of the second research question support the possibility of combining learning as a solution to student learning problems due to students' easy access to mobile technology (refer to Tables 4.12–4.19, p. 93–96). For example, 79% of respondents believe that mobile technology is appropriate for PdPc hadith learning, while 83% agreed on the importance of university-level hadith studies via m-learning. Due to the advantages of m-learning for studying hadith, 88.5% of respondents agreed that studying hadith would be an alternative to conventional learning.

In terms of ensuring the authenticity of hadith when searching for hadith, 90% of respondents agreed to do so when searching in a book of hadith, and 89% agreed to

do so when searching on the internet. Due to the widespread use of mobile devices, hadith searches can be conducted from any location with an internet connection. As a result, 85% of respondents conduct hadith searches via mobile applications. Additionally, 86.5% of respondents suggested studying hadith via m-learning at the university level, and 85.% agreed to use m-learning to study hadith.

Finally, the findings for the last research question allow the incorporation of technology as a learning support tool for the needs of hadith studies. This indicates a positive level of acceptance and intention towards using mobile devices. Justification is also based on the acceptance and intention of students to use hadith learning via m-learning in assisting the learning process (as shown in Tables 4.20–4.48, p. 97–108). Before the solution can be implemented, Venkatesh et al. (2003) argued that students should accept and intend to use the proposed solution. Hartshorne and Ajjan (2009) believe that this technology has the potential to further strengthen the quality of teaching and learning, as well as the interaction between students and teachers.

Since the study of hadith via m-learning is a support to the teaching and learning process, these findings can be used as a platform to design and develop models that can be used as a guide by educators to make technology one of the alternative teaching approaches for the future as a whole. The next section will describe the findings on this model's design and development.

6.3 Discussion of Finding Phase 2: Design and Development

To develop an m-learning hadith model based on authentic hadith elements, the design and development phase will answer the following questions:

1. What are the items for the elements in the m-learning hadith model based on authentic hadith elements according to expert consensus?

2. What is the position (ranking) of items for the elements of the m-learning hadith model based on authentic hadith elements according to expert consensus?
3. What is the sequence (priority) of items for the elements of the m-learning hadith model based on authentic hadith elements according to expert consensus?

Elements of this model consist of information validity, source reliability, information exploratory, information analysis, and information evaluation. This element is created by conducting a literature review in order to gather scientific information. Following that, it is evaluated and confirmed by a panel of experts.

The next findings are related to study questions 1 and 2, which discuss the items developed for each element of the m-learning hadith model as well as the ranking of the items for each element of the model. All items for each of these elements are generated from the process of information retrieval through a literature review. However, in order to strengthen each item in the model element and ensure that it satisfies the study's requirements, the process of evaluating and validating each element is agreed upon by experts and employs analysis based on the Nominal Group Technique (NGT) method. The use of the NGT method in this study had a positive impact, as this method combines various ideas from various expert points of view. Before agreeing on the items for each element of the model, experts will discuss, exchange ideas, and debate in order to reach a consensus. This study focuses on the development of an m-learning hadith model based on authentic hadith elements.

For the information validity element, seven items were evaluated and accepted by the expert using the NGT method. These items focus on preparation and planning before beginning an online learning session. Lecturers must explain the learning

objectives to students and guide them to ensure that the information sought corresponds to the learning objectives. The lecturer should introduce citations from hadith books or from internet searches.

Following that, the items for the source reliability element should be included. Seven items were created to ensure the authenticity of the data collected and to avoid obtaining false data. Each item refers to a source that students can access via hadith books or online searches. Experts agreed on and validate items designed to ensure that students' resources are of high quality and have been validated by an authoritative party.

The items for the information exploratory element contained twelve items that were agreed upon and confirmed by experts. This involves the lecturer's role in explaining to the students the knowledge of hadith *mustalah*, *takhrih* hadith, and methods of identifying the law of hadith. The expert panel also agreed that the information's exploratory element is capable of guiding students towards proper learning.

Ten items have been created for the information analysis component. An expert evaluated and confirmed these items' acceptance as research elements for information research. The expert agreed that the information analysis component of the learning process should include students as well as lecturers. Students must present their findings, and the lecturer's role is to monitor students' progress while also providing guidance.

Information evaluation is the final component of the developed m-learning hadith model. An expert panel evaluated and validated seven items for the information evaluation element. The expert panel agreed that the information evaluation element requires presentation and argumentation by students, and lecturers must evaluate and validate the students' findings.

