

## A Study on the Effectiveness of the 'Tanyalah Ustazah FKI' Application for the Courses of Fiqh Muamalat, Fiqh Munakahat, and Fiqh Ibadat at Universiti Sultan Zainal Abidin, Malaysia

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### Abstract

The courses of Fiqh al-Muamalat (SYI 10202), Fiqh al-Munakahat (SYI 20302), and Fiqh al-Ibadat (SYI 10102) are Core Courses in the Faculty of Contemporary Islamic Studies. These three courses include many chapters related to Islamic jurisprudence for women. Various questions are often raised to the lecturers, either verbally or writing. The lecturers receive a large number of questions from students, which prevent them from responding quickly due to time constraints. Furthermore, another constraint faced by the lecturers is when the questions raised do not align with their area of expertise. Therefore, the main objective of developing the 'Tanyalah Ustazah FKI' application is to serve as a platform for students to ask various questions as inquirers, and consequently, the answers they receive will be more comprehensive and accurate because the lecturers answering the questions are experts in their respective fields. Therefore, with the help of this application, all questions can be easily asked on the online platform, and various questions will be answered within less than 3 days. This study involves two types of research, namely quantitative. For document analysis, the researcher referred to the primary texts in the fields of Fiqh Munakahat, Fiqh Muamalat, and Fiqh Ibadat. Meanwhile, data collection was conducted using a questionnaire, which was distributed through the Google Form platform to more than (n=71) respondents. All data were analyzed using the SPSS (Statistical Package for the Social Sciences) version 26.00 software. This application has the potential to enhance the ease of learning fiqh, especially for students in the Faculty of Contemporary Islamic Studies, as a solution to the challenges faced by lecturers in answering numerous questions raised by students that are outside their

areas of expertise. However, further research is still needed, particularly in the development of the platform interface and its content in the future.

**Keywords:** Application, Women's Fiqh, Questions

### **Introduction**

The courses of Fiqh al-Muamalat (SYI 10202), Fiqh al-Munakahat (SYI 20302), and Fiqh al-Ibadat (SYI 10102) are Core courses in the Faculty of Contemporary Islamic Studies (FKI), Universiti Sultan Zainal Abidin, Malaysia (UniSZA). Fiqh al-Muamalat and Fiqh al-Ibadat are offered to first-year students in the Bachelor of Islamic Studies program at UniSZA, while the Fiqh al-Munakahat course is offered to second-year students. The content of all three courses includes sub-topics related to women's fiqh. For example, in Fiqh al-Munakahat, almost all the laws concerning marriage are related to women, such as divorce, *nusyuz* (disobedience), breastfeeding, lineage, and so on. Similarly, in Fiqh al-Ibadat and Fiqh al-Muamalat, many laws are related to women. For students in the field of Shariah, these courses are very important in ensuring they understand the basic laws in life. It cannot be denied that the methods of lecture and direct transmission of knowledge (*talaqqi*) are essential in the delivery of religious education.

However, the teaching and learning method in Islamic Studies, which is synonymous with the lecture method or known as 'chalk and talk' method, is feared to make the teaching appear dull and uninspiring (Azhar & Huda, 2017). The use of information technology facilities is seen as increasingly important and has become a necessity for students. Based on the background and research issues mentioned above, a study has been conducted to develop an application named 'Tanyalah Ustazah FKI' to enhance students' understanding of Women's Fiqh. Based on the researcher's observations over the past few years, the awareness among students and the public regarding the importance of understanding Women's Fiqh is very high. The female Islamic lecturers in FKI are also often burdened with questions related to the laws of Women's Fiqh. The time constraints faced by the lecturers cause these questions to become delayed and neglected.

The objective of developing the 'Tanyalah Ustazah FKI' application is to assist students and the public in asking questions or addressing any confusion related to Women's Fiqh in an easy and quick manner. This application will provide several functions, such as answering legal questions and offering guideline notes related to Women's Fiqh. With this application, students will find it is easier to interact with lecturers and appointed panels. They will also not feel shy or embarrassed to raise the issues they are facing. Meanwhile, the panels are not bound by time and can answer the questions any time. This method is seen as very practical and flexible.

This study will also examine the effectiveness of using the 'Tanyalah Ustazah FKI' application in enhancing students' understanding and interest in these courses. Several previous studies and writings have found that the level of students' readiness to use mobile learning tools and their acceptance of mobile learning is at a high level. The diversity of applications and websites in the era of globalization requires awareness from students, educators, educational institutions, and also parents. This study uses a document analysis method to collect data. The researcher will also use a questionnaire method to assess the effectiveness of using this application by utilizing the Google Form medium.

