

Students' Perception on Teaching and Learning of Ulum Hadith: A Comparative Study in Malaysian Higher Public Educational Institutions

Shumsudin Yabi*, Norhasnira Ibrahim*, Adnan Mohamed Yusof*, Mohd Fauzi Mohd Amin*

* Faculty of Quranic and Sunnah Studies, Universiti Sains Islam Malaysia, 71800 Nilai, Negeri Sembilan, Malaysia

Abstract: Hadith studies is one of the most important subjects learned by Islamic Studies students in several local public universities such as UM, UKM, UIAM and USIM. This paper was conducted to study on students' perceptions of the teaching and learning process of Ulum Hadith courses by focusing on three selected local universities consist of Universiti Sains Islam Malaysia (USIM), Universiti Islam Antarabangsa (UIAM) and Universiti Kebangsaan Malaysia (UKM). Objectives of this study are to study the teaching and learning of Ulum Hadith courses at USIM, UIAM and UKM and to identify teaching methods and techniques practiced by the lecturers of Ulum Hadith courses. A combination of qualitative and quantitative method has been used in this research by applying the method of data collection and data analysis by using SPSS.

Index Terms: Teaching and learning, Ulum Hadith, USIM, UIAM, UKM

I. INTRODUCTION

Hadith is the second sources in Islamic teaching after the Quran. The process of teaching and learning hadith in the time of the Prophet (SAW) occurred in variety ways that helped the the Companions (*al-sahabah*) in memorizing hadith that conveyed by The Prophet Muhammad (SAW) to them. The methods used include storytelling, lectures, actions or acts, questioning, carrying out activities and through *talaqqi* or lesson conducted in a small group. The Prophet (SAW) also applied the use of teaching aids such as mind map sketches to give a clear view and interpretation of hadith in helping the companions to understand some hadith.

After the death of The Prophet (SAW), the teaching and learning of hadiths grew with the dissemination of hadith writings by Muslim scholars all over the world as time went on. In Malaysia, hadith knowledge has been developed and studied at all levels of education starting from pre-school to higher education. There are various teaching and learning techniques applied by educators such as teacher-centered teaching, students-centered, brainstorming, sketching, storytelling and many more. One of method used by the Prophet (SAW) known as *talaqqi* has been practiced in *sekolah pondok* (hut school) and *Maahad* (Islamic religious secondary school) in Malaysia which aims to uphold the Prophet (SAW) method of communicating the hadith. The effectiveness of *talaqqi* method cannot be denied as it is the best way of emphasizing teacher-centered learning process. A study

conducted in three local Malaysian universities found that *Ulum Hadith*, one of the knowledges in hadith studies is a compulsory course for Islamic Studies students. As increasing number of students in each university, the process of teaching and learning in hadith studies required an effective approach that can help them in understanding hadith knowledge.

II. RESEARCH METHODOLOGY

The research methods for this study are:

1. Subject Determination Method

The study of teaching and learning in Ulum Hadith was chosen as it is a compulsory course for Islamic Studies student in Malaysia Higher Public Education Institutional. A comparison will be focused on the methods, techniques and implementation of teaching and learning of the Ulum Hadith course in USIM, UIAM and UKM.

2. Data Collection Method

i) Library Research

Library research method was used in the process of data collection. All materials, information and data collected are obtained from printed materials such as books, journal articles, seminar proceedings and research reports done by academicians. Meanwhile non-printed materials are obtained from CDs, PDFs, and websites.

ii) Field Research

During this study, the interview session was held by consisting respondents from students at USIM, UIAM and UKM to obtain oral evidence. Relevant interview guides and frameworks are provided to obtain the necessary information. Questionnaires related to teaching and learning of Ulum Hadith courses at selected universities were distributed to collect feedback data from students and faculties.

3. Data Analysis Method

Inductive, deductive, and comparative approaches have been used in the process of analyzing this data. Once data on comparisons of the three universities were obtained and collected, they were analyzed by using SPSS. Later, the qualitative and quantitative data collected were analyzed and processed to answer the research questions to achieve objectives outlined.

