

# My Murobbi App: An Alternative Method in Learning Malaysian Islamic Legal System

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**Abstract:** The legal system in Malaysia is uniquely characterised by the presence of dual legal system namely civil and Shariah. Therefore, following the requirement imposed by the Malaysian Qualifications Agency (MQA), Malaysian Islamic Legal System (MILS) has been introduced as a compulsory subject for law students in all universities in Malaysia including Universiti Teknologi MARA. However, there is an inherent perception that studying law is intricate in terms of the multifarious sources, the content and the jargon. This is further aggravated by the fact that Islamic law is flooded with Arabic terminologies due to its origin. Students' final examination results from 2013-2018 were analysed using descriptive analysis. It was revealed that there is an increasing percentage of failure rates. Among the reasons identified for the failure rates are due to difficulty in understanding the subject, information are scattered in textbooks and difficulty in accessing online database for legal cases, statutory provisions or articles. This paper will discuss the role of MyMurobbias an alternative method in learning MILS subject. MyMurobbi is developed to provide a user-friendly, easy access, inexpensive and reliable platform providing verified information on Islamic legal system within Malaysian context.

## 1 INTRODUCTION

Mobile learning advanced in the 1970s and spread widely until present time (Sharples & Pea 2014). Literally, mobile learning is learning using mobile and handheld IT devices such as PDAs, mobile phones, laptops and tablets PCs in teaching and learning (O'Malley et al. 2005). According to software vendors, "it's the point at which mobile computing and e-learning intersect to produce an anytime, anywhere learning experience. It's the ability to enjoy an educational moment from a cell phone or personal digital assistant (PDA)" (Pimmer et al. 2016). "From a technology perspective, mobile learning is the provision of educational content and services to people on the move, relevant to their location, across multiple devices including smartphones and tablet computers and even wall-size displays" (Sharples & Pea 2014). To learning scientists, the emphasis and the questions concern context and continuity of learning namely in what

manners our learning opportunities be best shaped in relation to location and time. (Sharples & Pea 2014).

Recently, the usage of mobile learning has been adopted in a higher learning institution in many of their courses as a better way to connect students with the subjects they are studying (Pimmer et al. 2016; Chiu & Churchill 2016; Burston 2016; Diliberto-Macaluso & Hughes 2016; Zydney & Warner 2016; Walters & Baum 2011). It is a transformation from the traditional method of teaching towards a specialised form of conventional e-Learning (Rajasingham 2011; Upadhyay 2006; N. Upadhyay, 2006). Research has shown that mobile learning is an effective platform for effective learning (Naismith & Corlett 2006). According to one research, performance of learners using mobile app is statistically better than the students using the traditional method (Wilkinson & Barter 2016; Hashemi et al. 2011). Mobile learning is able to assist students' motivation, help organisational skills, encourage a sense of responsibility, encourage both independent and collaborative learning, act as reference tools, track students' progress and deliver

assessment (Attewell & Savill-Smith 2004). The reasons why mobile learning is effective is because the devices can provide instant and spontaneous information, mobile learning tools are small, light, and portable. This is in line with the preference of new generation of students who prefer easy going environment of learning, integrated information or learning materials which can be easily accessible. Thus transmission of knowledge is faster and impactful (Bidin & Ziden 2013). Even though, the appearance of mobile technology in education has extended the scope of teaching but only the latest mobile technologies have truly enabled learning on the move (Naismith & Corlett 2006). Being law students in particular, there are so many information need to be digested in a short period of time. Thus, creation of a new apps will help to ease the burden of the students throughout the year of study and enhance students' ability to establish deep understanding on the subject matter.

There are many apps have been developed for the usage of the law students for example Black's Law Dictionary (iOS&Android), Evernote (iOS&Android), Quizlet (iOS&Android), My Study Life (iOS&Android) and Headspace (iOS&Android). Quizlet allows students to create their own digital flashcards within the app. They can also share their flashcards with others. The best thing about using this app is that students will always have their flashcards on them, just in case they find some extra time to review. Quizlet also gives students the option to create a study set, which builds a personalized study schedule based on exam date. This option allows them to check the progress and includes push notification reminders when it's time to study.

With all great advantages brought forward by the development in the mobile learning sphere, there is still room to be explored for developing new app in enhancing the ability of law students at UniversitiTeknologi MARA in particular to learn the subject of Malaysian Islamic Legal System. Thus, a research was conducted in developing MyMurobbi app as a step forward to fill in the gap in the research area of mobile learning at higher institutions.

## 2 MATERIALS AND METHOD

The Malaysian Qualifications Agency (MQA) had introduced the Programme Standards for Law and Shariah Law. This programme standard is formulated to stimulate the development of academic programmes in the field of Law and Shariah Law from diploma to the doctoral levels. The Standards

comprises of specific guidelines on programme aims and educational objectives, programme learning outcomes, programme design (including a proposed programme structure), students admission criteria, student assessment method, criteria for academic staffs, educational resources and continuous quality improvement. The legal system in Malaysia is uniquely characterised by the presence of dual legal system namely civil and Shariah.

