

## CHAPTER I : INTRODUCTION

### 1.1 Background Study

Conventional and traditional learning approaches are unable to meet the objectives of 21<sup>st</sup>-century education. People nowadays expect information to be delivered quickly in all scenarios, owing to the rapid rise of ICT in Malaysia especially in the education sector. For example, in quick learning, ICT provides knowledge that is spread across several media (Brown & Venkatesh, 2005). Among these are mass media, social media, and print media. This emphasises the need to incorporate ICT into the learning process. In the educational system, the introduction of ICT has changed the scenario and the techniques of learning.

Learning is no longer primarily focused on the classroom, but it may evolve as a result of modernisation. Textbooks, for example, cannot keep up with current material, but students can learn new skills through technology (Chan, 2001). The learning environment has altered as a result of the usage of technology. Paper or whiteboards are used in class to facilitate learning. The teacher takes notes on the whiteboard and distributes workbooks to the students (Sidin & Mohamad, 2007). Finding information via traditional techniques takes longer than utilising ICT.

The conventional way of learning has been replaced by the use of electronic resources in the classroom or lecture hall, such as computers, video cameras, LCDs, and other static instruments. With the passage of time and advancement, education has evolved. E-learning is a learning technology that uses the internet to aid the learning process. (Dominici & Palumbo, 2013). Lecture assignments can be provided through

email or kept on a flash drive. Lecturers and students can communicate more easily and actively via SMS, email, and video. The learning process will be more effective with e-learning.

Nevertheless, thanks to technological advancements, learning is now easier. The use of technology in the learning process is a novel technique that stresses a learning idea that is not constrained by space or time. Wider communication may bring individuals together in the virtual world and can also be used in the real world (Sharples, 2007). Technology must be used in Islamic studies, particularly in the subject of hadith. In the past, writing the hadith was done on date fronds or animal bones before turning to paper (Ghani et al., 2013). The study of hadith has promoted the use of technology in light of the modern world. In a short period, all the information may be accessed. This method of studying hadith that incorporates technology has the advantage of speeding up the learning process.

As a result, the researcher would like to explore hadith learning skills by applying m-learning as a teaching and learning support for lecturers and students in this study.

## **1.2 Problem Statement**

It is critical to study authentic hadith to ensure that fabricated hadith is not used as a guide in establishing laws. Furthermore, the internet media provides a convenient and rapid reference source for a range of hadith-related information. Nonetheless, erroneous information using fabricated hadiths as a reference spreads quickly (Ahmad, 2019). The presence of enemies of Islam's adversaries who seek to undermine correct hadith, a fanatical attitude toward groups, an easy-going attitude when narrating hadith, self-interest and a desire for public recognition, and a lack of understanding of Islam's

genuine teachings all contribute to the formation of fabricated hadith (Marpuah, S. 2019). It is also likely that the West has distorted Muslims' perceptions of Islam by using material available on the internet (Hassan et al., 2015). Orientalists, anti-hadith, and liberals distort hadith because they ignore the scholars' approach to understanding hadith (Faisal, 2013).

As the method of distribution gets simpler and faster, the use of social media like Facebook, WhatsApp, and other similar platforms to promote fabricated hadith is growing increasingly dangerous (Ahmad Shah, 2016). One factor that contributes to the dissemination of fake hadith is the easy availability of hadith on the internet, which is not accompanied by detailed reference sources for each hadith (Ahmad et al., 2019). As a result, it is important to understand and apply authentic hadith so that fabricated hadith is not spread without explanation.

It is important to use the right method when studying hadith. The advancement of technology can assist in the teaching and learning of hadith. However, conventional techniques of studying hadith are still used since the teaching and learning process is still based on the use of books. In terms of methodology, teachers are still bound by old ways (Kamarul Azmi, 2013). This issue will influence students who are always aware of what is going on in their lives, particularly in the field of education. According to Abdul Manan Ismail and Irwan Mohd Subri (2003), educators should vary teaching approaches from time to time based on students' abilities. This is to ensure that the technique is based on time and location.

There is still a lack of knowledge about hadith learning techniques that make use of technology, such as searching for and collecting information via mobile devices (Razak, Othman, Hamzah, & Zulkifli, 2014). For instance, students encounter difficulties when learning hadith through traditional method since it takes a while to

find the necessary knowledge. In order to obtain information on hadith, students must first visit the library and find relevant book. In contrast to employing technology, all hadith-related information may be found on the internet by conducting a simple search. There is no question that traditional method, even if they take a while, may accomplish learning goals. However, employing technology facilitates and expedites the search for hadith-related information. Therefore, educators should be willing to use the latest method while also designing learning procedures to achieve learning objectives.