III. STUDIES AND FINDINGS

Now it is the time to articulate the research work with ideas gathered in above steps by adopting any of below suitable approaches:

A. *The Structure of Ulum Hadith Studies in USIM, UIAM and UKM*

The official announcement of the establishment of the Kolej Universiti Islam Malaysia was made by the Yang Berhormat Datuk Seri Najib Tun Razak on June 14, 1997, in Besut, Terengganu, following Cabinet's approval on June 11, 1997. The intention of the establishment is in line with the Government's manifestation to produce credible Muslim leaders and to safeguard the interests of the country and the Muslims. In addition, the aim is to make Malaysia as the role model of Islamic countries in the world and to be the center of educational excellence by using local curricula to ensure the country's Islamic integrity to realize the construction of new Islamic civilizations. The establishment of KUIM also provides an access for local students from Sekolah Menengah Agama Negeri (SMAN), Sekolah Menengah Agama Rakyat (SMAR) and Sekolah Menengah Kebangsaan Agama (SMKA) to further their study religion without going to West Asia. This would reduce the government's burden of sending students to study abroad and in the meantime, the government intends to have a center of excellence to produce Islamic intellectuals and scholars.

Faculty of Quranic and Sunnah Studies (FPQS) was the first faculty established by Universiti Sains Islam Malaysia (USIM) in 2001. It is the aspiration of this faculty to promote the study of the Quran and the Sunnah in the mainstream of national education by emphasizing the use of information technology in its teaching and research system. Besides, it also aims to develop Islamic law by providing opportunities for researchers and educators to study, research and disseminate the knowledge and wisdom contained in the Holy Quran and Sunnah to the community. To achieve this goal, FPQS has established three programs of study:

- i) Bachelor of Quranic and Sunnah Studies with Honors (SMPQS).
- ii) Bachelor of Quranic Studies with Multimedia Honors (SMPQM).
- iii) Bachelor of Sunnah Studies with Information Management with Honors (SMPSM).

Ulum Hadith is a subject offered by the Faculty of Quranic and Sunnah Studies with QSH 2012 code. It is a mandatory course for all Faculty students. With a total of two credit hours, the course carries out lectures and tutorials. This course is also offered as a mandatory Faculty course for the Faculty of Syariah and Law, Faculty of Leadership and Management and Faculty of Language Studies. The scoring system is based on final exams, research and presentations, participation and attendance, and mid-semester exams. The objective of studying the subject of Ulum Hadith are:

- i) To understand the meaning of the hadith
- ii) To protect hadiths from frauds and deviations while preserving Islamic law and protecting it from deflection and damage

- iii) To acknowledge accepted and rejected hadiths and practice with reliable hadiths. (<http://www.usim.edu.my>, <http://fpqs.usim.edu.my>).

Universiti Islam Antarabangsa Malaysia (UIAM) was established in May 1983 in Gombak, Selangor. The establishment of UIAM was first proposed by the Prime Minister of Malaysia, Dr. Mahathir Mohamad. The earliest established faculties were Faculty of Law, Faculty of Economics, Center for Studies, Qur'anic Language Unit, and the English Unit. UIAM currently has 14 faculties, including the Faculty of Revelation and Human Sciences known as KIRKHS, was established in 1990. It is the largest faculty and integrates the discipline of Revelation studies with Human Sciences as part of a comprehensive education reform for the benefit of mankind.

Therefore, the faculty is divided into two sections: The Revelation studies and the Human Sciences sections. There are five departments in the Revelation section namely the Arabic Language and Literacy Department, Fiqh and Usul Fiqh department, General Studies, the Quran, and Sunnah and the Usuluddin and Religious Comparison departments. While the eligibility requirements for applying for admission to UIAM are divided into three, first one is to meet the General Requirements of three categories, the undergraduate category assessment, Malaysian Citizenship, and International Eligibility. Secondly, meets the Language Requirements because the interface language in UIAM is in English and Arabic. And the last one is to meet other requirements such as interviews if any. In addition, for the Quran and Sunnah Departments, there are four categories of courses namely Basic Courses, General Skills, Core Courses, Elective Courses. The objectives of studying Ulum Hadith in UIAM are as below:

- i) Recognize the knowledge of hadith, its position, and its specific terms.
- ii) Acknowledge the types of hadiths based on the division of their types, their strong and weak types.
- iii) Find out the Ulum Hadith related to *Dirayah Matan* Studies
- iv) Knowing the importance of the source of the glorious Sunnah of The Prophet (SAW) and on its status such as *sahih, hasan, dhaif, and maudhu'* hadith.