Therefore, following the requirement imposed by the Malaysian Qualifications Agency (MQA), Malaysian Islamic Legal System (MILS) has been introduced as a compulsory subject for law students in all universities in Malaysia including UniversitiTeknologi MARA. Islamic law subject also has been introduced in other local universities such as International Islamic University Malaysia (IIUM), Universiti Sultan Zainal Abidin (UNiSA), UniversitiSains Islam Malaysia (USIM), UniversitiKebangsaan Malaysia (UKM), Universiti Malaya (UM), Universiti Utara Malaysia (UUM) and Multimedia University (MMU).

There is an inherent perception that studying law is intricate in terms of the multifarious sources, the content and the jargon. This is further aggravated by the fact that Islamic law is flooded with Arabic terminologies due to its origin. The contents of MILS includes Introduction to the concept of *Shariah* (Islamic Law), characteristics of *Shariah*, objectives and intents of *Shariah*(*Maqasid Shariah*), primary sources of Islamic law (Quran, Sunnah, Ijma', Qiyas), secondary sources of *Shariah* namely Istihsan, MaslahahMursalah, Sadd al-Dhara'i, Istishab, 'Urf, historical development of Islamic Legal System including the period of Prophet Muhammad S.A.W, the period of the Righteous Caliphs, the period of the Umayyad Caliphate, the period of the Abbasid Caliphate and the period of the Ottoman Caliphate. Other topics includethe establishment of the Islamic State, the application of the Medina Charter, Islamic concept of crime and punishment encompassing *Hudud*, *Qisas*, *Ta'zir*, the development of the four schools of thought (the four *madhahib*) and the administration of Islamic Law in Malaysia.

Table 1: Performance of students sitting for MILS subject from 2013 to 2018

No.	Semester	No. of Students Sitting For The Subject	Pass	Fail
1.	Sem 2 2012/2013	203	99.5%	0.49%
2.	Sem 2 2012/2013	48	97.91%	2.08%
3.	Sem 1 2013/2014	21	100%	0
4.	Sem 1 2013/2014	16	87.5%	12.5%
5.	Sem 2 2013/2014	96	96.87%	3.12%
6.	Sem 2 2013/2014	55	98.18%	1.8%
7.	Sem 1 2014/2015	18	88.88%	11.11%
8.	Sem 1 2014/2015	11	81.81%	18.18%
9.	Sem 2 2014/2015	105	99.04%	0.95%
10.	Sem 2 2014/2015	11	81.81%	18.18%
11.	Sem 1 2015/2016	56	89.28%	10.71%
12.	Sem 1 2015/2016	4	75%	25%
13.	Sem 2 2015/2016	240	78.75%	21.25%
14.	Sem 2 2015/2016	8	25%	75%
15.	Sem 1 2016/2017	84	76.19%	23.80%
16.	Sem 1 2016/2017	6	83.33%	16.66%
17.	Sem 2 2016/2017	321	72.89%	27.10%
18.	Sem 2 2016/2017	4	25%	75%
19.	Sem 1 2017/2018	181	78.45%	21.54%
20.	Sem 1 2017/2018	3	66.66%	33.33%
21.	Sem 2 2017/2018	327	77.98%	22.01%

Students' final examination results from 2013-2018 in Table 1 were analysed using descriptive analysis. It was revealed that there is an increasing percentage of failure rates. Several reasons were identified for the failure rates. These are due to the difficulty in understanding the subject, the inability to relate themselves to the subject, the information and the learning materials are scattered and the difficulty

in accessing online database for legal cases, statutory provisions or articles.

Therefore, this paper will discuss MyMurobbi as a mobile learning design to enhance students' ability in learning MILS subject. MyMurobbi is developed to provide a user-friendly, easy access, inexpensive and reliable platform providing verified information on Islamic legal system within Malaysian context. This is in line with the advance of new mobile platform where learning using apps is more interesting and effective. The usage of mobile technology as a learning tool has drastically increased among university students including students in the law faculty of Universiti Teknologi MARA. This can be observed in the classroom when students stored notes, Acts, articles and other materials in their mobile phone. Traditional method of carrying files, books and Acts to classroom has gradually diminished.

### 3 RESULTS AND DISCUSSION

This apps will be downloaded by the students in their mobile phone and used not only during class and tutorial session but also beyond the classroom. Eight components are featured in MyMurobbi which includes 1. Introduction, 2. Sources of Syariah Law, 3. Syariah Court, 4. Maqasid Syariah, 5. Relevant laws, 6. Contemporary issues, 7. Syarie judges & Syarie lawyers and 8. Jargons. In ensuring that students will appreciate the objective of the app, the authorities from Quran and *Shariah* jargon will be linked with an audio assistant. Apart from that, to effectively understand the jurisdiction of the syariah court, the roles of syarie judges and syarie lawyers and the relevant laws, a link to relevant institutions will also be developed namely, the Department of Syariah Judiciary Malaysia, the Department of Islamic Development Malaysia and National Fatwa Committee.

### 4 CONCLUSION

The mobile technology should be an enabler to stimulate the transformation of teaching and learning. Using MyMurobbi app as part of lessons will enhance students' ability to learn as the students would be able to access reliable and integrated sources of learning materials easily. MyMurobbi should be considered as an additional tool to complement lecturers' explanation in order to give

further understanding on Malaysian Islamic Legal System subject.

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