

CHAPTER IV :FINDING OF PHASE 1: NEEDS ANALYSIS

4.1 Chapter Overview

In this chapter, the discussion is divided into four sections. The first section presents the needs analysis data related to the respondents' background. The second section discusses the data analysis related to students' perceptions toward authentic hadith learning; the third section deals with students' perceptions toward hadith studies via m-learning; and the last section concludes the overall needs analysis of this section in terms of student acceptance and intention to use m-learning for hadith studies.

The presentation procedure in chapter 4 is in line with the Design, Development, and Research (DDR) method (Ritchey & Client, 2007) to describe the findings for the development of m-learning hadith based on authentic hadith elements. It starts with the needs analysis stage for model development. For this purpose, the data analysis for phase 1 will be presented to answer the research question.

4.2 Background of Respondents

The respondents were requested to provide demographic information such as gender, programme, level of education, and device ownership. By analysing student demographic data, the results showed that female students were 81% compared to male students (19%). Meanwhile, 49% of students from Qur'an and Sunnah Studies, 26% of students from Qur'an and Multimedia Studies, and 25% of students from Sunnah Studies and Information Management. Based on the percentage of students, 60% of Sijil

Tinggi Agama Malaysia (STAM) students, 19% of Sijil Tinggi Pelajaran Malaysia (STPM) graduates, 15% of Diploma graduates, and 6% of Tahmidi graduates. The study also showed all students own a smartphone device, while at the same time using other devices. The results obtained are illustrated in the table below:

Table 4.1: Demographic Information

Item	Detail	Frequency	Percentage (%)
Gender	Male	38	19
	Female	162	81
Programme	Quranic & Sunnah Studies	98	49
	Quranic & Multimedia Studies	52	26
	Sunah Studies & Information Management	50	25
Level of Education	Diploma	30	15
	STPM	38	19
	STAM	120	60
	Tahmidi	12	6
Device Ownership	Cell Phone	55	27.5
	Smart Phone	200	100
	Tablet	11	5.5
	Laptop	180	90

4.3 Students' Perception toward Authentic Hadith Learning

The second part of the needs analysis assesses authentic hadith learning needs. Because students' individual needs vary, it is necessary to investigate their perception of studying authentic hadith. This answers the first research question:

1. What are the students' perceptions of learning authentic hadith?

The data in Tables 4.2 to 4.11 describe the distribution of students' perceptions of the learning of authentic hadith. Table 4.2 shows that respondents knew the meaning of authentic hadith.

Table 4.2: I know the meaning of authentic hadith

	Frequency	Percent
1	0	0
2	0	0
3	19	9.5
4	67	33.5
5	114	57.0
Total	200	100.0

Table 4.2 shows that 90.5% of respondents agreed that they knew the meaning of authentic hadith. While 9.5% of respondents were not sure whether they knew the meaning of authentic hadith, Table 4.3 shows that respondents knew the requirement of authentic hadith.

Table 4.3: I know the requirement of an authentic hadith

	Frequency	Percent
1	1	0.5
2	0	0
3	21	10.5
4	68	34.0
5	110	55.0
Total	200	100

As shown in Table 4.3, the majority of respondents agreed that they knew the requirement of an authentic hadith (89%). While 10.5% were unsure, only 0.5% strongly disagreed that they knew the requirement of an authentic hadith. Table 4.4 shows the respondents' checking first before accepting the hadith.

Table 4.4: I check before accepting hadith

	Frequency	Percent
1	0	0
2	1	0.5
3	39	19.5
4	68	34.0
5	92	46.0
Total	200	100

Table 4.4 shows that the majority of respondents (80%) agreed that they would check first before accepting the hadith. While 19.5% were unsure, only 0.5% disagreed that they would check first before accepting the hadith.

Table 4.5: I know the meaning of weak hadith

	Frequency	Percent
1	1	0.5
2	0	0
3	27	13.5
4	77	38.5
5	95	47.5
Total	200	100.0

Table 4.6: I know the meaning of fabricated hadith

	Frequency	Percent
1	0	0
2	1	0.5
3	25	12.5
4	75	37.5
5	99	49.5
Total	200	100.0

As shown in Table 4.5, the majority of respondents (86%) either agreed or strongly agreed that they knew the meaning of weak hadith. While only 0.5% of respondents strongly disagreed, 13.5% of them were not sure whether they knew the meaning of weak hadith. Next, Table 4.6 shows that 87% of respondents knew the meaning of fabricated hadith. Only 0.5% disagreed, and 12.5% were not sure whether they knew the meaning of fabricated hadith.

