Application of e-Learning for Teaching Hadith in Higher Education Institutional Education in Malaysia: A Literature Review

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Abstract

Learning Hadith is substantial to all Muslims as it is a prominent source after Al-Quran. The recent development of smart technologies in era ICT nowadays such as smartphone and digital devices have adopted a new learning style which enabled people to learn anywhere at any time. In Malaysia, most public higher education institutions already have a Learning Management System (LMS) with majority participation of the lecturers using the LMS which also known as e-learning. Many studies related to online learning for HEI revealed that e-learning is effective to be used and gave big impacts on students' performance with the various tools of teaching and learning adapted. However, some of the past studies showed that teaching and learning Hadith is a challenge due to its natural contents which preferred more *Musyafahah, Talaqqi* or face to face method. Therefore, this present study intends to investigate how e-learning has been used for teaching Hadith course. By applying the textual analysis as a qualitative research method, the researcher seeks to investigate the teaching tools that can be used in e-Learning and identify the studies who discussed the methods for teaching Hadith courses in e-Learning. The discussion discovered that vary tools of teaching have been used to teach the courses in e-Learning application which it relies on the suitability of student learning styles. Therefore, this present study intends to identify the appropriate e-learning tools to be used in teaching the courses at HEI especially courses related to Hadith.

Keywords: e-Learning, Hadith, Tool, Teaching, Higher Education Institutions

1. INTRODUCTION

The presence of Islam on the Internet is very impressive where Muslims have been using the Internet for everything imaginable and in all different aspects of life from spreading their religion to educating themselves about their religion and communicating with another (Muhammad & Yasser,2013). Hence, no wonder electronic learning application launched and has been widely used today as one of the current learning method in line with technological advances. Electronic learning or e-Learning is the process of providing courses on the internet or an intranet.

Not only is, this method of learning also took steps and applied to teach Hadith which adopting a new style of learning environment. According to Azham (2014), learning with technologies is educational software in CD, web-based, online learning, e-learning, computer-based training (CBT), and most recently mobile learning (m-learning). Come out with various online features in the education system, electronic education or e-learning have brought a new quality in the educational process (Simonova et al., 2014). With the advancement of Information and Communication Technology (ICT), Islamic scientists have designed various applications related to Hadith studies includes websites and applications. Therefore, this study will reveal the teaching tools used for teaching courses in e-learning at Higher Education Institutions.

2.   LITERATURE REVIEW

2.1   Islamic Studies in Higher Education Institutions

The term "Islamic Studies" denotes the systematic study of Islam both as a religion (al-din) and as a civilization (al-hadarah) through the integration of the major disciplines of *Usul al-Din* (Islamic theology), *Shari`ah* (divine law), *Akhlaq* (ethics), with *da'wah* (Islamic missionary work), Arabic language and its literature, Islamic history and civilization (Manuaty, 2011). It includes study programs offered at the undergraduate and postgraduate level in a university, faculty, institute, college or academy. Islamic Studies faculty in higher education introduces a number of programs beside Al-Quran and Hadith course itself, which include a combination of Quran or Hadith interpretation study and other modern programs. Hadith has extended the Hadith Studies to Hadith Courses which offered in Malaysia higher education institutions such as '*Ulum al-Hadith, Takhrij al-Hadith, Jarh wa Ta'dil, Hadith Maudu' and Dhaif, Tafsir al-Hadith* and so on. Most of the courses are offered in the Department of Islamic Studies specifically for degree level in higher education institutions.

