

Teaching and Learning Faraid - Sijil Tinggi Persekolahan Malaysia (STPM) Level Using Mobile Learning Apps (*Tiktok* and *Youtube*)

BITARA

Volume 7, Issue 1, 2024: 229-238
© The Author(s) 2024
e-ISSN: 2600-9080
<http://www.bitarajournal.com>
Received: 13 February 2024
Accepted: 26 February 2024
Published: 10 March 2024

Abe Sohpihan Abdul Rahman,¹ Noor Lizza Mohamed Said,¹ Rosmawati Mohamad Rasit¹

1 Fakulti Pengajian Islam, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor, MALAYSIA.
E-mail: p107655@siswa.ukm.edu.my; lizza@ukm.edu.my; rosmawati@ukm.edu.my

*Corresponding Author: lizza@ukm.edu.my

Abstract

The community is now perceived to be extremely ravenous for faraid-related knowledge, and they are aware of its significance. Every surviving individual has the right to inherit property from deceased relatives and vice versa. Along with modern technology, faraid knowledge is readily available in mass media such as *YouTube*, *TikTok*, and others. Because everyone has a smartphone, the platform can be accessed readily and quickly. Therefore, this research aims to identify the *YouTube* and *TikTok* channels that are most suitable for PdP faraid STPM. Document analysis is used to acquire and analyze research data descriptively and analytically. Compared to other channels, the *TikTok@zulsyama* platform has the highest proportion of videos related to faraid, at 60% (54 out of 90). Based on the interpretation of the aggregate percentage score, only 23.3% or 659 videos out of 2,828 contained faraid learning content. The findings indicate that the amount of faraid-related educational content on the *TikTok* platform is minimal compared to other platforms. Three channels, including Celik Faraid - Zahari mmusa, Ustaz Mohd Khusairi Saleh, DIF, and Masnorhaizul Tajuddin, achieved a high percentage of 100%. The analysis conducted revealed that 63.39 percent of 956 videos, or 606 out of 956, contain faraid-related content. The percentage score indicates that *YouTube* content for teaching or learning about faraid is still at a moderate level. However, platforms such as *YouTube* and *TikTok* are extremely useful for faraid STPM teaching and learning activities.

Keywords: Teaching and Learning Faraid (PdP Faraid), STPM level, Mobile Learning Apps, *TikTok*, *Youtube*

Cite This Article:

Abe Sohpihan Abdul Rahman, Noor Lizza Mohamed Said, Rosmawati Mohamad Rasit. (2024). Teaching and Learning Faraid - Sijil Tinggi Persekolahan Malaysia (STPM) Level Using Mobile Learning Apps (*Tiktok* and *Youtube*). *BITARA International Journal of Civilizational Studies and Human Sciences* 7(1): 229-238.

Introduction

This fast-growing era of globalization has demanded that society become more technologically literate with the passage of time. Technology has a great impact on society, especially on teachers and students. The field of education certainly needs technological facilities as enjoyed now because the teaching and learning process (PdP) is not limited to schools only. The concept of information at the fingertips allows PdP to be conducted in various places regardless of time. In this era of a world without borders, the acquisition of information through social media can help teachers and students obtain useful current information. Teachers and students need to

have a sense of responsibility in the use of social media, whether in official or personal matters. (KPM Professional Meeting No. 02/2017).

However, using social media such as *TikTok*, *Facebook*, *YouTube*, *Blog*, *Twitter* and *Instagram* are not just an empty chat room or to spend free time. Still, it has become a communication network that extends to all levels of society, regardless of teenagers, adults, or leaders. Teachers and students need to use support resources like this to help increase understanding, interest, and problem-solving skills (calculations) in the science of faraid/mirath/inheritance management. The subject faraid/mirath/inheritance management combines the three sciences between jurisprudence, genealogy, and accounting (mathematics). It is not an easy subject to master because it requires seriousness and a deep interest in this knowledge. Learning faraid or mirath is one of the subtopics in Sijil Tinggi Persekolahan Malaysia (STPM) Syariah jurisprudence studies for the first term.

Malaysian students take the Sijil Tinggi Persekolahan Malaysia (STPM), the Malaysian Higher School Certificate in English. This exam was previously known as the Higher School Certificate (HSC). STPM is one of Malaysia's two central pre-university systems for admission to public universities. The Matriculation Program, organised by KPM, is the other system. As a result, the Shariah subject is one of the subjects offered by the Ministry of Education, and the faraid subtopic is one of the topics covered in the fiqh semester 1 study.

