

Methods of *Takhrij Al-Hadith* Teaching and Learning in Public Higher Education Institution

Othman, F. M.,¹ Jamani, J. N. R.,¹ Amran, N. N.,¹ Ariffin, M. F. M.,¹ Yabe, S.²

¹Research Centre for al-Quran and al-Sunnah, Faculty of Islamic Studies, Universiti Kebangsaan Malaysia, ²Faculty of Quranic and Sunnah Studies, Universiti Sains Islam Malaysia

Corresponding Author Email: fadlan@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i1/20617>

DOI:10.6007/IJARPED/v13-i1/20617

Published Online: 25 February 2024

Abstract

The purpose of this article was to identify and compare the method of teaching and learning of tahrir al-hadith between two Malaysian research universities. A qualitative study was conducted on two lecturers of *takhrij al-hadith*. Data was collected from a semi-structured interview using a document analysis. Results showed that teaching and learning method of *takhrij al-hadith* at UKM and UM used both conventional and innovative approaches. It can be concluded that *takhrij al-hadith* advances teaching and learning through the combination of conventional and innovative methods. This study implies that *takhrij al-hadith* approach is critical in the current digital era of global higher learning institutions. Future work should focus on the simplified version of *takhrij al-hadith* for the public.

Keywords: Conventional Teaching, Innovative Teaching, *Takhrij Al-Hadith*, Teaching and Learning, Universiti Kebangsaan Malaysia

Introduction

The science of *takhrij al-hadith* (hadith extraction) is a knowledge that involves a person's interaction with a hadith's chain of narrators (*sanad*) and the text of a hadith (*matan*). Othman et al (2012) state that science of *takhrij al-hadith* is a knowledge that explains the ways and methodologies that facilitate a researcher in finding a particular hadith, apart from locating its *mutaba'at* and its *shawahid*. This includes original sources, sources that resemble the original sources and non-original sources. The science of *takhrij al-hadith* also explains whether a hadith is accepted or rejected. Sakat et al (2011) emphasized the importance of identifying the source of a hadith as well as proving its authenticity when reference is made to a particular hadith in a religious submission. A hadith which has been declared too weak cannot be referred in any religious submission including *fada'il al-a'mal* (rewards and excellences of actions). As for a hadith which is considered not too weak, it may only be referred in matters concerning *fada'il al-a'mal* (rewards and excellences of actions).

The science of *takhrij al-hadith* is a knowledge that holds both theoretical and practical aspects. The theoretical aspects include the introductions into the meaning of *takhrij al-*

hadith, understanding the terms related to *takhrij al-hadith*, conditions of a researcher working on *takhrij al-hadith*, and development and importance of *takhrij al-hadith*. As for the practical side of *takhrij al-hadith*, it can be seen through the teaching and learning methods of extracting a hadith based on what has been compiled by scholars, apart from the contemporary methods using information technology. The method of *takhrij al-hadith* requires students to practice all techniques which they have learned by referring to books recommended by scholars. Therefore, to ensure the effectiveness and enhancement of students' ability to understand and master the science of *takhrij al-hadith*, the teaching and learning methods must be right. This is because the proper teaching and learning methods can help students think and understand the information that is being conveyed.

Research Methodology

This study is a qualitative case study. The sample of the study is two lecturers of *takhrij al-hadith* courses at UKM and UM who were selected objectively. The data collection of this study is derived from the semi-structured interview method as well as document analysis. The analysis of the interview data is analyzed manually which includes the process of transcription, reduction, coding, and display of data. All data is analyzed using the descriptive content analysis method. The research tool used in this study is the interview protocol.

Findings

Generally, the courses of *takhrij al-hadith* at the Universiti Kebangsaan Malaysia and Universiti Malaya has its similarities and differences. At UKM, the course of *takhrij al-hadith* is one of the courses offered by the program of al-Quran and al-Sunnah studies which is run by the academics from Research Center for Al-Quran and Al-Sunnah. The course of *takhrij al-hadith* at UKM is held under the code PPPN2323 the Science of *Takhrij al-Hadith*. This course is offered under the Bachelor of Islamic Studies program (al-Quran and al-Sunnah) as a three-unit department core course. The course is held for three hours a week which consists of a two-hour lecture and one hour of tutorial. This course lasts for one semester (14 weeks) and is offered to all the program of al-Quran and al-Sunnah students in the first semester of their third year of study.

