

# The Role of Hadith in Developing Contemporary Islamic Education Teaching Methodologies

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**Abstract:** The development of contemporary Islamic education teaching methodology requires a strong basis of authoritative sources. Hadith, as one of the main sources of law in Islam, has great potential to influence the way of teaching and learning in the modern era. However, the application of hadith in today's teaching methodology is often less systematically integrated. The Quran is the second source of Islamic teachings after the Quran, and it contains many values and guidelines that can be applied in various aspects of life, including in the education field. Hadith itself is terminologically everything that comes from the good prophets' words, Acting, and silence *takrir*. The study aims to review the hadith role in the development of contemporary educational methodology and offers a more systematic approach to its application. The method used is a literature study with qualitative analysis of relevant hadith, as well as case studies on the application of hadith in teaching methodology in several Islamic education institutions with data obtained from hadith text, interpretation books, and academic journals. An analysis was done to identify the principal principles and examples of hadith application in the teaching context. Results of the research show that hadith can provide a strong theoretical foundation for the methodology of teaching contemporary Islamic education. The integration of hadith in teaching not only enriches the teaching material but also forms the character and values of Islam in the students. Systematic and structured approaches in the application of hadith can increase the effectiveness and relevance of teaching in the modern era.

**Keywords:** Hadist, Teaching methodology, Islamic education.

## Introduction

The scene of modern Islamic instruction is ceaselessly advancing, requiring a solid establishment established in definitive sources. Among these sources, Hadith—Everything that is propped against prophet Muhammad whether it is in the form of words, what, and his silence (*takrir*) (Thahhan, 2011)—serves as a basic column of Islamic statute and ethical direction. Within the present-day time, the potential of Hadith to impact instructing techniques is considerable, however its efficient application inside instructive systems remains restricted. This crevice highlights the require for an exhaustive investigation of how

Hadith can be successfully coordinates into modern instructive hones.

The Quran, as the essential source of Islamic lessons, gives basic standards and rules that educate different angles of life, counting instruction, Islamic Religious Education is planned to prepare students to believe, understand, live, and practice, Islamic teachings through guidance, teaching, and or training activities (Nuur & Anirah, 2024). Hadith complements the Quran by advertising point by point bits of knowledge and down to earth cases that can upgrade the learning involvement. Be that as it may, numerous teachers confront challenges in consolidating Hadith into their

educating strategies, regularly due to a need of organized approaches or satisfactory preparing. This irregularity not as it were diminishing from the lavishness of Islamic instruction but too impacts the ethical and moral improvement of understudies.

Moreover, the pertinence of Hadith in today's instructive setting cannot be exaggerated. It offers a supply of values and lessons that can direct understudies in exploring the complexities of cutting-edge life whereas remaining tied down in their confidence. The integration of Hadith into instructive educational program can cultivate a more profound understanding of Islamic standards, advance basic considering, and empower character advancement among understudies. By implanting these lessons into the instructive framework, educators can make a more all-encompassing and improved learning environment.

Despite the recognized significance of Hadith, there's a striking need of efficient techniques for its application in Islamic instruction. This inquiries about points to address this crevice by investigating the role of Hadith within the advancement of modern educating strategies. Through subjective examinations and case considers, we look for to recognize successful procedures for coordination Hadith into instructive hones over different Islamic teach. By looking at the standards and examples of Hadith application, the think about yearns to supply a structured approach that improves the adequacy and significance of Islamic instruction within the advanced setting.

The primary objective of this research is to analyze the application of Hadith in the teaching methodologies of contemporary Islamic education institutions. This study aims to identify key principles and practical examples of Hadith integration, highlighting its potential to provide a robust theoretical foundation for educational practices. Furthermore, the research seeks to demonstrate how the systematic and structured application of Hadith can enrich teaching materials and enhance the moral character and values of students, ultimately increasing the effectiveness

and relevance of Islamic education in the modern era.

## **Materials and Methods**

### **Literature Review**

The integration of Hadith into contemporary Islamic education has garnered increasing attention in recent years, as educators seek to enrich curricula and enhance the moral development of students. Several studies emphasize the importance of Hadith as a gave further explanation in the Quran, in the context of education, many hadiths underline the importance of finding science (Rohadi & Roza, 2024). The method used is a library study, Library research i.e. research in which data collection is carried out by collecting data from various literature. The literature studied is not limited to books but It can also be in the form of documentation materials, magazines, journals, and newspapers. relevant to a hadist qualitative analysis, as well as case studies on the application of hadist principles in teaching Islamic education methodology in several instances with data obtained from text hadists, Book interpretation, and academic journals.