Table 4.7: I make sure to take the hadith from the right source

	Frequency	Percent
1	0	0
2	0	0
3	19	9.5
4	70	35.0
5	111	55.5
<i>Total</i>	200	100.0

Table 4.7 shows that 90.5% of respondents agreed that they made sure to take the hadith from the right source, while 9.5% of respondents were not sure if they had taken the hadith from the right source. Table 4.8 shows that respondents practise authentic hadith in their daily life.

Table 4.8: I practise authentic hadith in my daily life

	Frequency	Percent
1	1	0.5
2	3	1.5
3	39	19.5
4	85	42.5
5	72	36.0
<i>Total</i>	200	100.0

Table 4.8 shows that 78.5% of respondents agreed that they practise authentic hadith in daily life. While 19.5% of respondents are not sure whether they practise authentic hadith in daily life. Only 2% of respondents disagreed that they practise authentic hadith in their daily lives. Table 4.9 shows that 75% of respondents asked the lecturer when they did not understand learning, while 23% of respondents were not sure and 2% of respondents did not agree that they would refer to the lecturer when they did not understand learning.

Table 4.9: I will refer to the lecturer when I don't understand

	Frequency	Percent
1	0	0
2	4	2.0
3	46	23.0
4	62	31.0
5	88	44.0
Total	200	100.0

Table 4.10: I prefer searching hadith through the book of hadith

	Frequency	Percent
1	2	1.0
2	7	3.5
3	50	25.0
4	74	37.0
5	67	33.5
Total	200	100.0

Table 4.11: I searched the hadith on the internet

	Frequency	Percent
1	0	0
2	1	0.5
3	31	15.5
4	92	46.0
5	76	38.0
Total	200	100.0

Table 4.10 shows that 70.5% of respondents searched for hadith by referring to the book of hadith. While 25% of respondents were not sure whether they had referred to the book of hadith, and 4.5% of respondents did not seek hadith by referring to the book. Table 4.11 shows 84% of respondents searched for hadith by doing a hadith search on the internet. While 15.5% of respondents were not sure whether they had searched for hadith on the internet, only 0.5% of respondents did not agree that they had searched for hadith on the internet.

4.4 Students' Perception toward Hadith Studies via M-learning

Before learning support can be considered, the researcher must investigate students' perceptions of hadith study via m-learning to meet students' needs. The following research question is addressed in this study:

2. What are the students' perceptions of the study of hadith via m-learning?

The distribution of data in Tables 4.12 to 4.19 describes the distribution of students' perceptions of the study of hadith via m-learning. Table 4.12 displays that Mobile technology is convenient in PdPc hadith learning.

Table 4.12: Mobile technology is convenient in PdPc hadith learning

	Frequency	Percent
1	0	0
2	2	1.0
3	39	19.5
4	61	30.5
5	98	49.0
Total	200	100.0

Table 4.12 shows that 79.5% of respondents agreed that mobile technology is suitable to be used in PdPc hadith learning, while 19.5% of respondents were unsure, and only 1% of respondents disagreed with the use of mobile technology in hadith learning. Table 4.13 states that the study of hadith through m-learning should be available at the university level.

Table 4.13: Hadith studies via m-learning should be at the university level

	Frequency	Percent
1	0	0
2	4	2.0
3	30	15.0
4	56	28.0
5	110	55.0
Total	200	100.0

Table 4.13 explains the study of hadith via m-learning at the university level. A total of 83% of respondents agreed with the need for the study of hadith via m-learning at the university level. A total of 28% were not sure, and only 2% did not agree with studying hadith via m-learning at the university level. Table 4.14 states that the study of hadith via m-learning will be an alternative to conventional learning.