Therefore, the variety of technology applications in social media is now one of the best teaching tools to increase teachers' and students' knowledge, understanding, interest and problem-solving skills (*calculations*) regarding the faraid subjects studied in the Shariah subjects STPM. Therefore, a simple guideline for using social media through M-learning in PdP Faraid STPM needs to be built to help students access faraid information using existing technology facilities. The construction of these guidelines is based on the MoE's recommendation in 21st century learning (PAK21), which encourages PdP using Mobile Learning. Among the study's aims is for students with good internet access to access all material connected to faraid/mirath/inheritance management via the *TikTok* and *YouTube* platforms. Furthermore, in the PdP faraid STPM measure, students can select the most appropriate *TikTok* and *YouTube* sites. The qualitative research methodology was applied. While document analysis is used to obtain research data, the data is subsequently processed descriptively and analytically.



Figure 1.0 Types of technology applications (M-Learning) in PdP Faraid

Figure 1.0 above shows some types of current technology applications that are used in faraid teaching and learning. All these applications are used in M-learning faraid. These applications include websites, *YouTube*, *Facebook*, *Instagram*, *TikTok* and various smartphone apps. In addition, applications other than the above, such as *Whatsapp*, *Telegram*, and *WeChat*, are also used in M-learning faraid. Not all applications or platforms above are appropriate in the faraid PdP. This is because the faraid materials or contents in the forum need to be screened first according to the appropriateness of the faraid measure in STPM. Therefore, the guidelines for the use of some faraid websites or apps need to be explained in detail by the researcher. But here, the study focuses only on the *TikTok* and *YouTube* platforms.

Research Background

Educational technology is a new tool or method to quickly acquire knowledge, whether from electronic learning (e-learning) or mobile learning (m-learning). (Granic, Dehbi, Bakhouyi, Talea 2023). Therefore, digital education is now seen in line with the vision of the Malaysian Ministry of Education (KPM) in the Malaysian Education Development Plan (PM 2013-2025), which is now seen to play a role as a facilitator (PdPc) in the learning process carried out in schools. (Amirul & Hafizhah 2022). This is also supported by the level of readiness of parents and positive students in making a variety of applications in the form of education in mobile learning (mobile learning), even though there are constraints in terms of internet access and the absence of mobile devices for a few students. (Sakini & Ishak et al 2020).

M-learning is a new method or concept in the 21st-century education system; according to Viberg, Kukulska-Hulme and Peeters (2023), it is a new PdP method that does not require a specific place for a formal PdP. In addition, Norbutaevich (2020) also explained that M-learning is learning that uses various sophisticated information technology tools such as smartphones, tablets and laptops. Today's learning, or it is known as M-learning, has applied a variety of wireless device tools that can be accessed wherever we want and at different times without being tied to school timetables. Saedah Siraj (2005).

In addition, the faraid subtopic in the STPM Syariah paper for the first semester is a unique and somewhat tricky subject due to the combination of the disciplines of jurisprudence, accounting (mathematics) and genealogy. (Jasni Sulong & Zakaria 2020). Therefore, according to Zahari and Mushadad 2021, the use of e-learning, such as a *YouTube* channel with the title "*Celik Faraid*", is provided to help increase the understanding of Faraid knowledge among them. In addition, the readiness of the STPM students, who are still entirely dependent on the teachers, has made the Faraid PdP process backwards. (Jasni 2020). Therefore, in this study, the researcher conducted a detailed analysis of two existing platforms, such as *YouTube* and *TikTok*, for STPM faraid learning.

Methods

The method used is a qualitative research method using data collection through content analysis. This method is important to get accurate information by analysing *TikTok* and *YouTube* observationally. The data obtained were analysed using descriptive percentages to filter out some *YouTube* and *TikTok* platforms focusing more on Faraid PdP content compatible with STPM faraid subtopic measures. This analysis is presented by listing several lists or links of the *YouTube* and *TikTok* platforms that the researcher sees as appropriate. This makes it easier for STPM students to access PdP faraid materials easily and accurately.

All Faraid PdP content analyses from *TikTok* and *YouTube* have been referenced based on the interpretation of percentage scores as shown in the table below:

Table 1.1 Interpretation of Percentage Score

Percentage Score	Score Interpretation
75% until 100%	High
50% until 74%	Medium
0% until 49%	Low

Source: Alias Baba 1999 and Tuckman 1999 in Mohd Sani Ismail 2011

Results and Discussion

Today's popular technology or social media applications are *TikTok*, *Facebook*, *YouTube*, *Twitter*, *Whatsapp*, *Telegram*, *WeChat* and *Instagram*. However, the Malaysian Ministry of Education (KPM) has provided a guideline for teachers' and students' values and ethics of social media use. However, faraid learning guidelines through M-learning have not yet been prepared in detail. Based on the document analysis conducted, the researcher has chosen two main types of platforms, namely *YouTube*, as the most suitable platform in the PdP faraid STPM for now. In contrast, the second platform is *TikTok*. This is based on the argument that the researcher will explain.