## **Results and Discussion**

### **Definition of Hadith and Contemporary Teaching Methodology**

The hadith by language al-jadid (Thahhan, 2011). Hadith is often called "al-khabar" which means news, that is, something that is talked about and transferred from one person to another, which has the same meaning as the hadith. Meanwhile, according to hadith experts, hadith is all the sayings of the Prophet Muhammad SAW, all his deeds, and all his circumstances. From time to time, hadith continues to be studied with various methods and approaches. Hadith, which was originally in the form of "sunnah of the Prophet (living traditions)", began to be studied massively in the early 2nd century Hijri, and reached its peak in the 3rd century Hijri (Anshori, 2021). According

to the expert of ushul hadith, hadith is all the words, all deeds, and all taqirir of the Prophet Muhammad, which is related to the law. According to the scholars of ushul, hadith is all the words of the Prophet Muhammad SAW, his deeds and taqirir related to the law of sharia and its decrees. So, it can be concluded that hadith is something that comes from the Prophet Muhammad in the form of words, deeds, and decrees related to the law\_(Hari Rustiyawan et al., 2024).

Research methodology is a method or technique to obtain information and data sources used in research. The information or data can be any literature, such as magazines, articles, theses, books, newspapers, and so on. Research methods are also available through electronic media such as television and radio. Data sources can also come from surveys and interviews. The methodology of education in the Qur'an and Hadith is a very important topic in Islamic studies because it reflects how the basic principles of education are applied in religious and social contexts. The Quran is a holy book of Islam., And after this (Qur'an), as a source of truth., provides comprehensive guidance on various aspects of life, including education. Educational methodology implementation in the Quran and hadis can be viewed from various perspectives, Starting with the educational goal., teaching approaches, up to the characteristics of teachers and students (Nasir et al., 2024)

Education is a systematic process in which each component has a very important meaning to educational success (Wahid, 2018). The methodology of teaching contemporary Islamic education is crafted to tackle the challenges posed by modern times in the realm of religious education. With the rise of globalization and swift developments in information technology, conventional methods of imparting religious values need to be modified to stay pertinent and appealing to the youth. This methodology encompasses a range of strategies and techniques that educators can utilize to present Islamic teachings in a dynamic, interactive, and contextually relevant manner.

The famous philosopher Imam Abu Hamid al-Ghazali said that Islamic education has two main goals: to achieve perfection in serving Allah and to achieve perfection in this life and the hereafter. In Constitution number 20 of 2003, regarding the National Education System is "the entire component of education that is interconnected in an integrated manner to achieve the goals of national education". In the context of Islamic education, the appropriate method is applied by combining intrinsic and extrinsic values that are in line with the subject matter and can be used in realizing the ideal values contained in educational goals (Achmadin et al., 2022).

Islamic Religious Education is one of the subjects that must be given to students at every level of formal education. As contained in UUSPN No.2/1989 article 39 paragraph (2). It is emphasized that every level of education must contain Religious Education (Rusnawati, n.d.) Therefore, one of the Islamic religious education is very important, especially hadith lessons, hadith is a very important source of value, here is a hadith that states that studying religious knowledge is very important.

قال رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَصَحْبِهِ وَسَلَّمَ:  
 لا حَسَدَ إِلَّا فِي اثْنَتَيْنِ، رَجُلٌ آتَاهُ اللَّهُ مَالًا فَسَلَّطَهُ عَلَى هَلْكَتِهِ فِي الْحَقِّ ،  
 [ وَرَجُلٌ آتَاهُ اللَّهُ الْحِكْمَةَ فَهُوَ يَقْضِي بِهَا وَيُعَلِّمُهَا  
 مَتَّقٌ عَلَيْهِ ( رَوَاهُ الْبُخَارِيُّ وَ مُسْلِمٌ )

The Messenger of Allah (peace and blessings of Allaah be upon him) said:

"There is no hasad except in two things, a person to whom Allah gives wealth and then he instills it in the path of righteousness, and a person to whom Allah gives wisdom (knowledge) and then he decides matters with him and teaches it." Muttafaquun 'alaih (narrated by Imam Bukhari and Imam Muslim).