2.2   The Factors Implementation of E-Learning in Higher Education Institutions

E-learning is web-based learning that has been used widely in the majority of the universities in Malaysia as the learning and teaching aid to deliver e-content (El-Seoud et al., 2014) and asynchronous e-learning web-based modules implementation. Numerous studies were found in dealing with the effectiveness of e-learning have been discovered. A study by El-Seoud et al. (2014) studied the effect of e-learning in higher education showed that e-learning with interactive features increases the undergraduate students' motivation for the learning process. Besides, Al-Rahmi et al. (2015) mentioned several factors contribute to e-learning effectiveness which includes self-efficacy, interface, community, usefulness, students' satisfaction and intention to use e-learning. Their finding revealed that students' satisfaction and intention to use e-learning have shown positive and significant factors towards e-learning effectiveness. In the same context, Al-Rahmi et al. (2018) also have conducted a study on the use of e-learning in Malaysia Educational Institutions. By approaching a quantitative research design as the method of data collection for analysis process, the study proved that self-efficacy, the content of e-learning, student satisfaction and perceived usefulness are the main factors to be the main reason for learners' intention to use e-learning.

2.3   The Participation of Instructors in e-Learning

The participation of instructors is vital where high attention should be given to them. Ahmed (2013) conducted a study to predict and enhance the participation of higher education instructors in e-learning system by proposing a model for validation and relationship. Based on empirical study which combine quantitative and qualitative methods as methodology, the results formulated a strategy as a critical factors in promoting instructors' intention to participate in the e-learning system in which includes creating a supportive culture toward e-learning environment, provide incentives to motivate instructors, provide related Internet and computer training, continuing to establish more flexible and ease the use of the e-learning applications and increase awareness about the importance of e-learning as a useful medium to achieve instructors and universities educational goals.

The implementations of e-learning with instructors' involvement are also supported in another study by Zakaria and Mamat (2017). They targeted the understanding and implementation of   e-learning among lecturers, and the factors of lecturers' participation as the main focuses in their study. Demography questions and Likert-scale form in the questionnaire have been used for data collection. The findings showed that the main factors which influence the implementation of e-learning among lecturers are the enforcement of college itself to implement e-learning and the positive attitude of lecturers towards the use of technology. However, the gap found when the study conducted at polytechnic college in one of the states in Malaysia.

In a more comprehensive aspect, a study by Zhu et al. (2018) which aimed the instructors' experiences in designing MOOCs in higher education in aspects of pedagogical, resource, logistic considerations and challenges was found. For data collection, closed-ended questions and transcribed interviews have been conducted in this study. Then, the finding showed that the instructors have used various ways to engaged MOOC Students in Learning for instance; optional readings, videos, and other materials, options with assignments, competitions, and others. However, the final result showed that the engagement ways are the challenge, with limited experiences and time in designing MOOC by instructors, and the present study found that the challenge is a key of consideration and concern. This study focuses on discussing the method applied in teaching via open-source which is MOOC and the problems faced by instructors in the general course at higher institutions in Malaysia.

2.4 Technology-Based Learning for Hadith Studies

In an e-learning environment, the content of e-learning is delivered through e-learning tools which can be divided into two types; synchronous and asynchronous learning. Digital learning which employs scholastic resources known as Learning Objects (LO), where LO built reading materials, audio and video, forums, virtual classrooms, webinars, video conferencing and similar methods (Bezhovski & Poorani, 2016). By using analysis contents from previous literature, Bezhovski and Poorani (2016) concluded in their findings on the evaluation of new trends in e-learning into several types include (but not limited to) blended learning, gasification, micro learning, personalized learning, and continuous learning. The trends of e-learning appeared in line with ICT development. This study has discussed the history and development of e-learning besides the method that can be applied in the e-learning system in general.

In the context of Islamic Studies, there are several studies were found investigated about the development of websites and mobile learning apps related to Hadith. The adoption of ICT in the learning process had developed various types of Hadith application which contribute to fast access and easy to locate the Hadith online. There are various Hadith websites built which provide service searching function in order to ease and facilitate searching Hadith online. Among Hadith websites in Arabic language are;