Meanwhile, at UM, the course of *takhrij al-hadith* is held under the code IIQ3003 *Takhrij al-Hadith wa Dirasah al-Asanid*, offered by the Department of al-Quran and al-Hadith, Academy of Islamic Studies (API), UM. The course of *takhrij al-hadith* offered at UM is part of the subjects offered to the students of Bachelor of Usuluddin (al-Quran and al-Hadith) program. The course is worth three units and is offered as a core course study and must be taken by students under the Usuluddin program. It includes students from the Department of Islamic Faith and Thought, the Department of Quran and al-Hadith, the Department of Preaching and Human Development and the Department of History and Islamic Civilization. The course is conducted over two hours of lectures and one hour of tutorial sessions. Over the course of a week, a three-hour meeting is held, and the course lasts for 14 weeks.

The Objective of Teaching *Takhrij Al-Hadith* in UKM and UM

The teaching objectives are the goals or guidelines set for use in the teaching and learning process. The teaching objectives are formulated by the instructors for each lesson to be delivered. Mahyuddin et al (2009) stated that the objective of teaching is changes that students should make after the teaching process. The following table 1 is a summary of the

objective of teaching *takhrij al-hadith* at UKM and UM. There are similarities and differences in teaching objectives between these two universities.

Table 1

Similarities and differences of teaching objectives of takhrij al-hadith courses at the Universiti Kebangsaan Malaysia and Universiti Malaya

UKM	UM
To identify the source of a hadith and the status of a hadith.	To identify the source of a hadith
To understand the differences between original sources, sources that resemble the original sources and non-original sources.	To identify the status of a hadith
To explain the method of writing <i>takhrij al-hadith</i> findings by distinguishing between Ṣaḥīḥ Bukhāri, Ṣaḥīḥ Muslim, other than Ṣaḥīḥ Bukhāri, Ṣaḥīḥ Muslims and distinguishing between original sources, sources that resemble the original sources and non-original sources.	
To explain the importance of stating the status of a hadith narrated by other than Ṣaḥīḥ Bukhāri and Muslim.	

Source: Jamani (2018)

Based on the table above, the objective of teaching *takhrij al-hadith* course at UKM is stated in more detail and in depth compared to the objective of teaching *takhrij al-hadith* course at UM. The objective of teaching *takhrij al-hadith* course in UKM is not limited to providing students the ability to identify the source and status of a particular hadith only. In fact, lecturers provide knowledge on the sources of hadiths derived from three types of sources; the original sources, the sources that resemble the original sources and the non-original sources. Furthermore, the *takhrij al-hadith* course at UKM aims to expose students to the presentation of hadith writing when the hadith is narrated from both the *Sahihayn* (al-Bukhari and Muslim's books of hadith) and from other hadith collection.

Compared to the *takhrij al-hadith* course at UM, it is simpler but rather clear, with the aim of providing knowledge to the students on the source and status of hadith. Although the objectives of teaching at UM are briefly stated, it is sufficient to illustrate that in the knowledge of *takhrij al-hadith*, the two stated objectives are important for the students to understand and master. This is because through the knowledge of identifying the source and status of hadith, students can identify the validity of a hadith as an argument.

Syllabus of Takhrij Al-Hadith at UKM and UM

Every teaching that takes place in a school, college or university has a syllabus prepared by a teacher or lecturer. A syllabus is particularly important in the process of teaching and learning to ensure knowledge is presented in an orderly and smooth fashion. According to Mahyuddin et al (2009) a syllabus is a document prepared by a teacher to implement the teaching and learning process, and it acts as a guide to achieve the specified teaching objectives. Referring to the teaching of *takhrij al-hadith* courses at UKM and UM, there are similarities and differences as shown in Table 2:

Table 2

Similarities and differences of takhrij al-hadith course syllabus at the Universiti Kebangsaan Malaysia and Universiti Malaya

UKM	UM
Definition of <i>takhrij al-hadith</i> .	History of <i>takhrij al-hadith</i> .
The meaning of <i>shawāhid</i> and <i>mutābaʿat</i> .	Definition of <i>takhrij al-hadith</i> .
The sources of hadith which includes original sources, sources that resemble the original sources and non-original sources.	Methods of <i>takhrij al-hadith</i> .
The writing of status of hadiths narrated from the <i>Ṣaḥīḥayn</i> and status of hadiths narrated from other than the <i>Ṣaḥīḥayn</i>	Methods of <i>takhrij al-hadith</i> through information technology.
Methods of <i>takhrij al-hadith</i> ; <i>turath</i> (traditional) and information technology.	