It is a second source of support to help the formal PdP process in addition to teaching and learning in the classroom. The argument is that, according to the researcher's initial

observation, there various contents or content related to faraid/mirath/inheritance management in the *TikTok* and *YouTube* applications have been mixed with things not related to faraid such as religious lectures, sales of takaful, grants products and so on. The materials or contents uploaded by them may be complete and vice versa. Therefore, filtering suitable faraid material must be carried out carefully. Therefore, the researcher has taken the initial step of conducting analysis and screening each channel from tiktokers, *YouTubers*, *Instagrammers* and so on who have uploaded materials related to the topic one by one to see if the materials match the PdP of STPM students. In addition, this will make it easier for students or people interested in faraid knowledge to learn it easily and accurately (sahih).

Here, the researcher has done a preliminary search related to several keywords "faraid" in the *TikTok* application and listed several tiktok uploaders (*tiktokers*) who have uploaded content or content related to faraid; among them are.

1. @syafinazroslan
2. @shahrulamriii
3. @Kak_atin
4. @zulsyama
5. @dinasyukraofficial
6. @aznatinayan
7. @yanna_farhana
8. @amiraaziz
9. @mamacheputeh
10. @sfatyma_idris
11. @maria_tutie
12. @zafarulazhan
13. @fyd065
14. @fauzanaismail711
15. @mohammad.roslee

According to the analysis that has been carried out, the researcher found that only 23.3% of tiktok channels have teaching content related to faraid. Almost 77% of the *TikTok* channel is more about grants, wills, takaful promotions, etc. Therefore, researchers try to analyze every video uploaded to their respective channels. Below is a brief analysis of the *TikTokers* channel conducted on 10/2/2023 at 10.30 pm.

Table 1.2 Summary list of *TikTok* channels and percentage of Faraid PdP content

No	TikTok Channel Name	Video (Takaful, Hibah, Will, Rigeon & Others)	Video (Faraid/Mirath)	Entire Video	Percentage
1.	@syafinas.roslan	41	18	59	30.50%
2.	@shahrulamriii	169	0	169	0.000%
3.	@Kak_atin	462	67	529	12.67%
4.	@zulsyamaf	36	54	90	60.00%
5.	@dinasyukraofficial	61	49	110	45.55%
6.	@aznatinayan	180	78	258	30.23%
7.	@yanna_saadon	52	28	80	35.00%
8.	@amiraaziz	65	49	114	42.98%
9.	@mamacheputeh	443	15	458	3.28%
10.	@sfatyma_idris	61	84	145	57.93%
11.	@maria_tutie	345	81	426	19.01%
12.	@zafarulazhan	29	10	39	25.64%
13.	@fyd065	57	46	103	44.66%
14.	@fauzanaismail711	128	50	178	28.09%
15.	@mohammad.roslee	40	30	70	21.00%
	Total	2169	659	2828	23.30%

Here, the researcher has also made an initial search related to several keywords "faraid" / "mirath" / "property management" in the *YouTube* application and listed several *YouTubers* who have uploaded contents or content related to faraid / inheritance/property management inheritance, among which are.

Table 1.3 Summary list of *YouTube* channels and percentage of Faraid PdP content

No	TikTok Channel Name	Video (Takaful, Hibah, Will, Rigeon & Others)	Video (Faraid/Mirath)	Entire Video	Percentage
1.	Celik Faraid – zahari mmusa https://www.youtube.com/channel/UCHE6IAWL7QwMGm4r1wstX8Q	0	76	76	100%

