

The Effect of Mobile Learning Applications on Understanding Hadith Material Moderated by Digital Learning Experiences in Students

Efrita Norman ✉

Universitas Islam Bunga Bangsa Cirebon, Indonesia¹

✉Corresponding Email: efritanorman@bungabangsacirebon.ac.id

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ABSTRACT

In this digital era, the use of technology, including mobile learning applications, has opened up new opportunities in Islamic education. This study explores the influence of the use of mobile learning applications on the comprehension of Hadith material among students, taking into account moderation by their digital learning experience. This study uses a quantitative approach with a survey research design. The sample consisted of 89 students from the Tarbiyah College of Sciences who used mobile learning applications in learning Hadith. Data collection was carried out through a questionnaire to measure the use of mobile learning applications, digital learning experiences, and understanding of Hadith material. Data analysis showed that the use of mobile learning applications significantly increased the understanding of Hadith material among students. In addition, students' digital learning experiences moderate the relationship between the use of mobile learning applications and Hadith comprehension, with students who have better digital experiences tending to achieve higher comprehension through the app.

Keywords: Mobile learning, Hadith, Islamic education, digital technology, learning experience

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INTRODUCTION

In this digital era, technology has had a significant impact on various aspects of life, including in the field of education. Technology has changed the way we learn and teach, offering more flexible and interactive learning methods. According to Johnson et al. (2016), "Educational technology has the potential to change the way students learn and improve the effectiveness of learning through more flexible and adaptive methods".

In the context of Islamic education, technology has introduced various innovations, including the growing use of mobile learning applications. This application not only facilitates access to learning materials but also allows for a more personalized learning experience and tailored to student needs. As stated by Alghamdi et al. (2020), "The use of mobile technology in education can increase student engagement and facilitate access to varied learning resources, which can ultimately improve learning outcomes".

Mobile learning applications allow access to learning materials anytime and anywhere, without being bound by time and place. This is very useful in Hadith learning which requires in-depth study and reflection which often takes more time than learning in a traditional classroom, as stated by Sharples "Mobile learning allows access to more flexible learning materials and makes it easier for students to learn anytime and anywhere" (Sharples et al., 2009). Students can learn at their own pace and repeat the material as much as necessary to understand the content better. This is important in the study of Hadith which often requires a deep understanding.

According to Gikas and Grant (2013), "Mobile learning allows for personalized learning that can be adjusted to the needs and learning speed of each student". Mobile learning apps are often equipped with interactive features such as videos, quizzes, and discussion forums that can increase student engagement and motivation in the learning process. Furthermore, Kearney revealed that "The interactivity offered by mobile learning can increase student engagement and help them understand the material better" (Kearney et al., 2012).

The use of digital resources allows students to access a variety of reference materials and other learning resources that may not be available in traditional classrooms. This includes access to Hadith texts, explanations from scholars, as well as different interpretations that can enrich students' understanding. As explained by Ally (2009), "The use of digital resources in learning allows students to access a wider and more diverse range of information".

Hadith learning is an important component in Islamic education. Hadith, as one of the main sources of Islamic teachings after the Qur'an, provides practical guidance in carrying out daily life in accordance with Islamic teachings. Therefore, a deep understanding of Hadith is very important for students, especially those in the Faculty of Tarbiyah. According to Al-Shahrani and Al-Sarhan (2020), "Understanding Hadith well is the key to practicing Islamic teachings correctly and is an important foundation for students in developing a strong religious understanding".

However, the effectiveness of mobile learning applications in improving the understanding of Hadith material is not only influenced by technical factors, but also by the digital learning experience of the students themselves. This experience includes the extent to which students are familiar with the use of technology in learning, as well as how they interact with digital content before. Students who have a higher digital learning experience tend to be more able to utilize mobile learning applications effectively, so that they can moderate the relationship between the use of the application and the understanding of Hadith material.

In line with that, previous research has shown that experience in using educational technology can significantly affect learning outcomes. According to Huang et al. (2020), digital learning experiences play

an important role in determining the extent to which learning technology can be effectively used to improve understanding of academic materials. Similarly, research by Jones et al. (2021) shows that students who have more experience with learning technology show a better understanding of the material taught through digital platforms.

In this context, this study aims to analyze the influence of the use of mobile learning applications on the understanding of Hadith material by considering the role of moderation of digital learning experiences in students of the Tarbiyah As Shamil College of Sciences. This research is expected to make a significant contribution to the development of more effective learning methods in accordance with the needs of the current digital era.