The teaching and learning methods in Islamic studies are often said to rely heavily on the "chalk and talk" method, which causes the teaching of Islamic studies to appear dull and uninspiring (Azhar & Huda, 2017). The teaching methods in Islamic studies are also feared to fall behind compared to other disciplines if lecturers only rely on the existing methods. Abdul Munir & Saharizah (2018) state that the approach to teaching and learning in Islamic education needs to be adapted to current and contemporary developments. Various modern methods have emerged and proven to be effective in enhancing students' understanding. Nabilah et al. (2016) mentioned that the diversity of applications and websites in the era of globalization requires awareness from students, educators, educational institutions, and parents. Good teaching methods can help students follow lessons effectively while leaving a deep impact on their personal understanding. From the perspective of Western scholars such as Weinstein & Mayer (1986), a person's success in achieving any goal is largely influenced by the extent to which effective learning strategies are used and implemented. This is because learning strategies have different impacts on students' academic achievement. A teacher must diversify their teaching methods and adapt them according to the topic chosen to effectively capture students' attention, especially, and have a maximum impact on the teaching and learning process. Lecturers in Islamic studies programs cannot continue to be narrow-minded by relying solely on conventional methods such as lectures and seminars to deliver knowledge. A variety of approaches must be utilized to make the delivery more engaging and leave a profound impact on students (Norhaslina et al., 2018).

In line with the advancement of information technology, which has also influenced teaching methods today, it is time for the teaching and learning of this course to be supported by information technology tools to make it more engaging and enhance students' understanding (Munohsamy, 2014). One of the suitable methods to be applied in the teaching and learning of Islamic studies programs is the use of applications. Therefore, the "*Tanyalah Ustazah FKI*" application is proposed to be developed as a teaching support tool for lecturers, with the hope that it will attract the interest of students attending this course. In addition to helping students, this application will also assist the public in gaining a better understanding of Women's Fiqh.

### **Literature Review**

The advancement of electronic media usage in teaching and learning (PdP) can transform the learning environment into a more sophisticated, futuristic space that aligns with the changes in the information technology era, especially for courses that use foreign languages and primary references in Arabic. The PdP process will become more engaging and effective, as students will find it is easier to understand the concepts taught, improving the quality of the learning environment and, consequently, enhancing student achievement (Noh et al., 2013). The use of technology in courses conducted in Arabic, such as the Fiqh al-Muamalat course, is viewed as an appropriate effort to positively impact students' learning experiences and outcomes. Generally, learning a course in Arabic as the medium of instruction is not an easy task for some students. Studies show that Malay students' proficiency in Arabic is weak, mainly due to teaching practices that rely solely on textbooks, monotonous teaching sessions, teacher-centered instruction, and the focus on translating texts. This situation leads to dull teaching and learning experiences. Students become less interested, careless, inattentive to what is being taught, and fail to focus on the lecturer's instruction, ultimately affecting their academic performance (Ismail, Ma & Pa, 2012; Daud & Pisal, 2014).

This problem is addressed by using augmented reality applications, which is a technology that integrates virtual objects into the real world, allowing users to interact with these virtual objects in real time (Ohta & Tamura, 2014; Azuma, 1997). It is very different from virtual reality technology, which 'isolates' users into a new, entirely virtual world (Saforuiddin, Zaman & Ahmad, 2013). As a result, this technology has the potential to attract students' interest in learning and, consequently, improve their mastery of the content in Fiqh al-Muamalat. The mastery of muamalat knowledge will create a peaceful and prosperous society, free from anything that contradicts Islamic law, such as usury (riba), gambling, and uncertainty (gharar) (Kandar et al., n.d.). This technology combines the virtual world and reality using an engaging display technique, as it presents 3D objects, animations, audio, and video by simply scanning a smartphone camera towards a specific image that has been designed (Ohta & Tamura, 2014).

Previous studies have also shown that student learning improves when information is presented spatially or temporally in close proximity to one another (Leppink et al., 2014). Furthermore, augmented reality has advantages over Virtual Reality (VR) because augmented reality is more affordable, easier to develop, and offers various features that provide a learning experience different from conventional methods (Siti Zaharah et al., 2018). Therefore, it is hoped that the implementation of the "Tanyalah Ustazah FKI" application will help students better understand the courses they are learning in class in a more convenient and practical way.