1. *al-Durar al-Saniyyah* (dorar.net)
2. *Mawqi' al-Islam* (http://hadith.al-islam.com)
3. *Islamweb* (http://www.islamweb.net)
4. *Nida'al-Iman* (http://www.al-eman.com/hadeeth)
5. *Mawsu'ah al-Syamilah* (http://www.islamport.com)
6. *al-Muhaddith* (http://www.muhaddith.org/a_index.html),
7. *al-Jami' al-Hadith al-Nabawi* (http://www.sonnaonline.com)
8. *Kutub Takhrij al-Hadith al-Nabawi al-Syarif li al-Shaykh Nasir al-Din al-Albani* (http://islamicweb.com/ara bic/books/albani.asp)

(Zulkipli et al., 2017)

Malay language websites also existed such as E-Hadith and Mastika Hadith JAKIM, Projek My Masjid, Fikrah.net, al-Nidaa ' and Lidwa.com (Abdul Halim et al., 2018). However, most of the contents comprised of hadith discussions, hadith collections which either to be downloaded or displayed in the form of visual texts on the internet or audio hadith lectures.

Other than the website, the learning process becomes easier when the new trend in e-learning is brought with the development of the mobile technology namely as mobile learning or known well as M-learning where a learner can access course or information via devices since it is user-friendly and flexible to be used anywhere and anytime. Among portables aid in Mobile Learning technique are mobile phones, smartphones, palmtops, handheld computers, Tablet PCs, laptops and media players (Bezhovski & Poorani, 2016).

M-learning already has a place among the Islamic users when more Hadith learning application produced by Muslim scientists through operating system for instance Hadith *Qudsi* Islamic apps, Hadith *Qudsi* Pro, Islamic / Hadith, *Maktabah al-Hadith*, Al-Hadith al-Nabawi, Al-Hadith al-Nabawi Pro, *Maktabah al-Hadith al-Syarif*, Translation of *Sahih Al-Bukhari*, *Mukhtasar Sahih al-Bukhari*, *Hadith on Durood*, Hadith Reader Basic Bukhari, Hadith 42 Imam al-Nawawi, Mobile Paket Hadith with translation into Indonesian language, Prophet Muhammad SAW Du'a, Translation of Haji *Sahih al-Bukhari and Sahih al-Muslim* Chapters into Indonesian language, Translation of *Hadith Arba'in* into Indonesian language, collection of articles on Islam called *Sepercik Himah* and others (Zulkipli et al., 2017). However, Zulkipli et al. (2017) stressed out that most of the apps do not take the entire of Hadith as in the original source but merely a summary or *mukhtasar* which only takes into account some of the main hadith from each chapter. This appeared due to the limitation aspects appeared when operating system only able to accommodate into a total capacity of lighter data.

Therefore, in another article, Suliaman et al. (2018) have focused on three mobile apps namely Encyclopedia of 9 Imam, *Mawsu'ah al-Hadith al-Nabawi al-Sharif* and *Kutub Tis'ah* with three websites, *al-Durar al-Saniyyah*, *Mawqi' al-Islam* and Islamweb in their study. Based on evaluation done by Suliaman et al., the findings indicates that three of those Hadith mobile apps is the top apps available with numerous of advantages while the three websites apps are far ahead in the number of Kitab and Hadith that somehow give them an upper hand to accommodate the researchers' needs for hadith access in a wider scale. The results have proposed that those mobile apps are suitable to be used for educational purposes as they have pioneered categories of hadith searching (Zulkipli et al., 2017). However, all of the websites and mobile apps stated most used to facilitate *Takhrij al-hadith* without emphasizing the other part of the science of Hadith.