Further, to answer research question 3, the Interpretive Structural Modeling (ISM) approach was chosen to develop an m-learning hadith model based on authentic hadith elements by seven experts from the field of hadith. The Interpretive Structural Modeling (ISM) approach has been adopted in this study as it is a highly effective decision-making tool and has the ability to develop models based on ratings from experts. It is also capable of making decisions while helping to solve complex problems and translating them into graphical forms such as models, policies, and so on (Warfield, 1973, 1974, 1976).

In the context of this study, the Interpretive Structural Modeling (ISM) approach is used to determine the sequence and priority of items found in the model elements, consisting of information validity, source reliability, information exploratory, information analysis, and information evaluation. As illustrated in Figure 5.6 (p. 144), an m-learning hadith model was developed using the ISM approach and its application to the study of hadith via m-learning was developed.

For a detailed examination of how the sequence and priority of items for each model element are determined, see Figure 5.7 (p. 152), which depicts the information validity priority diagram. Figure 5.8 (p. 153) depicts the priority diagram for the items contained within the source reliability element. While Figures 5.9 (p. 153) and 5.10 (p. 154) depict item priority diagrams for the information exploratory and information analysis elements, respectively, Figure 5.11 (p. 155) depicts a graph of the information evaluation element's item priorities. The requirement for lecturers to prioritise items for each element of this model is intended to guide and assist them in implementing the process of hadith learning via m-learning.

All of the diagrams displayed for each component of the model clearly illustrate the required driving power for each item. To reiterate, driving power is an element that

can propel an activity or item toward completing a mission or accomplishing a goal (Siti Farhah & Saedah, 2015; Mohd Nazri, 2014). In this study's context, the item that serves as the driving force should be prioritised. In other words, it should be executed first, followed by the subsequent item.

6.4 Discussion of Item Suitability for M-learning Hadith Model Elements

In retrospect, the item formation for each element of the m-learning hadith model was based on a literature review and validated through the Nominal Group Technique (NGT) method by a group of knowledgeable and experienced experts. All experts agreed that all of the items contained within each element of the m-learning hadith model were appropriate for use. This is based on the percentage of usability assessments for each item being more than 70.0% based on the conditions set out in the Nominal Group Technique (NGT).

All experts agreed that the seven items contained within it are appropriate as elements of information validity that rely on learning preparation and planning. While the element of resource reliability, which consists of seven items, also achieved the necessary status and can be used in accordance with the opinions of research experts. All of these items are extremely useful for students seeking accurate and authoritative reference sources.

The information exploratory element is also one of the elements in the m-learning hadith model. Twelve items indicate the suitability to be applied and required in the m-learning hadith model. All items are included in this element based on the recommendations and views of the expert panel so that the lecturer can shape the students' learning process.

Following that, the items for the information analysis element, ten items in total, reached the appropriate status for use when the study experts' percentage of agreement exceeded 80.0%. This percentage appears to be in a favourable position in comparison to the minimum percentage of receipts specified, which is 70.0%. Finally, there is the element of information evaluation, which consists of seven items. The experts, who included hadith lecturers, concluded that these seven items are appropriate for use in training students to develop their confidence and courage to make judgments that will be evaluated by lecturers. This is demonstrated by the percentage of agreement for all of these items being greater than or equal to the suitability load value specified by the Nominal Group Technique (NGT), which is 70.0%. For all of these items, the average is greater than 80.0%.

6.5 Implications of the Study

This study aims to develop an m-learning hadith model based on authentic hadith elements. This model aims to guide lecturers and students to use the hadith study approach via m-learning as a support to carry out the learning process. The main purpose of this model is to provide a framework and guidelines for lecturers and students involved with the study of hadith. In addition, this model can also help lecturers and students reduce some of the constraints while implementing teaching and learning using this method, such as problems of time, cost, and student exploration. As such, the model encompasses information validity, source reliability, information exploratory, information analysis, and information evaluation. The requirements for the production of this model are based on the literature review and supported by the needs analysis findings of phase 1. After conducting the needs analysis, phase 2 involves the design and development of the model, which involves the formation of model elements and

items through a literature review and evaluation using the Nominal Group Technique (NGT) method.

Next, the development of this m-learning hadith model will be guided by the Interpretive Structural Modeling (ISM) approach, where expert agreement is required in determining the priority of the items contained in each element of the model. As previously stated, the Nominal Group Technique (NGT) and Interpretive Structural Modeling (ISM) methods employ the services of a group of experts relevant to the study's context as respondents. Findings from the results of design and development show that experts have agreed and confirmed all the criteria developed. This indicates the model's suitability to be developed as an m-learning hadith model based on authentic hadith elements.