Abdullah Ishak (1989) stated that the previous learning method was teacher-centred learning. Through this method, students only rely on the teacher to obtain information. Therefore, Noor Hisham Md Nawawi (2011) stressed that this method is no longer the best method to be used. He describes a new method in which the learning method is student-centred. Teachers are no longer informers, but facilitators who help students improve their skills. Students may no longer expect the lecturer to provide all of the knowledge they require; instead, they must seek out their resources to support their own learning.

In line with the development of technology, learning may be done using electronic devices. E-learning is a type of learning that uses electronic devices to improve students' understanding (Dominici & Palumbo, 2013). E-learning, on the other hand, has several disadvantages. One of them is learning in a static environment, such as a classroom or lecture hall. As a result of e-learning, there may be less engagement with external connections. This will have an impact on students' social skills (Arkorful, V., & Abaidoo, N. 2015). The problem of communication between students and lecturers is one of the difficulties that must be addressed. Since the e-learning process takes place at a certain time and location, there is only limited communication in the classroom. It is only possible to learn in a one-way environment. In contrast to m-

learning, communication between students and lecturers is excellent, allowing for two-way learning (Hamdan, Din, & Manaf, 2012). Then there are those lecturers who refuse to use technology in the classroom (Abu-Al-Aish, Love, & Hunaiti, 2012). This must be addressed as best as possible. This will have an impact on students if the lecturer continues to use the old method.

This study was carried out to develop an m-learning hadith model based on authentic hadith elements to address the problem statement. There are studies on M-learning related to the hadith studies in the country, but studies on the use of M-learning are limited to software, website and apps. For example the method of takhrij hadith using Maktabah Syamilah in computer version (software) and smartphone (application) by Fadlan (2018). While, a study by Zulkipli et all (2017) using al-Durar al-Saniyyah, Mawqi' al-Islam and Islamweb in term of takhrij hadith via website. Zulkipli et all (2017) show the method of takhrij hadith via mobile apps using 9 Imam Encyclopedia, Kutub Tis'ah and Mawsu'ah al-Hadith al-Nabawi al-Syarif. The studies mentioned above provide an overview of the implementation of M-learning in the country.

In addition, a survey was conducted to determine the necessity of developing an m-learning hadith model based on authentic hadith elements. The incorporation of an authentic hadith definition into the m-learning system teaches students to be cautious while engaging with hadith via mobile. Students can develop self-learning skills using simple methods based on proper discipline.

The main purpose of this study's model development is to provide guidance, resources, and a systematic approach for developing and implementing m-learning hadith. This model was created to achieve learning objectives through the use of mobile learning. The model developed may be used as a guide to address the demand for students to improve their understanding of hadith using the most up-to-date learning

methods. Since there is still no study on the development of M-learning hadith model based on authentic hadith elements, the researcher emphasize that a study on the development of M-learning hadith model on authentic hadith elements should be done. The results of this study are expected to help students apply the m-learning hadith model.

### **1.3 Purpose of the Study**

The purpose of this study was to create an m-learning hadith model based on authentic hadith elements. The research is divided into 2 parts: a needs analysis phase and a model design and development phase. According to the literature review, such a model has yet to be established. The development of this model should be used as a guide for students to learn about and apply the necessity of confirming the authenticity of hadith using technology while also applying 21<sup>st</sup>-century skills in the teaching and learning process.

### **1.4 Research Objective**

The study aims to develop an m-learning hadith model based on authentic hadith elements. This study will be carried out using the Design, Development, and Research (DDR) method (Ritchey & Klein, 2007). It is a type of problem-solving research based on design requirements. The model development process, on the other hand, is divided into two phases: the needs analysis phase and the design and development phase. The objectives of each phase are as follows:

#### **Phase 1: Needs Analysis**

1. Identify the need for the development of an m-learning hadith model based on authentic hadith elements according to students' views.

- a) Identify students' perceptions of authentic hadith knowledge.

- b) Identify students' perceptions of the study of hadith using m-learning.
- c) Identify the level of acceptance and intention of students to use m-learning when integrated into the study of hadith.

### **Phase 2: Design and Development Model**

2. Identify the design and development of the m-learning hadith model based on authentic hadith elements according to expert consensus.

- a) Identify the items for the elements of the m-learning hadith model based on authentic hadith elements according to expert consensus.
- b) Identify the position (ranking) of items for the m-learning hadith model based on authentic hadith elements according to expert consensus.
- c) Identify the sequence (priority) of items for the elements of the m-learning hadith model based on authentic hadith elements according to expert consensus.

### **1.5 Research Questions**

Based on the objective of the study, all of the research processes will answer the questions as outlined below:

#### **Phase 1: Needs Analysis**

1. Identify the need for the development of the m-learning hadith model based on authentic hadith elements according to students' views.