2.5   Tools for Teaching the Courses in E-Learning

Learning Management System (LMS) has grown increasingly with participating most of the public HEI in Malaysia, due to the interaction among students, instructors and contents in e-learning automatically recorded in LMS (You, 2015). (Kuimova et al., 2015) who proved the efficiency and effectiveness of e-learning course mentioned that e-learning consists of a variety of formats including learning through interactive lectures by the best teachers, interactive tests (including audio-visual), organization of project communities, creation of network communities besides ensuring a systematic support of individual training, network consultations both online and offline, efficiency of communication, individualization of learning, a flexible and convenient training schedule and increase of motivation to learn. Others, a study by Beer and Slack (2015) discovered the challenges faced by academicians in Higher Education Institution, categorized the challenges into five: learning styles and culture, pedagogical e-learning, technology, technical training and time management challenges, emphasized that e-learning pedagogy should consist of these aspects which are content, storing, availability, assessment, and student support. Based on their discussion, student-oriented learning which enables students to think independently known as the Socratic method where the tools can be used by instructors for instance quizzes, discussion, strong group work sessions with strong emphases on communicating with peers, self-assessment, and research to make a critical thinker student.

According to (Abdul Aziz et al., 2016), effective teaching and learning process implemented must follow the rules recommended by the Division of Teacher Education for each field in Islamic Education, likely for Field of Al-Quran Recitation and Memorization. The models proposed in this field are *talaqqi, musyafahah, tikrar, hafazan* and *tasmi'*. These methods usually also applied in teaching Hadith course since Hadith and Quran are interrelated. Therefore, their study suggests several techniques and methods that can be used in teaching Islamic Studies generally since the course delivery method in higher education are in the forms of lectures, tutorials and e-learning, such

as Question-answer Technique, Role-play Technique, Story-telling Technique, Discussion Technique-Online Forum in e-learning and Brainstorming.

At the other sides, Sun and Chen (2016) who conducted a review on online education and its effective practice emphasized that the need to engage with their students must be identified by online instructors which can be implemented by online discussion boards and utilizing emails, responding promptly to discussion questions, encouraging students to share their background and work experiences and conducting meaningful small group projects. Therefore, process of designing the online course is important for achieving the course objective, where instructors can presented materials in a various format using videos, audios, other technologies or software which can make text-based material more interesting and allow students to respond in multiple formats as well. The suggested techniques are similar with a study by Zakaria and Mamat in 2017 which highlighted that e-learning usually using text-based element, video, audio, animation and online environment and it encourages interaction on e-lecturers and e-students in a medium of chat-space, discussion board, instant messaging and email.

Practically, Zhu et al., (2018) have conducted the survey and interview sessions on 1400 MOOC instructors from more than 20 different disciplines and revealed that there were a variety of considerations and challenges in MOOC design in terms of pedagogy, resources, and logistics. In term, Massive Open Online Course or MOOC is a type of open learning system emerged as an innovative form of online learning. Based on their survey results, in order to address learners' varying competencies and needs, instructors established learner-based discussion forums, embedded supplementary course materials, posted timely course announcements and sent emails. The results also revealed that instructors provide different kinds of learning resources such as discussion forums or thread, embedded video lectures and tutorials in the MOOC, readings, offered practice quizzes and exams, rely on expert interviews, interactive assessment, PowerPoint and other presentation slides, instructor lecture notes, visual (concept maps, diagram, etc), animations and other types of animated or interactive contents. That result is quite impressive as well as interesting to be reviewed as it assists the future research on the aspects of teaching tools or online learning activities for a specific course in details, especially in Islamic Studies courses.

3. CONCLUSION

In conclusion, the reviewed studies have covered the techniques and methods that can be used in teaching courses for Higher Educational Institutions students via e-learning system. Teaching tools could utilize Learning Object (LO) as teaching aids which has a significant effect on learning contents delivered through e-learning. Besides, learners' participation in e-learning could also be employed as one of the learning medium. Adapting various formats of materials and different kinds of learning resources in online learning can meet the needs of e-learning participants which act as tactics and strategies by instructors to achieve the course objectives. However, the recommendation suggested in this present study is to seek and review more past studies related to the field of Islamic Studies courses that involve online learning tools or activities. Also, lack data on online learning activities or teaching tools studies that focused on Islamic Studies especially Hadith domain, have been found. More in depth technique of review will further inform pedagogical activities which can lead to design more effective e-learning system for Hadith courses.

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