The courses offered here are the basic courses that students in the Quran and Sunnah Department should learn as the course code RKQS 2021. A with a total of three credit hours. The teaching method is through lecture only. The allocation of scores is based on mid-semester exams, coursework preparation, coursework presentation and final exams (www.iium.edu.my).

In UKM, Faculty of Islamic Studies (FPI) has five departments consist of the Syariah Department, the Department of Usuluddin and Philosophy, the Department of Arabic Studies and Islamic Civilization, the Department of Preaching and the Leadership and Department of the Quranic and Al-Sunnah Studies. For admission requirements, the faculty is offered to Malaysian and non-citizens students. For local students, they must be the holders of Sijil Tinggi Pelajaran Malaysia (STPM), Diploma, Sijil Tinggi Agama

Malaysia (STAM) and SPM with minimum grade C and passed in Arabic language subject followed by minimum Band 2 in MUET. While for non-citizen students, they should have the approval of the A-Level and able to speak Malay language fluently. In UKM, Ulum Hadith Courses in the component section of the Department of Core Courses (WJ) with course code PPPN1133, which is one of the courses that all students are required to study in the Department of Quranic and Al-Sunnah Studies (JPQS) UKM only. This three credit hours course will be registered by first year students. Meanwhile, the assessment of this course is based on final exams, article writing, presentations and PBL (www.ukm.my>fpi). The synopsis of Ulum Hadith studies consists of a discussion on the importance of al-hadith especially in *sanad* and *matan*, the methods used by the *muhaddith* in their writings, the development of the writing of hadith and Ulum Hadith and many more. The course also exposes students to the characteristics of *maqbul* (accepted) and *mardud* (rejected) hadith. The expected learning outcomes for Ulum Hadith course are to ensure students are able to identify the scope of the Ulum Hadith debate, to understand the terms of the hadith, to understand the methodology used by the *muhaddith*, and have ability to distinguish between accepted and rejected hadiths.

B. Teaching and Learning Methods of Ulum Hadith in USIM, UIAM and UKM

Field study has been conducted in this study to obtain information related to teaching and learning methods of Ulum Hadith courses through interviews with lecturers of Ulum Hadith courses at three universities which is also the co-chair of the Ulum Hadith courses at the participating universities. In addition, the researchers conducted a study on students through a survey form aimed at identifying students' perceptions of the teaching and learning of the Ulum Hadith courses they had learned.

Questionnaire Analysis: Student's Perceptions of Teaching and Learning Ulum Hadith in USIM, UIAM and UKM:

Krejcie and Morgan method has been used as sampling method in this study which calculates the number of respondents according to the actual population of students of the Ulum Hadith course which is 310 people representing the actual population of 1600 students, the sum of the three universities. It consists of two sections: demographic studies and research questions related to teaching and learning of Ulum Hadith. Data obtained through the survey questionnaire were recorded and analyzed by using SPSS version 20 software with descriptive statistical analysis involving frequency, percentage, and mean analysis.

Demographics:

The respondents for this study consist of 310 people representing 99 male students and 211 female students randomly selected from three studied universities.

Survey Questions:

The total items of the survey questionnaire developed by the researcher contained 82 items of construct validity, content validity and high reliability. Items are based on six constructs which are teaching methods used by lecturers, teaching aids used, syllabus of Ulum Hadith, assessment method used by lecturers,

student learning method and student acceptance of Ulum Hadith course. Five-point Likert Scale with the Scorecard (1 point) Disagree (2 points), Undecided (3), Agree (4), and Strongly Agree (5) was used in this study.

Table (1): Reliability Values of Survey Questions

Variables	Value Cronbach Alpha
Overall (82 items)	0.954
Methods of Teaching Lecturers	0.864
Learning aid	0.764
Syllabus of Ulum Hadith	0.684
Lecturer's Assessment Methods	0.856
Student Learning Methods	0.901
Student Acceptance of the Ulum Hadith Course	0.937

The following are the findings of the descriptive analysis of each question that has been constructed into six main components. The following is a guide to interpreting mean score readings.