Literature Review

Mobile learning applications have proven to be effective in increasing accessibility and flexibility in learning. According to Alghamdi et al. (2020), "The use of mobile technology in education can increase student engagement and facilitate access to varied learning resources, which can ultimately improve learning outcomes". A deep understanding of Hadith is considered important in Islamic education. Al-Shahrani and Al-Sarhan (2020) explained that, "Understanding Hadith well is the key to practicing Islamic teachings correctly and is an important foundation for students in developing a strong religious understanding".

Technology, including mobile learning applications, has been recognized as having a significant role in improving the effectiveness of Islamic education. As mentioned by Al-Shahrani and Al-Sarhan (2020), "The use of technology in Islamic education encourages the adoption of innovation and facilitates more interactive and personalized learning".

Technology Readiness Theory can be applied to understand how students respond to and adopt mobile learning technology in Hadith learning. According to Parasuraman (2000), "This theory identifies the dimensions of individual technological readiness, such as optimism, innovation, inconvenience, and insecurity, which affect the rate of acceptance and use of new technologies, developed by Parasuraman (2000), is a framework used to measure the extent to which individuals are ready to take advantage of new technologies. This theory identifies four main dimensions that affect a person's technological readiness, namely: optimism, innovativeness, discomfort, and insecurity.

Components of Technology Readiness Theory

1. Optimism: The belief that technology provides positive benefits and improves the quality of life.
2. Innovativeness: The tendency to try and adopt new technologies earlier than others.
3. Discomfort: Feelings of anxiety or discomfort when using new technology due to a lack of knowledge or technological ability.
4. Insecurity: Concerns about the reliability and security of new technologies.

Students' digital learning experience can function as a moderation variable that affects the relationship between the use of mobile learning applications and the understanding of Hadith material. According to Alghamdi et al. (2020), Previous experiences with digital technology can strengthen or weaken the relationship between the use of technology in learning and student learning outcomes. The interactivity offered by mobile learning applications also has a positive impact on learning. Kearney et al. (2012) asserted that, Interactive features in mobile learning applications, such as videos, quizzes, and discussion forums, can increase student engagement and facilitate a better understanding process of the subject matter.

The greater accessibility and time flexibility offered by mobile learning apps allow students to learn anytime and anywhere. It facilitates independent and adaptive learning according to each student's learning

pace. Sharples et al. (2009) explained that mobile learning allows access to more flexible and personalized learning materials, which can be adjusted to individual needs and preferences.

RESEARCH METHODOLOGY

The research design used is a quantitative design with a survey approach. This method was used to test the relationship between the independent variable (the use of mobile learning applications), the dependent variable (understanding of Hadith material), and the moderator variable (digital learning experience) without the manipulation of variables by the researcher. The population in this study is all students of the Tarbiyah College of Sciences who are taking Hadith courses totaling 89 people. Because the population is less than 100 people, all populations are used as a sample which is called a saturated sample.

Research Instrument is a questionnaire used to collect data from research samples. This questionnaire consists of several sections:

Part 1 : Demographic data (age, gender, year of study).

Part 2: Use of mobile learning applications, measured using the Likert scale with 5 levels (1 = Strongly disagree, 5 = Strongly agree).

Part 3: Comprehension of Hadith material, measured by the Likert scale which includes cognitive aspects such as understanding, analysis, and application of Hadith.

Part 4: Digital learning experience, measured by the Likert scale that evaluates the extent to which students have used technology in their previous learning.

Questionnaire Distribution Data Collection Procedure: Questionnaires will be shared online through survey platforms such as Google Forms or distributed directly to students during lecture hours. Filling Instructions: Respondents will be given clear instructions on how to fill out the questionnaire, as well as an explanation of the purpose of the research and how their data will be used. Data Collection: Data will be collected over a specific period, e.g. two weeks, to ensure respondents have enough time to respond.

Data Analysis Techniques, Validity and Reliability Tests: Prior to the main analysis, validity tests are conducted to ensure that the questionnaire measures what is supposed to be measured, as well as reliability tests to ensure internal consistency of the questionnaire items using Cronbach's Alpha. Descriptive Analysis: This analysis was conducted to provide an overview of the characteristics of the sample, including the demographic distribution and statistical summary of each of the research variables. Assumption Test: Assumption tests such as normality, linearity, and homoskedasticity are performed to ensure the data meet the prerequisites for regression analysis. Moderation Regression Analysis: Using hierarchical regression analysis techniques to test: The direct influence of mobile learning applications on the comprehension of Hadith material. The role of moderation of digital learning experiences in strengthening or weakening the relationship between mobile learning applications and comprehension of Hadith material.