### **Research Methodology**

This study involves two types of research, namely qualitative and quantitative. For document analysis, the researcher referred to primary texts in the fields of Fiqh Munakahat, Fiqh Muamalat, and Fiqh Ibadat. The materials were carefully selected and included in the references and guidelines for answering questions through the "Tanyalah Ustazah FKI" application. This method was also used to gather data related to the development of the application in learning, particularly in the field of Islamic Studies. Additionally, a set of questionnaires was created and distributed to students who had used the "Tanyalah Ustazah FKI" application via Google Forms. The questionnaire consists of two sections, namely:

Section A (Demographic Information):

This section contains three statements to gather information about the respondents' background, including gender, field of study, and age.

#### *Section B (Students' Perception of the Use of the "Tanyalah Ustazah FKI" Application)*

This section includes several items related to students' readiness to use the application, its effectiveness in attracting interest and understanding of the course, and questions regarding how user-friendly the application is. The questions are based on a five-point Likert scale, which includes: (1) Strongly Agree, (2) Agree, (3) Uncertain, (4) Disagree, and (5) Strongly Disagree.

### **Discussion and Data Analysis**

A total of 71 respondents from Bachelor of Degree students, Faculty of Contemporary Islamic Studies (FKI), Sultan Zainal Abidin University (UniSZA), who are taking the courses of Fiqh Munakahat, Fiqh Muamalat, and Fiqh Ibadat, have answered this survey. The survey was distributed using the Google Forms medium. Out of this number, it was found that more

female students used this application, with 48 respondents (67.6%). Meanwhile, only 25 male students (35.2%) participated.

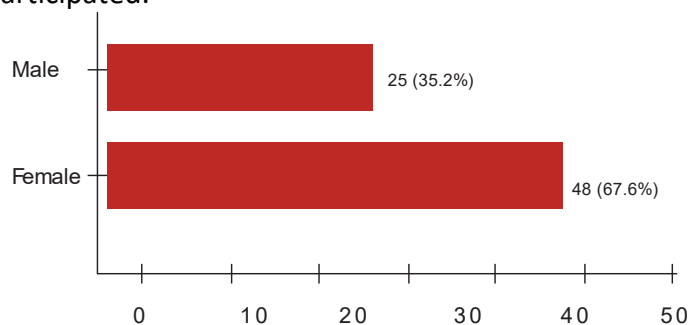


Figure 1: Respondent Gender

This result shows that issues related to women's fiqh are also of interest to men. It also indicates that the scope of this application is very broad, encompassing all genders, even though its content is specifically related to women's fiqh. This result reflects a positive development because this is what should happen. This is because men are responsible for guiding and imparting knowledge to their daughters and wives when they get married in the future.

As for age, since this study was conducted among university students, the highest number of users following this application are students aged 19-21 years, with a total of 54 individuals (76.1%), followed by those aged 22-25 years, with 14 individuals (19.7%).

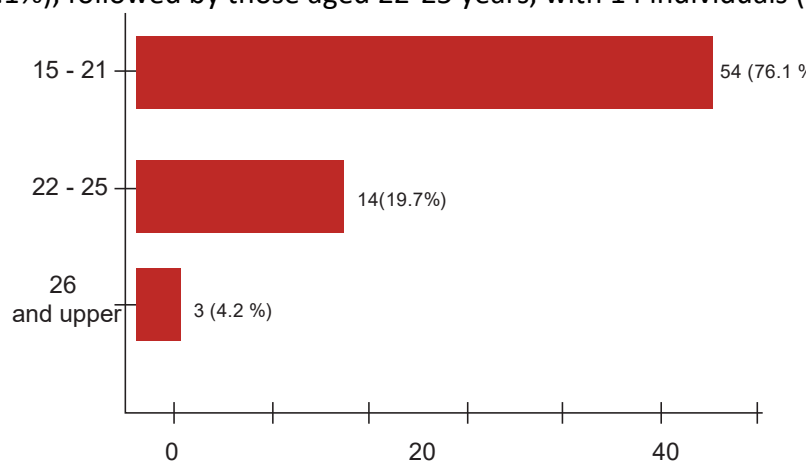


Figure 2: Respondent Ages

The most popular course among students for asking questions through this platform is the Fiqh al-Munakahat course, with 48 individuals (68.6%). Fiqh al-Munakahat is a subject that explains the laws and regulations of marriage. It is followed by Fiqh al-Ibadat with 20 individuals (28.6%) and Fiqh al-Muamalat with 15 individuals (21.4%).