Table (2): Mean

Mean Score	Mean Score Interpretation
1.00 to 2.33	Low
2.34 to 3.66	Moderate
3.67 to 5.00	High

The following is the data distribution of student's perceptions of the teaching method of Ulum Hadith used by lecturers with a high overall mean score (4.063). Their lecturers:

Table (3): Teaching Methods Used by Lecturers

Item	Statement	Percent (Frequency)					Mean
		1	2	3	4	5	
1	Are the main model in teaching the Ulum Hadith	.3	1.0	8.4	39.4	51.0	4.3968
2	Deliver lectures in class		2.9	10.6	40.6	45.8	4.2935
3	Use the concept of storytelling while teaching		2.6	11.3	42.6	43.5	4.2710
4	Give a clear explanation for a topic in understandable way		2.3	7.4	39.0	51.3	4.3935
5	Ask questions in the lectures	1.0	3.9	15.5	46.5	33.2	4.0710
6	Open a question-and-answer session in the discussion class	.3	1.3	10.6	45.8	41.9	4.2774
7	Conduct group discussion sessions	2.6	4.8	20.3	43.5	28.7	3.9097
8	Assign students for studies	1.6	.6	10.3	41.9	45.5	4.2903
9	Bring students to the hadith library/lab during the teaching and learning sessions	8.1	21.3	25.5	28.4	16.8	3.2452
10	Ask students to present their findings	1.3	4.8	11.9	39.7	42.3	4.1677
11	Ask students to memorize the terms	.3	1.6	8.4	37.1	52.6	4.4000

	contained in the Ulum Hadith						
12	Conduct quiz activities in teaching Ulum Hadith	2.9	6.1	20.3	40.0	30.6	3.8935
13	Use computers and online applications in teaching and learning sessions of Ulum Hadith	6.1	12.3	23.2	32.2	25.8	3.5968
14	Encourage students to use hadith-related applications	3.5	7.7	22.6	33.5	32.5	3.8387
15	Ask students to refer and read the textbook of Ulum Hadith		.3	9.0	35.2	55.5	4.4581
16	Apply e-Learning	7.4	10.3	28.7	31.6	21.9	3.5032
Overall mean = 4.063		Standard deviation = 8.33016					

The findings of the second component with the total mean also at a high level (4.004) are student's perceptions of teaching aids used by lecturers in the process of teaching and learning Ulum Hadith. Their lecturers:

Table (4): Teaching Methods Used by Lecturers

Item	Statement	Percent (Frequency)					Mean
		1	2	3	4	5	
1	Read textbooks	3.5	8.4	15.8	26.5	45.8	4.0258
2	Play PowerPoint slides	3.9	10.0	16.1	25.2	44.8	3.9710
3	Use LCD / projectors	4.2	10.0	18.4	35.2	32.3	3.8129
4	Encourage students to refer other reference books	9.0	22.3	26.8	22.6	19.4	3.2097
5	Use hadith software	1.3	5.2	20.0	36.8	36.8	4.0258
6	Use the whiteboard	6.5	8.7	16.8	31.9	36.1	3.8258
7	Provide lecture notes	.6	.6	11.0	33.2	54.5	4.4032
8	Apply mind maps	1.0	1.9	13.5	34.5	49.0	4.2871
9	Play videos	3.2	3.9	18.1	34.2	40.6	4.0516
Overall Mean = 3.957		Standard deviation = 5.60327					

The findings of the third component of student's perceptions of the syllabus of Ulum Hadith used by lecturers in teaching and learning Ulum Hadith also reached a high level of value (3.953).

Table (5): Syllabus of Ulum Hadith Course

Item	Statement	Percent (Frequency)					Mean
		1	2	3	4	5	
1	Sufficient time was allocated for the Ulum Hadith course	3.9	8.4	22.3	34.5	31.0	3.8032
2	The lecturer describes the course outline/proforma course during the first week of lecture	.6	1.6	10.6	39.7	47.4	4.3161
3	The lecturers teach the Ulum Hadith according to what is planned in the course guide	.3	1.9	11.3	42.6	43.9	4.2774
4	The textbook of Ulum Hadith is easy to understand	1.3	1.6	20.0	43.9	33.2	4.0613
5	Lecturers refer to the textbook of traditional Ulum Hadith / turath	4.5	10.6	31.0	34.5	19.4	3.5355
6	Lecturers refer to the contemporary textbook	5.2	8.1	32.3	34.2	20.3	3.5645

