



# STUDENTS' PERCEPTION TOWARDS THE USE OF I-STATUS HADITH MS WORD ADD-IN TO IMPROVE ACADEMIC WRITING

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## Abstract

The study of hadith is an important component of Islamic education. In Islam, hadith knowledge is the second source of legislation after the Quran as a guide and reference. However, there is excessive dependence on unreliable sources in a network. I-Status Hadith Word Add-In is an application that allows users to quickly reveal hadith information, its source, original text, and status in one platform, rather than having to search for that information across multiple platforms. By using the I-Status Hadith Word Add-In, it can ease users search for hadith and display the original text with proper and understandable translations. This paper reports on a perception study among students of the Faculty of Quran and Sunnah Studies towards the use of the I-Status Hadith Word Add-In in writing their assignments. The purpose of this application built on top of Microsoft Word is to assist users in working on text editing involving hadith text and to ease the users retrieval of the source of hadith information according to their preferred format. An evaluation of the use of the I-Status Hadith Word Add-In was conducted among 40 students. The results indicate that the students agreed on the learnability, usefulness, ease of use, functionality and effectiveness, satisfaction, and Outcome/Future Use of the application. The potential use of the I-Status Hadith Word Add-In for teaching and learning is discussed at the end of this paper.

**Keywords:** Hadith Studies, I-Status Hadith Word Add-In, Learnability, Students' Perception, Usability, User Acceptance.

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## INTRODUCTION

Nowadays, there has been an increasing use of digital technology in education and learning, paralleling the advancement of current technology. Technology has revolutionised every aspect of daily life, including Islamic studies such as hadith studies. Hadith studies are knowledge related to hadith classification, compilation, criticism (*al-jarh wa al-ta'dil*), and authenticity. With the advancement of technology, there are efforts by various parties to provide hadith content in digital format and to disseminate it online through various forms of social media.

Consequently, along with authentic hadith, there are many fake hadiths circulating online; therefore, adequate literacy skills in reading and researching the validity of a particular hadith are essential, particularly among students and the public (Supriyadi et al., 2020). They must ensure the authenticity of a hadith because the quality of the discussion depends on whether the hadith is sahih (authentic, accepted) or da'if (false). As a result, a critical attitude towards information obtained via the internet, particularly hadith, should be emphasised and not taken lightly.

Ironically, the Internet and social media have become the primary reference sources for students when completing assignments (Supriyadi et al., 2020). Students have an overreliance on untrustworthy sources, particularly social media. Social media such as Facebook, Instagram, Twitter, Telegram,

WhatsApp groups and Tik Tok also play a role in the rapid dissemination of information, particularly regarding hadiths whose authenticity is unknown (Wahyuningsih, 2019).

In recent years, there has been a lot of interest in research on identifying authentic and fake hadith (Fadele et al., 2022). The content of a selected hadith may come from a variety of sources whose authenticity cannot be determined, which makes it possible for the content of a hadith to be modified and falsified to create a false hadith. A fabricated hadith can easily distort the thoughts of Muslims and spread false information regarding the words of the Holy Prophet Muhammad (PBUH) (Hakak et al., 2022). Islamic scholars are making numerous attempts to ensure that the dissemination of false hadiths may be controlled effectively along with the advancement of hadith knowledge. One such endeavour is the establishment of a system for finding and assessing the dignity of Hadith with the aid of information technology (Mohd, 2020).

In this study, the I-Status Hadith Word Add-In was created within the Microsoft Word platform to assist users, particularly students, in quickly and reliably finding authentic hadiths that can be used to improve their academic writing. This application can assist students in their writing by revealing hadith information, sources, and status. It will show the original text with proper and correct translations, and the hadith's status will be authentic.

Hence, the purpose of this paper is to demonstrate how the I-Status Hadith Word Add-In can aid and assist students with their academic writing. This paper will first describe the flow of the I-Status Hadith Word Add-In and how to use it. In the following section, evaluation components will be discussed, including the findings and results of students who have used this application. Finally, the potential applications of the I-Status Hadith Word Add-In for teaching and learning will be discussed, as will future work.

## THE I-STATUS HADITH WORD ADD-IN

In this section, the I-Status Hadith Word Add-In is discussed as an extension component of Microsoft Word that can help reveal hadith information; its source, original text, and status to users on the same Microsoft Word platform without having to search for that information on other platforms. Users can complete their writing tasks related to hadith more quickly by using this application. After installing it under Ms Word Add-ins, the user only needs to make a few clicks, and all the information will be displayed instantly. In addition to the hadith, its status and the name of the scholar who determines its status are shown. Users can easily modify the text to meet their specific requirements.

In Microsoft Word, there are four ways to use the I-Status Hadith Word Add-In. As illustrated in Figure 1, the user must first download the I-Status Hadith Word Add-In installer from the official website. Then, install and activate the I-Status Hadith Word Add-In. Following that, the user can select one of four ways to use the I-Status Hadith Word Add-In. After clicking the view button, the complete hadith information will be displayed automatically, including the original text, translation, source information, number, and hadith status.