Table 4.14: Hadith studies via m-learning will be an alternative to conventional learning

	Frequency	Percent
1	0	0
2	2	1.0
3	21	10.5
4	82	41.0
5	95	47.5
Total	200	100.0

Table 4.14 explains that the study of hadith via m-learning will be an alternative to conventional learning. Findings show that 88.5% of respondents agreed that the study of hadith via m-learning would be an alternative to conventional learning. Only 1% of respondents disagreed, and 10.5% were not sure that the study of hadith via m-learning would be an alternative to conventional learning. Tables 4.15 and 4.16 state that the authenticity of hadith is maintained and ensured when searching in the book of hadith and on the internet.

Table 4.15: I will ensure the authenticity of the hadith when searching in the book of hadith

	Frequency	Percent
1	0	0
2	0	0
3	20	10.0
4	58	29.0
5	122	61.0
Total	200	100.0

Table 4.16: I will ensure the authenticity of hadith in internet search

	Frequency	Percent
1	0	0
2	0	0
3	22	11.0
4	60	30.0
5	118	59.0
Total	200	100.0

Table 4.15 shows that 90% of respondents agreed to ensure that the authenticity of hadith was maintained when searching the book of hadith. Only 10% of respondents were unsure of how to ensure whether the authenticity of the hadith was maintained when searching through the book of hadith. While Table 4.16 shows that 89% of respondents agreed to ensure the authenticity of hadith was maintained when searching for hadith on the internet, 11% of respondents were not sure of how to ensure whether the authenticity of hadith was maintained when searching for hadith on the internet. Table 4.17 shows students using a mobile application to search for hadith.

Table 4.17: I'm using mobile apps in hadith searching

	Frequency	Percent
1	4	2.0
2	0	0
3	26	13.0
4	72	36.0
5	98	49.0
Total	200	100.0

Table 4.17 shows that 85% of respondents used mobile applications to search for hadith. While 13% of respondents were unsure, only 2% of respondents strongly disagreed with using mobile applications to search for hadith. Table 4.18 shows the

students' agreement for suggesting the study of hadith via m-learning at the university level.

Table 4.18: I agree to recommend hadith studies via m-learning at the university level

	Frequency	Percent
1	0	0
2	3	1.5
3	24	12.0
4	69	34.5
5	104	52.0
Total	200	100.0

Table 4.18 shows that 86.5% of respondents agreed to suggest the study of hadith via m-learning at the university level. While only 1.5% of respondents disagreed, 12% of respondents were not sure whether to suggest the study of hadith via m-learning at the university level. Table 4.19 shows students' agreement to use hadith study via m-learning.

Table 4.19: I agree to use hadith studies via m-learning

	Frequency	Percent
1	0	0
2	4	2.0
3	25	12.5
4	73	36.5
5	98	49.0
Total	200	100.0

Table 4.19 shows that 85.5% of respondents agreed to use the hadith study via m-learning. While 12.5% of respondents were not sure, only 2%, did not agree to use the study of hadith via m-learning.

4.5 Students' Acceptance and Intention to Use M-Learning

This section answers the final research questions for the needs analysis phase:

3. What is the level of acceptance and intention of students to use m-learning if integrated into the study of hadith?

4.5.1 Level of Student Acceptance of M-Learning (Performance Expectancy)

Tables 4.20 to 4.23 show students' levels of acceptance of m-learning (Performance Expectancy)

Table 4.20: I would find that m-learning is useful for hadith studies

	Frequency	Percent
1	0	0
2	0	0
3	23	11.5
4	81	40.5
5	96	48.0
Total	200	100.0

Table 4.20 shows that 88.5% of respondents believe that m-learning is useful in the study of hadith. While only 11.5% of respondents believe that m-learning is not useful in the study of hadith, none of the respondents disagreed regarding the use of m-learning in assisting the study of hadith.

Table 4.21 states that m-learning will increase students' chances of getting better grades for hadith studies.

Table 4.21: M-learning would increase my chance to get better grades for hadith studies

	Frequency	Percent
1	0	0
2	1	0.5
3	30	15.0
4	88	44.0
5	81	40.5
Total	200	100.0

Based on Table 4.21, it is found that 84.5% of respondents agreed that m-learning would increase the chances of students getting better grades, while 15% of respondents were not sure about the statement. Only 0.5% of respondents disagreed with the implementation of m-learning. Therefore, overall, the respondents agreed with the statement.

Table 4.22 is related to the use of m-learning that can help students complete learning tasks more quickly.