	Ulum Hadith written in the 20th century						
7	Lecturers use their own textbook of Ulum Hadith	8.1	13.5	25.0	31.0	21.0	3.4516
8	Lecturers follow teaching syllabus (course guide)	.6	1.0	11.0	42.0	43.0	4.2774
9	The lecturer ensures that the syllabus is completed as per the course guidelines		1.6	10.0	38.0	49.0	4.3581
10	The syllabus helps students to master the Ulum Hadith	.6	1.6	11.0	40.0	45.0	4.3903
Overall Mean = 4.004		Standard deviation = 5.38925					

As for the fourth component, the student's perception of the assessment method used by the lecturers to assess the student's mastery of the Ulum Hadith course with the mean score value (3.818) is also extremely high.

Table (6): Assessment Methods Used by Lecturers

Item	Statement	Percent (Frequency)					Mean
		1	2	3	4	5	
1	Evaluation through final examination		4.2	13.2	47.7	34.8	4.1323
2	Group assignments	1.9	2.6	14.8	51.0	29.7	4.0387
3	Individual assignments	3.2	3.2	13.2	47.1	33.2	4.0387
4	Oral test	5.5	10.6	23.2	36.8	23.9	3.6290
5	Quizzes	4.5	7.4	20.0	45.5	22.6	3.7419
6	Mid-semester exams	3.2	6.1	17.7	46.5	26.5	3.8677
7	The presence of students in the	5.5	6.1	26.8	33.9	27.7	3.7226
8	Student participation in a class	1.9	2.9	21.0	44.5	29.7	3.9710
9	Coursework	1.6	.6	15.8	47.7	34.2	4.1226
10	Articles' writing	9.4	13.9	30.6	28.4	17.7	3.3129
11	Using e-learning	10.3	16.8	34.2	25.2	13.5	3.1484
12	Assignment presentation	1.9	3.2	14.5	46.8	33.5	4.0677
13	Memorization	3.2	5.5	21.6	43.9	25.8	3.8355
Overall Mean = 3.818		Standard deviation = 7.78729					

The following is the study of the sixth component to identify the learning method used by the students to master the Ulum Hadith course with the highest mean value at (3.881).

Table (7): Student Learning Methods

Item	Statement	Percent (Frequency)					Mean
		1	2	3	4	5	
1	I refer to textbook of Ulum Hadith		.6	7.4	34.8	57.1	4.4839
2	I refer to various other books of Ulum Hadith	1.9	4.5	22.3	42.6	28.7	3.9161
3	I listened the lecturer's explanation in a class		1.9	8.7	40.0	49.4	4.3677
4	I write down important notes during lecture		2.3	11.6	41.3	44.8	4.2871
5	I made a brief note	1.0	4.2	17.1	41.9	35.8	4.0742
6	I memorize the terms contained in the Ulum Hadith	1.0	3.2	12.9	41.0	41.9	4.1968
7	I understand the terms contained in the Ulum Hadith	.6	3.5	14.5	43.2	38.1	4.1452
8	I read the slides provided by the lecturers	4.2	4.8	20.6	40.0	30.3	3.8742
9	I answer the questions given by lecturers in a class	2.6	7.1	28.1	33.2	29.0	3.7903

10	I asked the lecturer for better understanding	3.5	10.3	26.1	38.7	21.3	3.6387
11	I made revision before a class	4.2	13.2	25.5	42.9	14.2	3.4968
12	I made revision after a class	3.5	8.7	23.2	46.5	18.1	3.6677
13	I participate in group discussions	2.6	1.9	18.1	47.1	30.3	4.0065
14	I made a discussion with my friends	1.0	1.9	10.3	51.0	35.8	4.1871
15	I finished the assignment given by the lecturer on time	.3	1.9	12.3	50.6	34.8	4.1774
16	I prepared myself for the presentation	1.9	3.2	17.1	44.2	33.5	4.0419
17	I use information and communication technology in the study of Ulum Hadith	2.3	6.1	17.1	42.9	31.6	3.9548
18	I involved in online learning	5.8	12.9	27.4	34.2	19.7	3.4903
19	I always ready to take the quiz for the Ulum Hadith course	4.5	11.0	30.0	39.4	15.2	3.4968
20	I went to the library to get more reference books	3.5	11.3	24.5	35.5	25.2	3.6742
21	I watched videos related to Ulum Hadith	5.5	18.1	33.5	30.0	12.6	3.3581
22	I did self-study	14.2	18.4	27.7	26.5	13.2	3.0613