Source: Jamani (2018)

Based on the above table, the syllabus of *takhrij al-hadith* courses at both UKM and UM covers discussions related to the sciences of *takhrij al-hadith*. The course of *takhrij al-hadith* at UKM starts with teaching students about the definitions of *takhrij al-hadith*, the meaning of *shawahid* and *mutabaʿat*, sources of hadiths that includes original sources, sources that resemble the original sources and non-original sources, the writing of status of hadiths narrated from the *Ṣaḥīḥayn* and status of hadiths narrated from other than the *Ṣaḥīḥayn* and methods of *takhrij al-hadith* through *turath* (traditional) and information technology. Whereas the syllabus of *takhrij al-hadith* course at UM covers the history of *takhrij al-hadith*, definitions, and methods of *takhrij al-hadith* through *turath* (traditional) and information technology.

The syllabus of *takhrij al-hadith* course at UKM and UM is organized and formulated for a period of 14 weeks of study. In terms of appropriateness and time adequacy, the syllabus is deemed appropriate and sufficient for the period of 14 weeks specified by the university. The syllabus of the *takhrij al-hadith* course at UKM and UM is also sufficient to illustrate the teaching objectives. To achieve the specified purpose of teaching, a structured and organized syllabus is essential for teachers or lecturers to have a clear teaching plan.

Definition of Teaching and Learning

The process of teaching and learning is an important process in the pursuit of knowledge. Ee (1997) described teaching as a process of presenting skills, knowledge, attitudes, and values. Whereas, according to Hashim et al (2007) teaching is a task and activity shared by the teacher and his or her students. Without one of them teaching would not take place. Teaching is a change in one's thinking ability and attitude not due to growth process. Rather, change is the enhancement of one's ability to do something. Ee (1997) also argues that learning is a process of change in behavior that is relatively constant and due to the experience or training acquired.

The term teaching and learning leads to the meaning that is intended to describe the educational process in all educational institutions, regardless of grade, whether in primary, secondary or higher education. In discussing teaching and learning methods, Tamuri and Yusoff (2010) cited the view of al-Syaibani (1975) who emphasized on the use of effective methods in teaching and learning process as good methods can help students acquire

knowledge, skills and change attitudes, cultivate interests and desired values. According to Tamuri and Yusoff (2010) teaching methods are the steps or methods that teachers and educators undertake for students to understand the content of lessons presented to them.

According to Jusoh and Jusoff (2009) to accommodate current digital students' needs and to ensure the learning objectives can be achieved in this borderless world, teachers and knowledge instructors need to have transformative and innovative teaching methods and tools. The classroom learning experience is changing and educators in the field of Islamic studies inevitably need to be equipped with new knowledge and digital skills. In the same vein, Aziz et al (2016) state that effective methods and techniques should be used during the process of teaching and learning. Yet, Aziz et al (2016) citing Muhamad Suhaimi Taat et al (2012) emphasises on coherent presentation, sequential materials, adequate opportunities for student involvement in integrated training, the use of regular and periodic measurements and constructive feedback to students to achieve the successful in the delivery of quality teaching.

Takhrij Al-Hadith Teaching and Learning Methods at UKM and UM

The process of teaching and learning is a process in education that enables students to obtain formal or informal knowledge. This process requires interaction between teachers and students so that the teaching and learning process can be beneficial to both parties. The writing in this section discusses the method of teaching and learning of *takhrij al-hadith* sciences at UKM and UM based on interviews conducted differences as shown in Table 3:

Table 3

Similarities and differences in teaching and learning methods of takhrij al-hadith at the Universiti Kebangsaan Malaysia and Universiti Malaya

Teaching and Learning Methods of <i>Takhrij al-Hadith</i> at UKM	Teaching and Learning Methods of <i>Takhrij al-Hadith</i> at UM
Lecture	
Questionnaire	
Demonstration	
Quiz	No
Use of online library through <i>al-Maktabah al-Waqfiyyah</i>	Use of <i>takhrij al-hadith</i> laboratory
Student Assignment	

Source: Jamani (2018)