- i. **Search by book:** The user can choose the book that they prefer and the number of hadith.
- ii. **Search by highlighting keywords:** The user can search for hadith by highlighting the keywords in their text.
- iii. **Search by topic:** The user can select the topic that they want by using the search button.
- iv. **Search by keywords:** The user can search for hadith by enter the keywords in the search box.



Muat Turun  
 i-Status Hadis Word Add-In



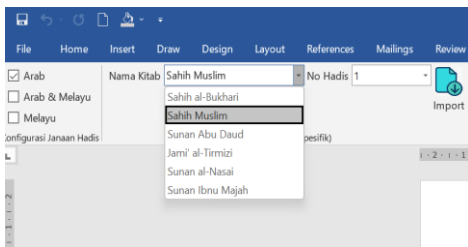
Name ↓  
 i-StatusHadis-WordAdIns\_Installer.zip

Users download the i-Status Hadis Add-in installer from the official website <http://istatushadis.com>.

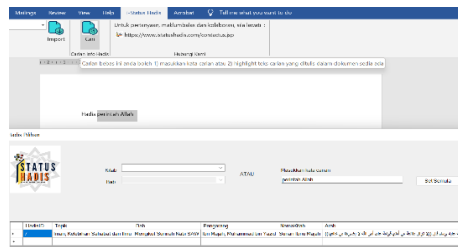
the user install the I-Status Hadis Add-in installer and activates the i-Status Hadis Add-ins.



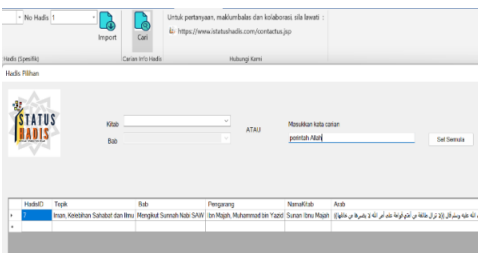
### 4 Ways to use i-Status Hadis Add-In



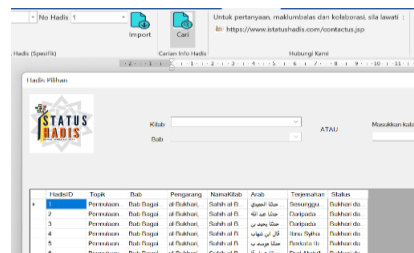
Search by book



Search by highlighting



Search by



Search by keywords

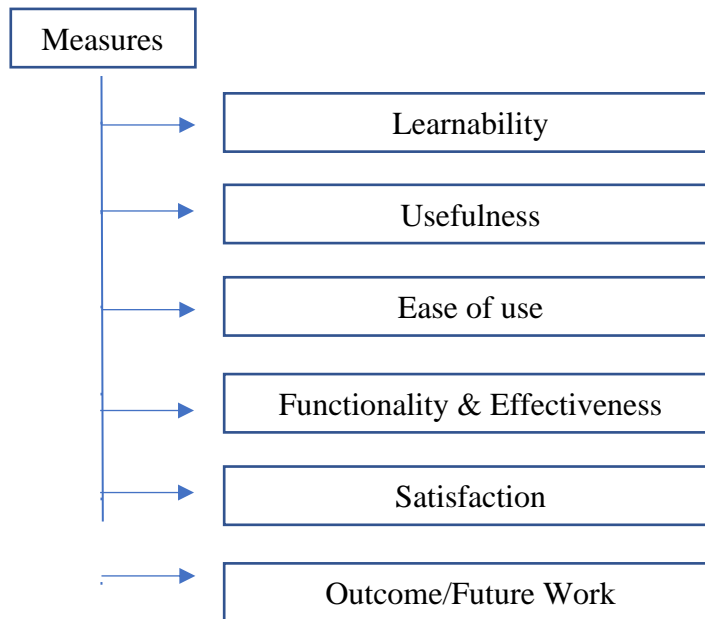


Figure 1: Flow and process to use i-Status Hadith words add-in

## EVALUATION INSTRUMENT

This study was designed using the quantitative method and involved 40 students from the Faculty of Quran and Sunnah Studies. An evaluation was conducted among students to measure their perceptions towards the use of the i-status Hadith MS Word add-in to improve their academic writing. Users can complete their writing tasks related to Hadith more quickly by using this application. There are six components for evaluation, which are: (i) learnability; (ii) usefulness; (iii) ease of use (iv) functionality

and effectiveness; (v) satisfaction; and (vi) outcome or future work, as depicted in Figure 2. Results and findings from this study will be explained briefly in the next section using descriptive analysis.



**Figure 2:** Evaluation Components

The learnability component refers to the quality of the interfaces that allows users to quickly become familiar with them and make good use of all their features and capabilities. The usefulness component refers to the quality of having utility, especially practical worth or applicability. Meanwhile, the ease-of-use component refers to how easily users can use the application. The fourth component is functionality and effectiveness. Functionality refers to a good working order, while effectiveness refers to having the power to produce a required effect or effects. Satisfaction refers to a condition that a particular person feels pleased or satisfied with. The last component is an outcome or future work, which is the degree to which a person is willing to use this application.