6.6 Implications for Study Findings

The findings demonstrate that studying hadith via m-learning is becoming a more widely accepted method of teaching and learning in the future, owing to the benefits of m-learning in assisting lecturers and students in ensuring the authenticity of hadith is maintained. The role of the lecturer as a facilitator has enabled students to constantly interact with peers and lecturers, explore new findings, and build new knowledge through the incorporation of mobile devices that are embedded together in the teaching and learning of hadith. The results of this study will also be able to contribute to the implementation of teaching and learning that uses mobile technology for other subjects. To facilitate the use of this model, further research should be carried out so that lecturers and students can adopt it.

The study of the development of this model will usher in a new era for the university in terms of designing and planning a more contemporary and meaningful

teaching and learning process, as the use of mobile devices is the newest trend in society, without the slightest disregard for the long-established practise of traditional teaching and learning in the formal classroom. As a result, this study focuses on aspects that employ a systematic m-learning approach to support teaching and learning..

According to these findings, the university should take a proactive role in providing infrastructure in the faculties in terms of mobile technology equipment such as Wi-Fi lines and the skills of lecturers and students in terms of knowledge, skills, attitudes, and beliefs for using mobile technology. In the learning environment, management support and the role of the technology department will be used to encourage lecturers and students to engage in various knowledge exploration activities via mobile devices. In order to meet the needs of this technology infrastructure as a whole, stakeholders must develop cooperation packages with mobile technology providers.

6.7 Implications for Research Methodology

In terms of methodology implications, this study employs a variety of methodologies in order to contribute to the advancement of knowledge in the field of research. The study was conducted in two phases, beginning with a needs analysis phase to determine the need for m-learning hadith model development and concluding with a model design and development phase that involved experts in decision-making to produce a model prototype. Additionally, during the needs analysis phase, percentages were used to interpret the study respondents' perspectives. During the design and development phase, however, the Nominal Group Technique (NGT) approach is used to evaluate and validate the model's elements and items. The Interpretive Structural Modeling (ISM) approach is used to prioritise the items contained within each model element. The

Nominal Group Technique (NGT) and Interpretive Structural Modeling (ISM) approaches entail the decision-making of a group of experts during the construction of m-learning hadith models. Thus, the most significant contribution to the methodology is the incorporation of Nominal Group Technique (NGT) and Interpretive Structural Modeling (ISM) methods in the development of m-learning hadith models based on the perspectives of a group of experts composed of lecturers in the field of hadith.

6.8 Recommendations

This section discusses some suggestions for further research that can be used as a guide for future researchers. The researcher has designed and developed an m-learning model that focuses on the study of hadith to maintain the authenticity of a hadith. Based on the findings of this study, the following follow-up studies are suggested:

1. This study was conducted solely for the purpose of design and development. It is suggested that further research be conducted to determine the model's evaluation.
2. This study was specifically intended to design and develop an authentic hadith model that focuses on year-4 students of the Faculty of Quranic & Sunnah Studies, USIM. Therefore, further research can be extended to students from various faculties in other institutions of higher learning.
3. This study only focused on methods to ensure the authenticity of hadith is preserved when using m-learning. Further research is proposed to study the methods of identifying hadith *dha'if* and hadith *maudhu*' using m-learning.

6.9 Conclusion

Previous research demonstrates that studying via m-learning can boost students' achievement and motivation. The benefits of m-learning are not limited to the field of

education but also extend to other fields. While m-learning is attempting to supplant the lecturer in face-to-face sessions, this does not mean that traditional learning will be completely replaced by mobile technology. Traditional learning has a long history; the instinctive teacher-student relationship cannot be overlooked.

While traditional learning must be maintained, lecturers can manipulate the rapid development of mobile technology for information retrieval because the m-learning method is a support tool for time and location-independent learning sessions. Through the use of technology, m-learning has been proposed to assist hadith lecturers in teaching. Traditional learning methods are constrained by cost, time, traditional information retrieval methods, and limited space, and they do not encourage students to engage in extensive exploration during a hadith study. Through the use of m-learning, the hadith study model enables students to explore, discuss, question and answer, generate ideas, and collaborate with the lecturer, thereby making the study method student-centred and the lecturer acting solely as an idea trigger or, more precisely, as a facilitator.

In short, the m-learning hadith model encourages students to actively seek hadith information, which cannot be done by traditional learning methods. The use of mobile devices will provide the latest information retrieval medium that can be accessed quickly and at a low cost. However, the use of mobile technology in teaching and learning requires the Ministry of Education Malaysia's attention, interest, and determination, as well as that of the community, lecturers, and students. Indifference, lack of motivation, or disinterest by any of those parties will erode public acceptance toward the use of mobile learning in teaching and learning sessions. Sayyidina Ali, R.A., once said: "Educate your children according to their age, because the education you received at your age is different from that of their age."