Discussion

Lecture Method

The course of *takhrij al-hadith* at UKM and UM utilise lecture method as its main approach in teaching and learning. The lecture method, which is also known as explanation method is a method that concentrates more on the teacher's involvement in teaching through the explanation given to the student (Jasmi and Tamuri, 2007). Tamuri and Yusoff (2010) further added that lecture method is a way of presenting and explaining the content of teaching orally by the teacher. Thus, the lecture method requires a knowledgeable teacher to teach students in the form of public speaking. Since teaching that is conducted through lectures indicates the primary role and involvement of a teacher, therefore the lecture method is a teacher-centered teaching strategy. In line with the opinion of Ee (1997) who stated that when the

teaching process is fully focused on teacher engagement either through conversation or activity, it is then known as a teacher-centered strategy.

According to Daia (1992), the process of teaching and learning through lectures is one of the teaching methods used in higher education institutions. This opinion is supported by Abdullah et al (n.d) that the most common teaching method used by lecturers at Higher Learning Institutions (HEIs) are lectures. Lecture is the most widely used method in HEIs. This method is suitable for teaching due to the capacity of students is higher and the time required to convey the content of teaching is less. As Mahyuddin et al (2009) argue, through lecture, the presentation of materials and information can be conveyed in greater volume in one session and thus saving time with the help and support of large lecture halls. Daia (1992) also argued that the lecture method can also be used on a large student scale. The use of the lecture method has become synonymous in the teaching of all subjects, as this method is conducted in a place that involves many students and one teacher. This saves costs and expenses.

The lecture method is a primary form of instruction in colleges and universities and a model of teaching that has survived so long in pace of many technological developments (Kaur 2011). It is used to teach organized bodies of knowledge at all levels. This method of teaching gives emphasizes the teacher's presence in conveying information and ideas. S/he must introduce topics, summarize the points of the learning, and stimulate active learning in classrooms or lectures. All these activities require the use of lecture-explanation techniques. Lecture methods stay popular among academics for the following reasons: (a) time-effective, (b) flexible and can be adapted to a wide range of subjects, and (c) easier to adopt by the teachers or instructors (Kaur, 2011).

Despite the advantages of using the lecture method, this method has its own drawbacks as it is often associated with producing passive learners. This is because when a lecturer delivers his or her lecture, a student merely becomes a listener and does not get involved and thus becomes very dependent on the lecturer. Furthermore, according to Lambri and Mahamod (2015), the lecture method sometimes can become boring and can cause drowsiness among students. Therefore, other approaches need to be applied in the teaching and learning process as an alternative to making the knowledge delivery process interesting and effective. According to Cantillon (2003), well-presented lecture methods can work as an efficient, effective, and dynamic method for introducing new subjects to students. The ability of a lecturer or a teacher to design their teaching requires creativity as well as the use of teaching tools and materials.

Effective Questioning Method

A variety of teaching and learning strategies must be implemented by the teacher to make the teaching process effective. Teaching and learning methods of *takhrij al-hadith* course at UKM and UM also uses effective questioning method. According to Tamuri and Yusoff (2010) the question-and-answer method is also an important part of the teaching and learning process. Tamuri and Yusoff (2010) suggest that question method can provide teachers the opportunity to apply bilateral communication between them and their students. This is because it provides students with a clearer understanding when compared to one-way communication. Tamuri and Yusoff (2010) also add that the question method is not limited to one party only. In fact, it can involve both parties. A student may ask the teacher questions for further explanation, or the teacher may ask the student to see the student's understanding of the knowledge being learned.

In addition, Jasmi and Tamuri (2007) found that the use of question-and-answer method can stimulate intelligence and encourage students to think and stimulate student thinking. The question-and-answer method also plays a role in improving students' understanding of the subject they are studying. Furthermore, this method enables the learning process to be active, to keep students engaged in the classroom and to solve problems through open-ended questions. Prabowo and Alfiyanti (2013) underline the benefits of applying the method of learning through questioning as a method of inquiring for further understanding of students' real-life observation and information. It has many benefits in terms of developing and enhancing students' competency, creativity, curiosity, problem solving and critical thinking.