Table 4.22: Using m-learning would help me to accomplish my learning tasks more quickly

	Frequency	Percent
1	0	0
2	1	0.5
3	22	11.0
4	80	40.0
5	97	48.5
Total	200	100.0

Based on Table 4.22, it is found that 88.5% of respondents agreed that m-learning can help students complete learning tasks quickly. While 11% of respondents were unsure, only 0.5% disagreed that m-learning can help students complete learning tasks quickly.

Table 4.23 shows whether using m-learning will increase students' productivity.

Table 4.23: Using m-learning would increase my productivity

	Frequency	Percent
1	0	0
2	2	1.0
3	24	12.0
4	74	37.0
5	100	50.0
Total	200	100.0

Based on Table 4.23, it is found that the majority of respondents (90.8%) agreed that m-learning would increase students' productivity, whereas 12% of respondents were unsure, and only 1% disagreed with the statement.

4.5.2 Level of Student Acceptance of M-Learning (Effort Expectancy)

Tables 4.24 to 4.27 show students' levels of acceptance of m-learning (Effort Expectancy)

Table 4.24: Learning how to use m-learning is easy for me

	Frequency	Percent
1	0	0
2	2	1.0
3	41	20.5
4	90	45.0
5	67	33.5
Total	200	100.0

Based on Table 4.24, 78.5% of respondents agreed that learning how to use m-learning is easy, while 20.5% of respondents were not sure, and only 1% of respondents did not agree that learning how to use m-learning is easy for students. This indicates that respondents have a positive perception of m-learning.

Table 4.25 shows that student interactions through m-learning would be clear and easy to understand.

Table 4.25: My interaction through m-learning would be clear and understandable

	Frequency	Percent
1	0	0
2	1	0.5
3	52	26.0
4	87	43.5
5	60	30.0
Total	200	100.0

Table 4.25 shows that the majority of respondents agreed (73.5%) that students' interactions through m-learning would be clear and easy to understand, 26% expressed uncertainty, and only one respondent (0.5%) disagreed with the statement. Table 4.26 shows that students found m-learning easy to use.

Table 4.26: I would find m-learning easy to use

	Frequency	Percent
1	0	0
2	1	0.5
3	38	19.0
4	94	47.0
5	67	33.5
Total	200	100.0

In Table 4.26, 80.5% of respondents are confident that m-learning will be easy to use. While 19% of respondents could not decide whether learning could hinder their learning process or facilitate learning better, only 0.5% of respondents disagreed with the statement.

Table 4.27 shows whether students can become proficient easily by using m-learning.

Table 4.27: It would be easy for me to become skilful at using m-learning

	Frequency	Percent
1	0	0
2	2	1.0
3	29	14.5
4	101	50.5
5	68	34.0
Total	200	100.0

As shown in Table 4.27, 84.5% of respondents agreed that it would not be difficult to acquire skills using learning. Nevertheless, 14.5% of respondents were

unsure, and only 1% of respondents disagreed that they would become proficient in using M-Learning.

4.5.3 Level of Student Acceptance of M-Learning (Social Influence)

Tables 4.28 to 4.31 show students' levels of acceptance of m-learning (Social Influence)

In Table 4.28, 77.5% of respondents believe that people who are important to them feel that they should use learning. In Table 4.29, 73% of respondents believe that people who influence their behaviour feel that they should use learning. Next, 76.5% of respondents believe that the university supports the use of m-learning (Table 4.30). Table 4.31 reveals that 75.5% of respondents felt that their decision to use m-learning could be influenced by the encouragement of their course lecturers. Therefore, the role of all parties is a motivating factor in encouraging students to use m-learning.