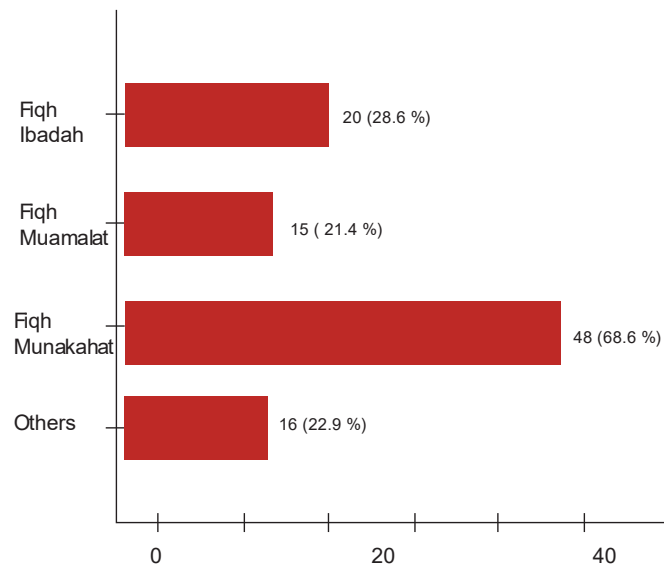


Figure 3: Course taken by respondent

For Section 2, the questions in the questionnaire are related to the effectiveness and experience of using the application.

Table 1

*User Effectiveness and Experience with the Application*

**Effectiveness of Users and Experience with the Application**

	N	Mean	Std. Deviation
User-Friendly Application	70	2.76	.464
This application helps you better understand women's fiqh.	70	2.47	1.02
The application is very easy to use.	70	2.73	.509
This application helps me better understand what is taught in class.	70	2.76	.432
All questions related to <i>fiqh al-ibadat</i> , <i>fiqh al-munakahat</i> , and <i>fiqh al-muamalat</i> have been answered.	69	2.78	.415
The notes in this application also help improve my mastery of topics related to Women's Fiqh.	69	2.71	.457

The panel members who answered my questions are highly qualified and competent.	69	2.88	.323
The questions I have asked have been answered in less than three days.	69	2.75	.434
Does this application help you get answers more quickly compared to asking the lecturer directly?	69	1.70	1.13
Does this application give you more confidence to ask about women's fiqh issues?	69	2.38	1.02

From Table 1, it can be seen that all constructs obtained low mean values, ranging from 1.7 to 2.8. The construct with the highest mean value is "The panel members who answered my questions are highly qualified and competent," with a mean of 2.88. Meanwhile, the construct with the lowest mean value, though still acceptable, is "Does this application help you get answers more quickly compared to asking the lecturer directly?" with a mean of 1.70. The overall mean for these 10 constructs is 1.0. Based on these mean values, it can be concluded that the panel members who answered the questions are highly competent and qualified, but improvements can still be made in terms of response time and the techniques used in answering questions.

From the perspective of numbers and percentages, the respondents also responded positively to this application. For the question "Is this application user-friendly?", 54 individuals (77.1%) strongly agreed, while 17 individuals (24.3%) agreed. However, there is still one person who strongly disagreed.

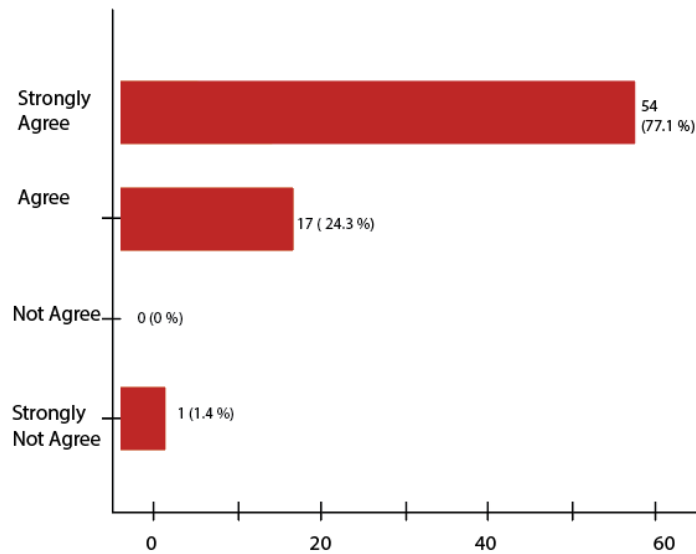


Figure 4: Is this Application User-Friendly?

For the question regarding the effectiveness of this application in helping students understand what they have learned in class, the results are very positive. Figure 5 shows that 54 respondents (78.3%) strongly agreed, and 16 respondents (23.2%) agreed that using this application answered all their questions related to *fiqh al-ibadat*, *fiqh al-munakahat*, and *fiqh al-muamalat*. However, there are still 2 respondents who strongly disagreed. Meanwhile, Figure 6 indicates that students strongly agreed that this application greatly helps them understand what is taught in class. A total of 53 respondents (75.7%) strongly agreed, and 17 respondents (24.3%) agreed.