Overall Mean = 3.881

Standard deviation = 12.69808

Finally, the findings of the seventh component of the study, to find out how well the student's acceptance of the Ulum Hadith course reached a high overall mean value (4.471), showing how the student's acceptance of the Ulum Hadith course:

Table (8): Student's acceptance of the Hadith Ulum Course

Item	Statement	Percent (Frequency)					Mean
		1	2	3	4	5	
1	Ulum Hadith is an important course		.6	4.5	28.1	66.8	4.6097
2	It is easy to understand	1.0	3.2	17.1	45.2	33.5	4.0710
3	I love this course	1.3	.3	7.7	39.4	51.3	4.3903
4	I am interested in studying this course		1.3	5.5	39.7	53.5	4.4548
5	It helps students to identify authentic hadith	.3	.6	5.8	34.2	59.0	4.5097
6	It helps students to recognize rejected hadiths	.3	.6	5.5	34.8	58.7	4.5097
7	It helps students to identify fabrication hadiths	.3	.3	6.5	31.9	61.0	4.5290
8	It helps students in preparing themselves for the current challenges	1.0	.6	9.0	38.1	51.3	4.3806
9	It helps students to practice the hadith in daily life	.3	1.3	8.4	39.0	51.0	4.3903
10	It helps to increase the student's love for the Prophet SAW		.3	5.8	29.7	64.2	4.5774
11	It helps me to be careful in choosing hadith	.3	.3	3.5	29.4	66.5	4.6129
12	It is relevant/well-studied at the university level		.6	4.5	27.1	67.7	4.6194

Overall Mean = 4.471

Standard deviation = 6.31740

Based on Table 9, the findings show that the component of student acceptance towards the Ulum Hadith course has the highest mean score (mean score = 4.432) where the minimum score is 4.014 and the maximum score is 4.605. The other components also show high mean score values as shown in the table below. As for the components of the student learning method, the lowest mean score was 3.799 where the minimum score was 3.119 and the maximum score was 4.386.

Table (9): Distribution of Student Perceptions Scores for Teaching and Learning

Components of Teaching and Learning	Mean Score	Standard deviation	Levels	Minimum Score	Maximum Score
Teaching methods	4.063	8.33016	High	3.5032	4.4581
Learning aid	4.004	5.60327	High	3.2097	4.4032
Syllabus	3.953	5.38925	High	3.4516	4.3903
Evaluation	3.818	7.78729	High	3.1484	4.1323
Learning methods	3.881	12.69808	High	3.3581	4.4839
Student Acceptance	4.471	6.31740	High	4.0710	4.6194

IV. DISCUSSION

According to Cohen (1981) and Feldman (1989), student assessment of teacher teaching practice is prerequisite for the purpose teaching improvement. This study was conducted to identify the student's perceptions on the teaching and learning methods of Ulum Hadith in selected institutions. The questionnaire was developed and organized into three main components namely lecturer teaching method, student learning method and student acceptance of this course. The lecturer's methods are divided into several components: the teaching method used by the lecturer, the teaching aids used, the syllabus of Ulum Hadith and the assessment method used by the lecturers towards the students. The students answered the questions on a five-point scale strongly disagree (1) with the method used until strongly agreed (5).

Component 1: Teaching Methods Used by Lecturers

The results for the first component of the student's perceptions of the methods used by the lecturers showed high scores for each construct. For the teaching method used by the lecturer, the researcher organized the questions based on three approaches to the teaching method: teacher-centered teaching, student-centered teaching, and material-centered teaching. Based on lecturer-centered teaching, the lecturers should be the main model for the students to instill students' interest to study Ulum Hadith. It can be nurtured since the first meeting of the lecturers with their students since the beginning of the semester.