- a) What is the student's perception of authentic hadith knowledge?
- b) What is the students' perception of the study of hadith using m-learning?
- c) What is the level of acceptance and intention of students to use m-learning when integrated into the study of hadith?

#### **Phase 2: Design and Development Model**

2. Identify the design and development of the m-learning hadith model based on authentic hadith elements according to expert consensus.

- a) What are the items for the elements in the m-learning hadith model based on authentic hadith elements according to expert consensus?
- b) 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?
- c) 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?

### **1.6 Significance of the Study**

In the Malaysian context, m-learning has been used in Islamic studies teaching and learning activities. The problem statement indicates that an m-learning hadith model based on authentic hadith elements is required. As a result, developing an m-learning hadith model based on authentic hadith elements is important. The importance is as follows:

1. This m-learning hadith model can be utilised as a preparation for students who are interested in Islamic studies, especially at universities that provide hadith courses.
2. The m-learning hadith model can also assist lecturers in designing hadith teaching methods that use m-learning as a teaching tool for students.
3. The m-learning hadith model will also allow faculty to develop and arrange a more effective learning process for students, with this model serving as a

reference and benchmark for Islamic studies programmes other than in the field of hadith.

The results of this study are expected to contribute to lecturers and students applying the integrity of the m-learning hadith model based on the authentic hadith element. Certain parties can use the study's findings as a reference to implement the learning model in other educational institutions. The findings of this study can be used as a starting point for future research by other researchers.

### **1.7 Research Limitation**

The m-learning hadith model that was created may be used as a learning reference base to highlight how m-learning can be integrated with informal teaching to assist students and lecturers in the process of studying hadith. Three phases make up the beginning of development studies utilising the Design, Development, and Research (DDR) method (Ritchey & Klein, 2007). For this study, the researcher only conducted the needs analysis phase and the design and development phase at the master's level. Phase 1's research methodology is a needs analysis, which uses the input of 200 students to determine the need to develop an m-learning hadith model based on authentic hadith elements. The researcher has selected a sample of years 4 students from Faculty of Quranic and Sunnah Studies due to their experience on the use of technology in the hadith studies. Besides, they have given full cooperation to the researcher throughout the study.

Nominal Group Technique (NGT) and Interpretive Structural Modelling (ISM) are used in phase 2, which is the design and development phase, to collect and make decisions based on expert views. There were only seven experts participating in this phase. The experts selected are academics who utilise technology, especially mobile

devices, to study hadith. Expert consensus on the usage of the m-learning hadith model based on authentic hadith materials is also a focus of this research. This research was completed in 2021, so the model is suitable for the period in which it was developed. The quick and ever-changing development of mobile devices allows for periodic updates to the pedagogical practise of m-learning.

## **1.8 Operational Definition**

### **1.8.1 M-learning Hadith**

M-learning is one of the parts of information and communication technology (ICT). M-learning encourages knowledge exchange between students and lectures when they connect with one another (Emran, M.A, & Shaalan, K. 2014). This involves the learning regarding mobile devices through the use of websites, softwares and application. In terms of the *muhaddithin*, a hadith is everything that is attributed to Rasulullah S.A.W. about his speech, deeds, confession, and nature (Abu al-Layth, 2011). In the context of this study, m-learning helps students and lecturers to perform their tasks in a short timely period using devices in anytime anywhere.

### **1.8.2 Model**

A conceptual design is a graphical representation of the researcher's intended procedures or activities for the reader to understand. The model may be defined in this study as a tool that will be applied as a guide by lecturers and students in using the model's elements and items that will be examined while following the teaching and learning process using m-learning. In the context of this study, the authentic hadith and the inquiry model are applied to produce model elements.

### 1.8.3 Authentic Hadith Elements

A hadith is information regarding Rasulullah S.A.W.'s words, acts, confession, and nature that is credited to him. Authentic indicates that the information presented is accurate and accepted as evidence. An authentic hadith has a continuous chain of transmission and is narrated by a narrator who is *'adl* (trustworthiness) and *dhabit* (precision) and clear of *syaz* and *il'lah* (Nur al-Din 'Itr, 1986). This authentic hadith element is processed to develop an m-learning hadith model that, in general, a hadith's acceptance must fulfil the requirements of an authentic hadith.

### 1.9 Summary

The background of the study has been thoroughly detailed in this chapter. The issues and problems faced in applying hadith learning are also discussed in this chapter. The researcher developed the study's objectives and questions based on the problem statement that was presented. Following that, the study's limits have been revealed to determine where the study's boundaries are so that the study may be more targeted. Finally, this chapter gives the operational definition so that the reader understands the words used in this study.