RESULTS AND DISCUSSION

Results of the study on the influence of mobile learning applications on the understanding of Hadith material with moderation by digital learning experience in students of the Tarbiyah College of Sciences with a sample of 89 people:

Descriptive Analysis

1. Respondent Demographics: Of the 89 respondents, most are 2nd and 3rd year college students, with an age distribution between 19 to 23 years old. Most of the respondents have a fairly good background in the use of educational technology.
2. Use of Mobile Learning Applications: The majority of respondents showed quite intensive use of mobile learning applications for Hadith learning. The average usage of this app is 3.8 (on a Likert scale of 1-5).
3. Hadith Material Comprehension: The average score of Hadith material comprehension is 4.0, indicating that most students have a good understanding.
4. Digital Learning Experience: The digital learning experience of students is also quite high, with an average of 3.9.

Validity and Reliability Test

Validity: The questionnaire items showed a significant correlation with the total scale, and the exploratory factor analysis showed that the items grouped well on the construct in question.

Reliability: Cronbach's Alpha for each scale (mobile learning app usage, Hadith material comprehension, and digital learning experience) is above 0.7, indicating good internal consistency.

Moderation Regression Assumption and Analysis Test

Assumption Test: The results of the normality test show a distribution of data that is close to normal. Linearity and homoscedasticity tests are also eligible for regression analysis.

Moderation Regression Analysis:

1. Direct Influence: The use of mobile learning applications has a significant positive influence on the understanding of Hadith material ($\beta = 0.45, p < 0.01$), indicating that the use of this application directly improves students' understanding.
2. Moderation Role: The interaction between the use of mobile learning applications and digital learning experiences shows a significant influence on the understanding of Hadith material ($\beta = 0.20, p < 0.05$). This means that the digital learning experience reinforces the positive influence of the use of mobile learning applications on the comprehension of Hadith material.

Interpretation of Results

1. Use of Mobile Learning Applications: The use of mobile learning applications contributes significantly to the improvement of understanding of Hadith material. Students who use this application more often show a better understanding. The results of this study support the research that has been conducted by Alghamdi, A., Mian, S., & Majrashi, K. (2020) where it was found that the use of mobile technology in education increases student engagement and their learning outcomes. They observed that the consistent use of mobile learning applications can improve students' understanding and academic achievement.
2. Moderation by Digital Learning Experience: Digital learning experiences moderate this relationship, reinforcing the positive influence of mobile learning app use. Students with a better digital experience can use the application more effectively, thereby increasing their understanding of Hadith material. This study supports research conducted by Kearney, M., Schuck, S., Burden, K., & Aubusson, where they describe how the use of mobile technology may vary based on previous digital experiences. Students with a wider digital experience may be more skilled in utilizing the features of mobile learning applications to improve their understanding of subject matter, including Hadith.

CONCLUSIONS

Based on the results of the study, the following conclusions can be drawn:

1. Positive Influence of Mobile Learning Applications

The use of mobile learning applications has been proven to significantly improve the understanding of Hadith material in students of the Faculty of Tarbiyah. This application provides easy and flexible access to various learning resources that allow students to better understand Hadith material in a more in-depth and interactive way. The use of this technology supports the improvement of learning effectiveness through a combination of various learning formats such as text, audio, and video, which is in line with the principles of Multimedia Cognitive Theory.

2. The Role of Moderating Digital Learning Experiences

Students' digital learning experience plays a significant moderating variable in the relationship between the use of mobile learning applications and the understanding of Hadith material. Students who have more experience with digital technology tend to be able to utilize mobile learning applications more effectively, which in turn improves their understanding of Hadith material. This supports the Technology Readiness Theory which states that individuals who are more technologically prepared tend to be more effective in using technology to achieve desired outcomes.

Practical Implications

This research has several important practical implications:

1. **Curriculum Development:** Islamic educational institutions, especially the Faculty of Tarbiyah, can consider integrating mobile learning applications into the Hadith learning curriculum to improve student understanding.
2. **Digital Training:** Training and enhancement of the digital learning experience for students is highly recommended to ensure that they have the necessary skills to make the most of mobile learning applications.
3. **Focus on Technology:** Universities must continue to develop educational technology infrastructure to support the use of mobile learning applications and ensure that students have adequate access to digital tools.

Research Contributions

This research makes an important contribution to Islamic education literature by showing that technology, especially mobile learning applications, can significantly improve understanding of academic materials such as Hadith. It also highlights the importance of digital learning experiences in moderating the effects of the use of learning technology.

Recommendations for Further Research

This study provides a strong basis for further research with the following recommendations:

1. **Longitudinal Research:** Conducting a long-term study to evaluate the impact of the use of mobile learning applications on the understanding of Hadith material over time.
2. **Application Development:** Researching more about the development of mobile learning applications that are more specific to Islamic education and how different features can affect learning outcomes

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