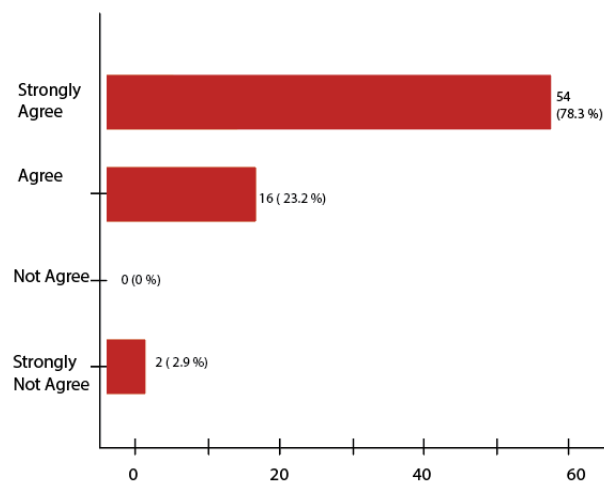


Figure 5: Using this application, all my questions related to *fiqh al-ibadat*, *fiqh al-munakahat* and *fiqh al-muamalat* were answered.



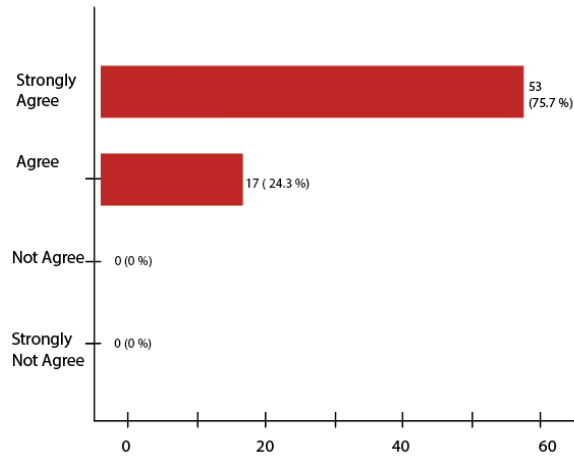


Figure 6: This application helps me better understand what is taught in class.

Regarding the lecturers' ability to answer the questions raised, the pie chart below shows that 88.4% of respondents strongly agreed, while 11.6% agreed. This makes the question regarding the lecturers' qualifications the one that received the highest level of agreement from respondents. As for the response time, it was found that 100% of respondents agreed that the questions they submitted were answered in less than 3 days.

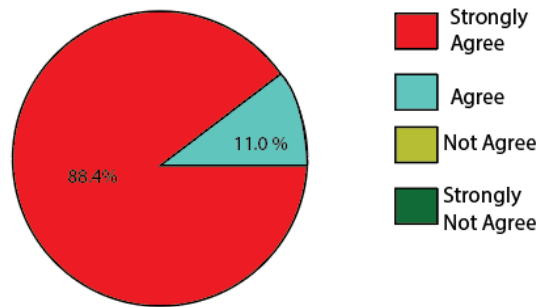


Figure 7: The panel members who answered my questions are highly qualified and competent.

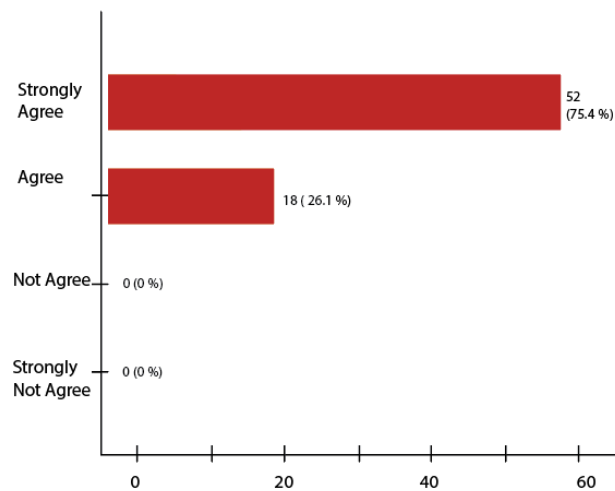


Figure 8: The questions I submitted were answered in less than 3 days.

**Conclusion**

In conclusion, the survey results indicate that the "Tanyalah Ustazah FKI" application has received very positive feedback from the students. Almost all of them stated that the application is user-friendly and has greatly helped them understand what is taught in class. Respondents also agreed that the panel members selected to answer the questions are highly qualified and competent. Following the success of introducing this application to the students, the researcher plans to expand its use to the wider community. Hopefully, it will benefit all levels of society.

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