Table 4.28: People who are important to me feel that I should use m-learning

	Frequency	Percent
1	0	0
2	3	1.5
3	42	21.0
4	93	46.5
5	62	31.0
Total	200	100.0

Table 4.29: People who influence my behaviour think that I should use m-learning

	Frequency	Percent
1	0	0
2	4	2.0
3	50	25.0
4	84	42.0
5	62	31.0
Total	200	100.0

Table 4.30: In general, my university has supported the use of m-learning

	Frequency	Percent
1	0	0
2	4	2.0
3	43	21.5
4	87	43.5
5	66	33.0
<i>Total</i>	200	100.0

Table 4.31: My lecturer has encouraged and convinced me to use m-learning

	Frequency	Percent
1	0	0
2	2	1.0
3	47	23.5
4	91	45.5
5	60	30.0
<i>Total</i>	200	100.0

4.5.4 Level of Student Acceptance of M-Learning (Facilitating Conditions)

Tables 4.32 to 4.35 show students' levels of acceptance of m-learning (Facilitating Conditions)

Table 4.32 shows that the majority of respondents (73.5%) agreed that they have resources to assist them in using m-learning and 68.5% of them believe that they have the knowledge requirements for using m-learning (refer to Table 4.33). Furthermore, Table 4.34 shows that 78% of respondents agreed that m-learning is compatible with other technologies they use, and 64.5% of respondents were confident that they have a specific person to assist them in using m-learning later (refer to Table 4.35).

Table 4.32: I have the necessary tools and resources to use m-learning

	Frequency	Percent
1	2	1.0
2	1	0.5
3	50	25.0
4	83	41.5
5	64	32.0
<i>Total</i>	200	100.0

Table 4.33: I know necessary to use m-learning

	Frequency	Percent
1	1	0.5
2	6	3.0
3	56	28.0
4	85	42.5
5	52	26.0
<i>Total</i>	200	100.0

Table 4.34: M-learning is compatible with other technologies I use

	Frequency	Percent
1	0	0
2	2	1.0
3	42	21.0
4	94	47.0
5	62	31.0
<i>Total</i>	200	100.0

Table 4.35: I have a specific person to refer to assist me with m-learning difficulties

	Frequency	Percent
1	4	2.0
2	9	4.5
3	58	29.0
4	73	36.5
5	56	28.0
<i>Total</i>	200	100.0

4.5.5 Level of Student Acceptance of M-Learning (Hedonic Motivation)

Tables 4.36 to 4.38 show students' levels of acceptance of m-learning (Hedonic Motivation)

Table 4.36 shows that 71% of respondents agreed that using m-learning is fun and 76.5% of respondents stated that they enjoy using m-learning (table 4.37). Therefore, 71% of respondents felt entertained when using m-learning in their studies, as shown in Table 4.38.

Table 4.36: Using m-learning is fun

	Frequency	Percent
1	0	0
2	1	0.5
3	57	28.5
4	80	40.0
5	62	31.0
Total	200	100.0

Table 4.37: Using m-learning is enjoyable

	Frequency	Percent
1	0	0
2	1	0.5
3	46	23.0
4	88	44.0
5	65	32.5
Total	200	100.0

Table 4.38: Using m-learning is very entertaining

	Frequency	Percent
1	0	0
2	3	1.5
3	55	27.5
4	78	39.0
5	64	32.0
Total	200	100.0

4.5.6 Level of Student Acceptance of M-Learning (Price Value)

Tables 4.39 to 4.41 show students' levels of acceptance of m-learning (Price Value). Table 4.39 shows that 62.5% of respondents agreed that the price of m-learning is affordable. While 66% of respondents indicated that m-learning is good value for money (Table 4.40), 67% of respondents agreed with the statement that m-learning gives good value at the current price (Table 4.41).

Table 4.39: M-learning priced is reasonable

	Frequency	Percent
1	0	0
2	7	3.5
3	68	34.0
4	77	38.5
5	48	24.0
Total	200	100.0

Table 4.40: M-learning is a good value for money

	Frequency	Percent
1	0	0
2	1	0.5
3	67	33.5
4	83	41.5
5	49	24.5
Total	200	100.0

Table 4.41: At the current price, m-learning provides a good value

	Frequency	Percent
1	0	0
2	2	1.0
3	64	32.0
4	80	40.0
5	54	27.0
Total	200	100.0

4.5.7 Level of Student Acceptance of M-Learning (Habit)

Tables 4.42 to 4.45 show students' levels of acceptance of m-learning (Habit)

Table 4.42 shows that 58.5% of respondents think that using m-learning has become a habit for them. Therefore, they need some kind of support to use m-learning. In Table 4.43, 43.5% of respondents indicated that they were addicted to using m-learning. However, 47% of respondents stated that they were not sure whether they had been addicted to using m-learning, while the remaining 9.5% of respondents strongly disagreed that they had been addicted to using m-learning. Next, 54.5% of respondents agreed that they must use m-learning for their studies, and 55% of respondents became accustomed to using m-learning to facilitate their tasks, as in Tables 4.44 and 4.45.