Among other methods are delivering lectures by using various concepts to impress the students such as storytelling, clear explanations and many more. Then, the lecturers will need to use the second approach, which is student-centered teaching. Nowadays, the most common method practiced are such as lecturing sessions with students, discussion sessions with students

and assigning students individually or groups. In addition, students are encouraged to go to the library instead of staying in classrooms or lecture halls. Students are also guided how to search for online references and by conducting online discussions by using current technology facilities. Based on Table (3), among the ten methods obtain high mean scores are:

- 1) Lecturers ask students to refer and read the textbook of Hadith
- 2) Lecturers ask students to memorize the terms contained in the Ulum Hadith
- 3) Lecturer is the main model in teaching Ulum Hadith
- 4) Lecturers explain a topic clearly and simply to understand
- 5) Lecturers deliver lectures in lectures
- 6) Lecturers provide assignments for students to study
- 7) Lecturers open a question-and-answer session in the discussion class
- 8) Lecturers ask students to present their findings
- 9) Lecturers use the concept of storytelling while teaching.
- 10) Lecturers ask questions in the lecture

All the above methods were compiled with the highest mean values and so on, of which 10 of the 16 methods listed were approved by the students. Methods of low mean value scores and moderate levels are:

- 1) Lecturers bring students to the hadith library/laboratory during teaching and learning sessions.
- 2) Lecturers use e-learning
- 3) Lecturers use computers and online applications in teaching and learning sessions of Ulum Hadith.

Based on the three methods above, the student's perception is at a moderate level and indicates that the lecturers are less likely to use the above method in teaching Ulum Hadith.

Teaching Methods Used by Lecturers: Teaching Aids

Next, under the component of teaching method, students are also asked to pay their attention to the teaching aids used by the lecturers in teaching the Ulum Hadith. Based on Table (4), students agree that the lecturers use the teaching aids, and the following arrangement is based on the highest mean score to the lowest. Among the teaching aids used are:

- 1) Lecture Notes
- 2) Mind Map
- 3) Video
- 4) Hadith Software
- 5) Textbooks
- 6) Power Point slide
- 7) White Board
- 8) LCD / Projector
- 9) Reference Books

The use of the teaching aids above shows that the lecturers applied variety materials to help students in studying Ulum Hadith. However, there are many teaching aids that can be used by lecturers to upgrade the teaching process more interesting and easier to follow. In addition, 21st century learning (PAK 21) is also particularly important for teachers / lecturers to utilize all teaching aids as a facilitator for students to understand a lesson.

Teaching Methods Used by Lecturers: Syllabus of Ulum Hadith Course

The survey results found that student's perceptions of Ulum Hadith's syllabus also achieved high mean scores. Students agree with 7 of the following 10 statements where they reach a high level, starting with the highest mean score:

- 1) Syllabus can help students to master the Ulum Hadith
- 2) The lecturer ensures that the syllabus is completed as per the course guidelines.
- 3) Lecturers describe course guides in the first week of college.
- 4) The lecturers teach the Ulum Hadith according to what is planned in the course guide.
- 5) Lecturers teach according to course guidelines.
- 6) The textbook of Ulum Hadith is easy to understand.
- 7) The time allotted for the Ulum Hadith course is appropriate.

Teaching Methods Used by Lecturers: Assessment Methods Used by Lecturers

Further based on Table (6), out of the 13 methods used for student assessment, only 10 methods are at high mean scores:

- 1) Final Examination
- 2) Coursework
- 3) Presentation
- 4) Group Assignment
- 5) Individual Assignment
- 6) Student Involvement and Participation in Teaching and Learning Sessions.
- 7) Mid-semester Exams.
- 8) Memorization
- 9) Quiz
- 10) Attendance

The three methods at the most basic levels are verbal testing, article writing and e-learning. This indicates that students agree that their lecturers use all the above assessment methods in determining their understanding of Ulum Hadith course studied by them in a semester.

Component 2: Student Learning Methods

The questions developed in this second component are a bit based on the teaching methods used by the lecturers. There are 22 methods listed by researchers to identify the methods used by students to understand the Ulum Hadith. 7 of the methods listed are at the mean level of mean scores, while the remaining 15 are used by students at high mean scores. 15 methods developed by using the method that has the highest mean score are:

- 1) Refer to the textbook.
- 2) Listen to lecturer in a class.
- 3) Writing up notes during a class.
- 4) Memorize the terms contained in the Ulum Hadith.
- 5) Ask friends for further understanding
- 6) Finish up assignment given.
- 7) Understand the terms in the Ulum Hadith.
- 8) Write down some short notes.
- 9) Make a preparation for assignment presentation.
- 10) Engage in group discussions.
- 11) Use information and communication technology.
- 12) Refer to various books of Ulum Hadith.