Demonstration Method

Apart from lectures and questioning methods, *takhrij al-hadith* courses at UKM and UM also utilizes demonstration method in teaching and learning. This method is used to show the students the steps of *takhrij al-hadith* in detail using the books of hadith prescribed by the scholars. The course of *takhrij al-hadith* at UKM uses demonstration method aided by teaching material in the form of *PDF* books and the use of teaching aids such as laptops. Students who study *takhrij al-hadith* at UKM will also use *PDF* books and laptops individually as ongoing studies will require them to have them during the teaching and learning sessions. While the course of *takhrij al-hadith* at UM uses demonstration method conducted through presentation of books in the form of *PDF* by lecturers only, without the need for students to bring laptops into the classroom.

Ee (1997) states that demonstration is a teaching method whereby an individual does something in front of others to show how an act is done. In addition, Ee (1997) states that demonstration method is widely used at university level. Mahyuddin et al (2009) argue that the demonstration method is a technique that provides students the opportunity to observe and later engage in activities. Through demonstration, students not only learn or receive theoretical knowledge, but they also get the opportunity to practice it (Din, 2003). In a demonstration, the teacher acts as a demonstrator who shows the students how to perform a certain activity.

The use of laptops is much needed for courses in higher education. Most university students have laptops. Thus, Hill et al (2014) emphasized that "...it would make sense to use their resources such that the resourcing of specialist computing facilities could become not only more effective, efficient and economical, but also lead to an enhanced learning experience." Hill further added (2014) that "...students would therefore need access to: Laptop and / or external hard disk drive (HDD), the internet, data storage and learning resources." Although Hill talks specifically about computer science students, her statement does include other undergraduate students.

Quiz Method

There are various teaching and learning methods that teachers or lecturers can use to make the teaching sessions interesting and effective. One of these methods used by lecturers during *takhrij al-hadith* at UKM is quiz method. Studies have proved that the integration of quizzes along with other instructional activities has been favourable by students as it helps students with the subject, strengthens their involvement in other activities. In addition, quiz methods provide positive impact on academic outcomes.

Lecturers of *takhrij al-hadith* course at UKM uses quiz as a teaching and learning method. However, this quiz method is neither performed during a lecture nor tutorial session.

Instead, this method is implemented through the UKM Folio system, a learning system used by UKM to facilitate students' access to teaching and learning wherever they are. The use of the quiz method as a teaching and learning method is an alternative effort by the lecturer for the process of delivering knowledge. However, the quiz method used in the teaching of *takhrij al-hadith* course at UKM is not aimed at scoring assessment. The quiz method at UKM is a form of exercise for students. The course of *takhrij al-hadith* at UM on the other hand, does not use quiz method.

Library Method

Future ready graduates must be prepared with digital skills and foundation knowledge as the Industrial Revolution 4.0 is approaching. Therefore, the students can be taught to learn by utilising books and E-books. Bergstrom and Hoglund (2020) discover that learning through the utilization of e-book is impactful as the 'support for the e-book is stronger in groups with experiences related to digital reading' especially among learners who are tablets and smartphones users or digital library users. Realizing the fact that the current generation in higher learning in Malaysia are digital natives, it is therefore a vital need for lecturers or instructors to apply transformative and blended teaching methods utilising traditional and digital library method.

The use of libraries in the teaching of *takhrij al-hadith* course at UKM can be seen using *pdf* books or books that are obtained through internet access. In other words, the use of library in *takhrij al-hadith* course at UKM is in the form of online or virtual library. The course of *takhrij al-hadith* at UKM uses *pdf* books and books obtained from *Maktabah al-Waqfiyyah* which are accessible and available on the internet. The books and *pdf* books are downloaded from *Maktabah al-Waqfiyyah* without requiring students to fork out money. *Maktabah al-Waqfiyyah* is a site that contains thousands of *turath* books accessible online regardless of time and place. Thus, UKM lecturers had found better ways for students to refer to hadith books without having the student go to university libraries. Nevertheless, this does not mean lecturers prevent their students from referring to books in the library. In addition, the use of *pdf* books gives lecturers and students certain advantages. During the teaching process, lecturers no longer need to bring books into the classroom to show them to students. Students also save time from going to libraries and they get to keep these *pdf* books in their possession for future use.

While teaching *takhrij al-hadith* course at UM utilizes a special library known as *takhrij al-hadith* laboratory in its teaching and learning process. The use of this laboratory intends to give students the experience of seeing and holding the books of hadiths that are used throughout the course. Lecturers deemed those students will appreciate more when they feel the existence of these books compared to students who do not open and refer to the books physically. This laboratory is fully utilized during the tutorial session when lecturers use the laboratory as a reference point for the students to practice the method of *takhrij al-hadith*.