## RESULTS AND DISCUSSION

From the data, most of the respondents indicated positive responses based on those evaluated components. The standard deviation measures the spread of a data distribution. The more spread out a data distribution is, the greater its standard deviation. If it is close to 1, most of the responses are close to the mean value.

**Table 1:** Cronbach's alpha values for all measures

Components	Cronbach's Alpha	Number of Items
<b>Learnability</b>	0.938	5
<b>Usefulness</b>	0.921	5
<b>Ease of use</b>	0.904	5
<b>Functionality &amp; Effectiveness</b>	0.930	5
<b>Satisfaction</b>	0.951	5
<b>Outcome/Future work</b>	0.938	5
	Total Item	30

**Table 2:** Descriptive statistics for individual items

Components	Mean	Std. Dev
<b>Learnability</b>	4.48	.700
<b>Usefulness</b>	4.41	.658
<b>Ease of use</b>	4.45	.614
<b>Functionality &amp; Effectiveness</b>	4.46	.637
<b>Satisfaction</b>	4.47	.673
<b>Outcome/Future work</b>	4.50	.690

**Table 3:** Descriptive statistics for the entire items

Item	Measurement	Mean (Standard Deviation)
<b>Learnability</b>		
1	It was easy to learn to use the application	4.45 (.783)
2	The information provided by application was easy to understand.	4.43 (.781)
3	The information provided helped me in learning Hadith	4.47 (.905)
4	It provided clarify of categories/types of Hadith	4.45 (.749)
5	Using the application is reasonable for the learning	4.58 (.675)
<b>Usefulness</b>		
1	Using the application would enable me to accomplish tasks more quickly	4.45 (.749)
2	Using the application would improve my job performance	4.40 (.810)
3	Using the application in my job would increase my productivity	4.32 (.764)
4	Using the application would enhance my effectiveness on the job	4.25 (.776)
5	Using the application would make it easier to do my tasks	4.63 (.667)
<b>Ease of Use</b>		
1	Learning to use this application would be easy for me	4.55 (.639)
2	I would find it easy to get the application to do what want it to do	4.40 (.810)
3	It is easy for me to becomes skilful when i use the application	4.42 (.781)
4	I would find the application to be flexible to interact with	4.30 (.749)
5	I would find the application is easy to use	4.55 (.675)
<b>Functionality &amp; Effectiveness</b>		
1	Information was presented in a meaningful way	4.42 (.747)
2	I could achieve what I wanted in the application	4.28 (.784)
3	I found it easy to access all the functionality (control) of the application	4.45 (.677)

4	The application is easy to use	4.55 (.714)
5	The application shows the information step by step	4.57 (.675)
<b>Satisfaction</b>		
1	I was satisfied using this system as a learning platform	4.55 (.677)
2	I was satisfied with the overall learning effectiveness by using this system.	4.42 (.712)
3	I was satisfied with this type of words add-in learning experience	4.45 (.714)
4	I was satisfied with this type of words add-in learning environment.	4.42 (.844)
5	I found the application contents meet my needs	4.50 (.716)
<b>Outcome/Future work</b>		
1	I was able to complete my job quickly using the application	4.55 (.783)
2	I could effectively complete my job using the application	4.5 (.716)
3	I was able to efficiently complete the job using the application	4.50 (.784)
4	Based on current experience with using this application, I think I would use it regularly	4.42 (.712)
5	I believe I could become productive using the application	4.47 (.847)

From the data, most of the respondents indicated positive responses based on those evaluated components. The mean scores for the survey components ranged from 4.25 – 4.63 in a 5-point Likert scale, suggesting that the respondent had favourable perceptions of those aspects. The standard deviation measures the spread of a data distribution. The more spread out a data distribution is, the greater its standard deviation. If it is close to 1, most of the responses will be close to the mean value.

The favourable scores given to the evaluated components indicate that the respondents are satisfied with the outcome and learnability of those characteristics, as well as their satisfied experience of using the I-status hadith application. These scores demonstrate that the respondents believe the application is useful in addressing their needs and improving their academic writing skills. The application is usefulness, ease of use, effectiveness and gives a great experience in academic writing related to hadith, according to the respondents' positive feedback. Overall, the evaluation results provide useful insights for improving the application's usability and efficacy, assuring higher user adoption and satisfaction.

## CONCLUSION

Based on the findings and discussions, it can be concluded that the use of the I-Status Hadith Word Add-In programme has a substantial impact on the academic writing abilities of students in the Faculty of Quran and Sunnah Studies. As evidenced by the findings from the evaluation component, this application had a positive effect on the learning process, as students could complete their writing tasks related to hadith more quickly by using it. The feedback from the target users of the I-Status Hadith Ms Word Add-in was measured in this article. The respondents' perceptions were assessed. The findings of this study will aid in capturing and evaluating the expectations of target users to better understand them. This, ideally, will lead to improvements in future editions of the add-in.

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