- 13) Read Power Point slides provided by lecturers.
- 14) Answering questions given by lecturers in lectures/tutorials.
- 15) Go to the hadith library/laboratory to refer to the relevant book.

Whereas, the following learning methods among students are at a moderate level which shows less effort done by students in asking lecturers what they do not understand, doing some revision before and after a class, involving in online learning, preparing for quizzes, watching related videos and studying extra Ulum Hadith's classes organized by others outside the university. Based on Table (7), we have identified the methods used by students to help them understand the Ulum Hadith. Most of the learning methods used by students are influenced by the teaching method of lecturers.

Component 3: Student Acceptance of the Hadith Ulum Course

Based on Table (8), it can be concluded that there is awareness among students of the importance of studying Ulum Hadith as a basic point for mastering hadith knowledge.

V. CONCLUSION

Ulum Hadith is a compulsory course for all students in Islamic studies at USIM, UIA and UKM. Meanwhile, UIA differs from UKM and USIM by offering Ulum Hadith course in each semester. The number of students in UIA is limited to 100 people, compared to UKM and USIM which require their Quranic and Sunnah Studies' students to register this course in 1st year semester 1, for students studying Quran and Sunnah. UKM is slightly different from USIM and UIA as it only offers Ulum Hadith course to Quran and Sunnah Department's students, while USIM and UIA offer this course to all students in Islamic studies including Syariah and Arabic studies.

Based on the comparative study, there are some differences in the use of language of instruction in the teaching and learning Ulum Hadith. Both USIM and UIA using Arabic language while UKM using Malay language as a medium. These three universities refer to a textbook in the field of Ulum Hadith wrote by Dr. Mahmud Tahhan entitled *Taysir Mustalah Hadith*. USIM and UKM require students to buy textbooks provided by their lecturers, while UIA does not require students to buy any books except for the student's own knowledge.

Furthermore, there are slight differences in the teaching methodology used by lecturers at these three universities. UIA only provides lectures session compared to USIM and UKM which have lecture and tutorial sessions and a small group discussion. The methods used at USIM are diverse due to the large number of lecturers and large number of students. In UKM, they are required to memorize the mind map provided by the lecturers to help students in understanding the content of Ulum Hadith studies. Meanwhile, UIA further emphasized the use of hadith software such as *Maktabah Syamilah* during their teaching and learning process.

As a conclusion, Ulum Hadith is an important course to be studied by Islamic Studies' students in before mastering other part of hadith knowledge such as *Takhrij al-Hadith*, *Rijal al-Hadith*, *Silsilah al-Sanad* and others.

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AUTHORS

First Author –

Shumsudin Yabi,
Senior Lecturer,
Faculty of Quranic and Sunnah Studies,
Universiti Sains Islam Malaysia,
71800 Nilai, Negeri Sembilan, Malaysia.
Email: shumsudin@usim.edu.my

Second Author –

Norhasnira Ibrahim,
Lecturer,
Faculty of Quranic and Sunnah Studies,
Universiti Sains Islam Malaysia,
71800 Nilai, Negeri Sembilan, Malaysia.
Email: norhasnira@usim.edu.my

Third Author –

Adnan Mohamed Yusoff,
Professor,
Faculty of Quranic and Sunnah Studies,
Universiti Sains Islam Malaysia,
71800 Nilai, Negeri Sembilan, Malaysia.
Email: adnan@usim.edu.my

Fourth Author –

Mohd Fauzi Mohd Amin
Professor,
Faculty of Quranic and Sunnah Studies,
Universiti Sains Islam Malaysia,
71800 Nilai, Negeri Sembilan, Malaysia.
Email: fauziamin@usim.edu.my

Corresponding Author –

Norhasnira Ibrahim,
Lecturer,
Faculty of Quranic and Sunnah Studies,
Universiti Sains Islam Malaysia,
71800 Nilai, Negeri Sembilan, Malaysia.
Email: norhasnira@usim.edu.my