2.	Ustaz Mohd Khusairi Saleh, DIF https://www.youtube.com/channel/UC8OpnJklBUauw5NhHD8uqtg	0	49	49	100%
3.	Syeikh Yusuff Hj Ahmad https://www.youtube.com/channel/UCZg_fm1ctR2nDtkc9qKNQ5w	46	33	79	41.77%
4.	Azmi Yusof https://www.youtube.com/channel/UCG5NLV7UIo41-LdBe42TnMQ	7	5	12	41.66%
5.	Puan Umi TV https://www.youtube.com/channel/UC16cMPFkFh5p7id0T_UPqFQ	7	13	21	61.90%
6.	Ahmad Termizi Abdullah https://www.youtube.com/user/gmmizi	30	87	117	74.35%
7.	Akademi Alif https://www.youtube.com/channel/UC1g_wTW_J_K3gfKqKdYvBsw	8	18	26	69.23%
8.	TV Wasiyyah https://www.youtube.com/c/TWasiyyah/featured	111	11	122	9.05%
9.	Hilmi Haniz Muhammad https://www.youtube.com/user/myfaraidh	8	14	22	63.64%
10.	Mohd Khairy Kamarudin https://www.youtube.com/channel/UCxmuRK68BsDkBnQ3hiKD2HA/featured	69	38	107	35.51%

11	Azwa Yong Official https://www.youtube.com/channel/UCIR73Vlir62C4zbr382fq6Q	2	1	3	33.33%
12	Hakim Zakaria https://www.youtube.com/c/HakimZakaria/featured	24	10	34	29.41%
13	Masnorhaizul Tajuddin https://www.youtube.com/channel/UC6TKbP9mNCnA9GSg1rfB3sg/featured	0	9	9	100%
14	Shahidir Mohamad Shah https://www.youtube.com/channel/UC49agQCq1uG-meI8B1BnchA/featured	1	4	5	80.00%
15	Nurol Syazwani Rosmawi https://www.youtube.com/channel/UCJUOyMi61EPCqLAbIOblttg/featured	23	225	248	90.73%
16	Pusaka atau saka? https://www.youtube.com/channel/UCdlQ-3Sb6K3sIj-WBkj-gAw/featured	5	6	11	54.55%
17	Hanafii Idris https://www.youtube.com/channel/UC0UeWAK6YPTT3fmxQugBhJw/featured	8	7	15	46.67%
Total		350	606	956	63.39%

Based on table 1.2, the table shows a short list of *TikTok* channels and a data analysis of the percentage of Faraid PdP material found on those platforms. The data obtained shows that the @zulsyamaf platform has the highest percentage of 60% compared to other channels, where 54 videos out of 90 videos he produced show PdP faraid content only. While the channel @sfatyma_idris has got the second highest percentage with a rate of 57.93% which is 84 videos out of 145. At the same time, the third highest percentage is the @dinasyukraofficial channel with 45.55% which is 49 out of 110 videos. While five channels get a percentage between 25% and 35%; among them are @syafinas.roslan (30.50%), @aznatinayan (30.23%),

@yanna_saadon (35.00%), @zafarulazhan (25.64%), @fauzanaismail711 (28.09%). Four channels get 0% to 20%, namely @maria_tutie (19.01%), @Kak_atin (12.67%), @mamacheputeh (3.28%), @shahrulamriii (0.000%). Based on the overall percentage score interpretation, only 23.3% or 659 videos out of 2828 videos contained Faraid PdP content. The findings show that the content of teaching or learning about faraid in the *TikTok* platform is still low compared to others.

While in table 1.3, the table shows a list of *YouTube* channels and data analysis of the percentage of PdP material available on the *YouTube* platform. Based on the table, three channels obtained a high percentage of 100%, including *Celik Faraid - Zahari Mosa*, Ustaz Mohd Khusairi Saleh, DIF and Masnorhaizul Tajuddin. While the channel that gets a percentage between 80% and 90% is Shahidir Mohamad Shah (80.00%) and Nurol Syazwani Rosmawi (90.73%). In addition, the channel that got the lowest percentage between 50% and 0% was the channel Syeikh Yusuff Hj Ahmad (41.77%), Azmi Yusof (41.66%), Azwa Yong Official (33.33%), Hakim Zakaria (29.41%), Mohd Khairy Kamarudin (35.51%), Hanafii Idris (46.67%). A total of 956 videos from 17 channels or *YouTube* channels have been uploaded; the analysis that has been carried out found that there are 606 videos, or the percentage value of PdP faraid content in the *YouTube* platform is 63.39%. Based on the interpretation of the percentage score, it clearly shows that the content of teaching or learning about faraid on the *YouTube* platform is moderate.

Conclusion

Therefore, the findings obtained from both platforms clearly show that the *TikTok* platform is still at a low level and the *YouTube* platform is at a moderate level in terms of PdP faraid content uploaded by *Tiktokers* and *YouTubers*. The *TikTok* channel @zulsyamaf platform and three *YouTube* channels (*Celik Faraid - Zahari mmusa*, Ustaz Mohd Khusairi Saleh, DIF, and Masnorhaizul Tajuddin) are among the PdP faraid channels are suggested in this research.