To face the Industrial Revolution 4.0, it would be great if students were taught the techniques of interacting with printed books alongside the e-book version, especially the pdf. Bergstrom and Hoglund (2020) explains, "...thus, we find that the support for the e-book is stronger in groups with experiences related to digital reading and with access to, or current use of, digital tools, such as tablets and smart phones. It is also stronger among those with experience of library use through the internet and with experience reading literature or non-fiction in digital form." It is therefore reasonable to teach higher education students how to use e-books, especially pdf. This is because students studying *takhrij al-hadith* courses at UKM

and UM are students from the millennial generation who are exposed to information technology.

Variety Forms of Student Assessment and Assignments

During a teaching and learning process, students are given assignments by the teacher or lecturer. Whether the assignment is given during the teaching and learning process or after the completion of the process, the assignment must be completed by the students. According to Daia (1992) the conduct or forms of student assignment is closely related to writing. Typically, a teacher will design assignments that are in line with the objectives and the assigned syllabus. These assignments serve as a training for the students to reinforce their understanding and to help them strengthen their mastery in the knowledge that they have gained.

The assignment of *takhrij al-hadith* course conducted at UKM and UM takes the approach of individual assignment. The assignment given is based on the six methods of *takhrij al-hadith*. These six methods are *takhrij al-hadith* by identifying the narrator of the hadith, *takhrij al-hadith* by identifying the beginning word of the *matan* of the hadith, *takhrij al-hadith* by identifying a word in the *matan* of the hadith, *takhrij al-hadith* by identifying the theme or topic in the *matan* of the hadith, *takhrij al-hadith* by identifying the properties included in the *sanad* and *matan* of the hadith, and *takhrij al-hadith* by using information technology.

However, the form of student assignments differs between the two HEIs. In UKM, the course assignment of *takhrij al-hadith* is conducted by all students assigned with the same hadith for them to perform *takhrij al-hadith* according to the guidelines and books that have been specified in the methods of *takhrij al-hadith*. Since there are six methods of *takhrij al-hadith*, therefore, there would be six samples of *takhrij al-hadith* that needs to be completed. These samples would be recorded in a special template developed by the lecturer. In terms of scoring, 60% is allocated for student assesment while 40% is allocated for the final exam.

Meanwhile, student course assignment in UM differs slightly from UKM. The course assessment at UM involves the students to perform *takhrij al-hadith* based on the method that has been taught. Every student is assigned with a different hadith. Therefore, various findings of *takhrij al-hadith* shall be accumulated from the assignment. During the last week of lectures, students will be given an oral test on their findings. The purpose of this oral test is to evaluate the students' understanding and their mastery in the assigned task. In terms of scoring assessments, 40% is allocated for student assignment, whereby 20% is for the assignment itself and the rest 20% is for the oral test. The remaining 60% is allocated for the final exam.

Conclusion

The Universiti Kebangsaan Malaysia and Universiti Malaya are among the universities that offer *takhrij al-hadith* courses to students. The course of *takhrij al-hadith* in UKM is the core course of the al-Quran and al-Sunnah program, whereby in UM it is a core course of the Usuluddin program. The *takhrij al-hadith* course in these two higher learning institutions is conducted for two hours of lecture and one hour of tutorial session for three units of credit. Basically, the course of *takhrij al-hadith* at both universities aims to provide students with knowledge on the source and status of hadith. The syllabus of *takhrij al-hadith* course at UKM and UM is well organized, well-presented and is proper for students. The science of *takhrij al-hadith* intends to provide students with knowledge on the whereabouts of a hadith in its

source books, apart from establishing the status of a particular hadith so that the acceptance or rejection of the hadith can be made without any doubt.

In addition, the science of *takhrij al-hadith* has both theoretical and practical aspects. Knowledge on *takhrij al-hadith* must be practiced after learning the related theories so that the student can master the method of *takhrij al-hadith* correctly. The teaching and learning method of *takhrij al-hadith* course conducted at UKM and UM uses both conventional and innovative teaching methods. Conventional teaching methods can be found through lectures, questionnaires, demonstrations, and assignments to students. While innovative methods include quiz, online library use and the use of *takhrij al-hadith* laboratory facility. These conventional and innovative teaching and learning methods are complemented with the assistance of teaching materials and teaching aids. This combination of conventional and innovative teaching methods is expected to help improve students' ability to master the science of *takhrij al-hadith*. Future work should focus on the simplified version of takhrif al-hadith for the public.