Table 4.42: The use of m-learning has become a habit for me

	Frequency	Percent
1	1	0.5
2	10	5.0
3	72	36.0
4	68	34.0
5	49	24.5
Total	200	100.0

Table 4.43: I am addicted to using m-learning

	Frequency	Percent
1	3	1.5
2	16	8.0
3	94	47.0
4	57	28.5
5	30	15.0
Total	200	100.0

Table 4.44: I must use m-learning

	Frequency	Percent
1	2	1.0
2	10	5.0
3	79	39.5
4	65	32.5
5	44	22.0
<i>Total</i>	200	100.0

Table 4.45: Using m-learning has become natural to me

	Frequency	Percent
1	1	0.5
2	8	4.0
3	81	40.5
4	62	31.0
5	48	24.0
<i>Total</i>	200	100.0

4.5.8 Level of Student Acceptance of M-Learning (Behaviour Intention)

Tables 4.46 to 4.48 show students' levels of acceptance of m-learning (Habit)

This aspect is related to students' intention of using m-learning. Table 4.46 shows that 67.5% of respondents had the intention of using m-learning in the study of hadith and 71% of respondents planned to use m-learning in the study of hadith as soon as possible (refer to Table 4.47). When asked whether they predicted that m-learning would be used in the study of hadith, 72.5% of respondents either agreed or strongly agreed with the proposal (refer to Table 4.48). Thus, the findings indicate that students are very interested in this aspect and intend to use m-learning soon.

Table 4.46: I intend to use m-learning for hadith studies as soon as possible

	Frequency	Percent
1	1	0.5
2	3	1.5
3	61	30.5
4	78	39.0
5	57	28.5
Total	200	100.0

Table 4.47: I predict I would use m-learning for hadith studies

	Frequency	Percent
1	1	0.5
2	3	1.5
3	54	27.0
4	79	39.5
5	63	31.5
Total	200	100.0

Table 4.48: I plan to use m-learning for hadith studies frequently

	Frequency	Percent
1	1	0.5
2	5	2.5
3	49	24.5
4	82	41.0
5	63	31.5
Total	200	100.0

4.6 Summary

The findings of the needs analysis have been provided in this chapter. Needs analysis is the first of three phases in the research methodology for developing learning implementation models. Based on the research questions, the study's findings revealed students' perceptions of knowledge related to the understanding of authentic hadith.

This aims to determine students' learning needs by examining their level of knowledge

and understanding of authentic hadith. According to the study's findings, only a few students were uncertain about learning hadith sahih. This is owing to their misunderstanding of the mustolah hadith, which has caused them to be confused by the terminology used. Also, they are unclear of the proper method for doing a hadith search. Overall, the study's findings indicated that the students were able to understand the learning of authentic hadith, weak hadith, fabricated hadith, and how to ensure the authenticity of the hadith.

This chapter also displays the findings on their perceptions of the study of hadith via m-learning and whether m-learning can meet the needs of the study of hadith today. Before a solution can be given, it is necessary to determine if the study of hadith via m-learning can make a sufficient contribution to supporting students' learning needs. The results show that students accept the use of m-learning in the study of hadith. Students believe that m-learning is appropriate for use in the study of hadith and agree to do so. What is important for students is to ensure the authenticity of the hadith is maintained when conducting a hadith search using m-learning. As a solution in this study, m-learning is proposed as learning support for the study of hadith in helping students overcome their learning needs.

However, before m-learning can be used to meet the needs of hadith study, a study of students' acceptance and intention to use m-learning as a result of its integration into hadith study is required. Students' positive responses will support the need to design an m-learning hadith paradigm, as suggested in this study. The overall results on all major constructs (based on the UTAUT2 model) revealed that students firmly support m-learning in hadith studies as a current need in education, according to the findings on students' acceptance and intention to utilise it.

Therefore, the findings in Phase 1 justify the need for the development of an m-learning hadith model based on authentic hadith. The next chapter will discuss the development of the m-learning hadith model based on authentic hadith.