References

- Baihaqi, A., Mufarroha, A., & Imani, A. I. T. (2020). Youtube sebagai Media Pembelajaran Pendidikan Agama Islam Efektif di SMK Nurul Yaqin Sampang. *EDUSIANA: Jurnal Manajemen dan Pendidikan Islam*, 7(1), 74-88.
- bin Sulong, J., & bin Ismail, Z. (2020). Pengajian ilmu faraid di Malaysia: Kajian penawaran kursus di institusi pengajian tinggi terpilih. *O-JIE: Online Journal of Islamic Education*, 8(1), 40-50.
- Cahyono, G., & Hassani, N. 2019. Youtube Seni komunikasi dakwah dan media pembelajaran. *Jurnal Dakwah*, 23, 23-38.
- Ching, M. C. H., & Beden, S. (2021). Penggunaan aplikasi Whatsapp dalam e-pembelajaran bagi guru interim di IPG. *JuKu: Jurnal Kurikulum & Pengajaran Asia Pasifik*, 9(1), 1-10.
- Dahaman, A. (2014). Pembangunan Modul m-pembelajaran Bahasa Arab di institut Pendidikan Guru (Doctoral dissertation, University of Malaya).

- Devi, A. A. (2021). Pemanfaatan Aplikasi TikTok Sebagai Media Pembelajaran. *Jurnal Teknologi Pendidikan*, (1), 1-5.
- Fatimah, S. D., Hasanudin, C., & Amin, A. K. (2021). Pemanfaatan Aplikasi Tik Tok sebagai Media Pembelajaran Mendemonstrasikan Teks Drama. *Indonesian Journal of Education and Humanity*, 1(2), 120-128.
- Garis Panduan Nilai dan Etika Penggunaan Media Sosial, <https://www.moe.gov.my/pekeliling/2797-surat-pekeliling-ikhtisas-kementerian-pendidikan-malaysia-bilangan-3-tahun-2017-garis-panduan-nilai-dan-etika-penggunaan-media-sosial-bagi-guru-dan-murid/file>. Accessed on 2022-12-20
- Harani, H. B. 2019. Effective Faraid System Using Rule-Based.
- Hutamy, E. T., Swartika, F., Alisyahbana, A. N. Q. A., Arisah, N., & Hasan, M. (2021). Persepsi Peserta Didik Terhadap Pemanfaatan Tik Tok Sebagai Media Pembelajaran. *Prosiding Penelitian Pendidikan dan Pengabdian 2021*, 1(1), 1270-1281.
- Lestari, R. (2017). Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris. *Prosiding Seminar Nasional Pendidikan Berkemajuan dan Menggembirakan (The Progressive & Fun Education Seminar) ke-2*.
- Mahad Musa, Zahari & Hasbullah, Mushaddad & Zakaria, Mohamad. (2022). Saluran Celik Faraid: Platform Digital Faraid dalam Youtube.
- Mahendra, M. R. (2020). Youtube Sebagai Media Pembelajaran. *Vocational Education of Building Construction*, University of Jakarta, Jakarta, May, 1-4.
- Ramdani, N. S., Nugraha, H., & Hadiapurwa, A. (2021). Potensi pemanfaatan media sosial tiktok sebagai media pembelajaran dalam pembelajaran daring. *Akademika: Jurnal Teknologi Pendidikan*, 10(02), 425-436.
- Schwedel, Heather (2018-09-04). "A Guide to TikTok for Anyone Who Isn't a Teen". *Slate Magazine*. Accessed on 2020-03-18.
- Yaakob, M. N., Shuib, A. S., Yusoff, N. M., & Yaakob, S. B. (2019). Pembangunan Model M-Pembelajaran Untuk Kursus Teknologi Dalam Pengajaran dan Pembelajaran IPG: Satu Analisis Keperluan. *Practitioner Research*, 1, 87-110.
- Tohari, H., & Bachri, B. S. (2019). Pengaruh penggunaan YouTube terhadap motivasi belajar dan hasil belajar mahasiswa. *Kwangsan*, 7(1), 286906.
- TikTok sebagai Medium Pendidikan, <https://www.utusan.com.my/rencana/2020/10/tiktok-sebagai-medium-pendidikan/> Dicapai pada 2023-12-10
- Zulkifli, A. N., Batiha, Q. A., & Qasim, M. M. (2018). Design and Development of M-Faraid: An Islamic inheritance mobile app. *Journal Of Advanced Research In Dynamical And Control Systems*, 10(10), 1569-1575.