References

- Prabowo, A. B., & Alfiyanti, A. (2013). *An Analysis of Teachers'questioning Strategies During Interaction In The Classroom: A Case Of The Eight Grade Smp Pgri 01 Semarang*. Eternal (English Teaching Journal), 4(1).
- Abdullah, M. C., Roslan, S., & Sulaiman, T. (2011). *Strategi pengajaran pembelajaran di institusi pengajian tinggi: Satu anjakan paradigma*. Malaysian Education Dean Council Journal.
- Akademi Pengajian Islam Universiti Malaya. (2018). *Buku Panduan Program Sarjana Muda Sesi Akademik 2018/2019*. Akademi Pengajian Islam Universiti Malaya: Kuala Lumpur, Malaysia.
- Aziz, A. A., Ibrahim, M. A., Shaker, M. H., & Nor, A. M. (2016). Teaching Technique of Islamic Studies in Higher Learning Institutions for Non-Arabic Speakers: Experience of Faculty of Quranic and Sunnah Studies and Tamhidi Centre, Universiti Sains Islam Malaysia. *Universal Journal of Educational Research*, 4(4), 755-760.
- Bergström, A., & Höglund, L. (2020). E-books: In the shadow of print. *Convergence*, 26(4), 895-911.
- Cantillon, P., Wood, D. F., & Yardley, S. (Eds.). (2017). *ABC of Learning and Teaching in Medicine*. John Wiley & Sons.
- Daia, M. (1992). *Kaedah dan teknik pengajaran*. Badan Bookstore.
- Ee, A. M. (1997). *Pedagogi II: pelaksanaan pengajaran*. Penerbit Fajar Bakti.
- Fakulti Pengajian Islam Universiti Kebangsaan Malaysia. (2018). *Buku Panduan Prasiswazah Fakulti Pengajian Islam UKM Sesi Akademik 2018-2019*. Fakulti Pengajian Islam Universiti Kebangsaan Malaysia: Selangor, Malaysia.
- Hashim, S., Yaakub, R., & Ahmad, M. Z. (2007). *Pedagogi: Strategi dan teknik mengajar dengan berkesan*. PTS Professional.
- Hill, G., Svennevik, E., & Turner, S. (2014). Computer Science Courses Using Laptops. *Innovation in Teaching and Learning in Information and Computer Sciences*, 1-7.
- Jasmi, K. A., & Tamuri, A. H. (2007). *Pendidikan Islam: kaedah pengajaran & pembelajaran*. Penerbit UTM Press.
- Jusoh, W. N. H. W., & Jusoff, K. (2009). Using multimedia in teaching Islamic studies. *Journal of Media and Communication Studies*, 1(5), 86.

- Kaur, G. (2011). Study and analysis of lecture model of teaching. *International Journal of Educational Planning & Administration*, 1(1), 9-13.
- Lambri, A., & Mahamod, Z. (2015). Pengajaran dan Pembelajaran Bahasa Melayu Berpusatkan Pelajar di Institusi Pengajian Tinggi: Pelaksanaan dan Penerimaan Pelajar. *Jurnal Personalita Pelajar*, 18(1).
- Mahyuddin, R., Elias, H., & Bakar, K. A. (2009). *Amalan pengajaran berkesan*. Karisma Publications.
- Othman, F. M., Ismail, A. M., Majid, L. A., Ibrahim, M., Nazri, M. A., Hussin, H., ... & Hassan, H. (2012). The Significance and Application of Takhrij Al-hadits\Sciences in Academic Research. *Education Research Journal*, 2(10), 338-343.
- Sakat, A. A., Zin, M. Z. M., Kasmu, M. A., Ibrahim, M., Kadir, M. N. A., Othman, F. M., ... & Nor, M. R. M. (2011). Implementation of hadith methodology in translated literature of sheikh aaud al-fatani. *Advances in Natural and Applied Sciences*, 5(5), 462-466.
- Tamuri, A. H., & Yusoff, N. M. R. N. (2010). *Kaedah pengajaran dan pembelajaran pendidikan Islam*. Bangi: Universiti Kebangsaan Malaysia.