The application of Hadith in the methodologies of Islamic education is crucial for instilling ethical and moral values in students. Hadith serves not only as a source of law but also as a guide in shaping the character and behavior of learners. In the context of effective education, the integration of Hadith can be implemented in various ways that are relevant to students' daily lives.

Effective learning in the application of the teaching methodology of Islamic religious education with the application of a hadith is using Project-Based Learning where students are the subject or center of the learning. Example: In a project, students may be asked to investigate and present a Hadith related to social values, such as concern for others and justice. For example, they can refer to a Hadith that states, *خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ* (Amanah, 2021). Through this project, students not only learn about Hadith, but also apply those values in real actions, such as conducting fundraising activities for charity.

Class discussions are an effective method to encourage students' active participation and deepen their understanding of Islamic values. The discussion method is an approach to communication that involves the exchange of ideas (Sajida et al., 2024). In this discussion session, teachers can raise Hadith related to ethics, such as the importance of telling the truth, to trigger reflection and dialogue among students. Example during class discussions, teachers can introduce Hadith related to ethics, such as the Hadith highlighting the importance of honesty. The discussion could begin with the question, "Why is honesty important in daily life?" Students can share personal experiences and discuss how they can apply the principle of honesty in their interactions with friends and family, they can refer to Hadith that state *عَلَيْكُمْ بِالصِّدْقِ فَإِنَّ الصِّدْقَ يَهْدِي إِلَى الْبِرِّ إِنَّ الْبِرَّ يَهْدِي إِلَى الْجَنَّةِ* (رواه البخاري ومسلم). It means, "You should always be honest because honesty will lead to goodness and goodness will lead to heaven." (HR. Bukhari and Muslim). By using Hadith as a guide in class discussions, students not only learn ethical values in theory, but also get the opportunity to apply them in real life. This method helps shape students' character and prepares them to become responsible and integrity individuals.

Story-based learning from Hadith is an effective method in Islamic education, which uses stories from Hadith to teach moral and ethical values to students. The story method is one of the widely used methods in madrassas or schools. As a method of storytelling invites children's attention to educators is in line with the theme of learning (WIRNO SUPIANO, 2017). This method attracts

students' attention and helps them understand the teachings of Islam through the experiences narrated. The Prophet as a good example (*uswah hasanah*) in all aspects of human life, has laid down several educational materials that can be traced in his hadiths (Maryono, 2020). Example of the Application of Story-Based Learning, in the story of the Prophet Muhammad's Forgiveness of Ka'b bin Zurarah. In one event, Ka'b bin Zurarah, a companion, once made a mistake by spreading false news about the Prophet Muhammad. When Ka'b came to apologize, the Prophet Muhammad showed a forgiving attitude and accepted his plea with open arms.

The cultivation of character values in Islamic education is very important to form individuals with noble and responsible character. One effective way to instill these values is through the example shown in the Hadith. The example of the Prophet Muhammad and his companions provides concrete examples of how these values can be applied in daily life. One of the religious education that must be taught is character education, character education is one of the essential aspects in the formation of individual personality and the moral integrity of the community (Sholihan & Muawanah, 2024). Role models are a very effective method of education because children and adolescents tend to imitate the behavior of adults they consider to be role models. By referring to the Hadith, teachers and parents can provide a real example of the expected character values.

Morality according to Imam Ghazali is an order that piercing in the soul from which various actions arise easily, lightly, and It is done reflexively without the need for thought and consideration (Jasmadi & Sriyanto, 2022) Examples of the application of hadith to the cultivation of character values through the example of the hadith are

*مَا تَقَصَّصْتُ صَدَقَةً مِنْ مَالٍ، وَمَا زَادَ اللَّهُ عَبْدًا بِغَفْوٍ، إِلَّا عِزًّا، وَمَا تَوَاضَعَ أَحَدٌ لِلَّهِ إِلَّا رَفَعَهُ اللَّهُ* (رواه مسلم)

It means "There will be no reduction in one's wealth because of almsgiving, Allah s.w.t. does not add to a person who is willing to forgive but glory and no one is *tawaddhu'* (humble) because of Allah, but Allah will raise his level". (HR. Muslim). Instilling character values through the example of

Hadith is a very effective approach in Islamic education. By taking the Prophet Muhammad and his companions as role models, students can learn to internalize and apply character values in their daily lives. Through concrete examples, students not only understand the teachings of Islam theoretically, but also practice to become individuals of noble character and benefit others.

### **Challenges and Solutions in the Application of Hadith in Islamic Education Teaching Methodology**

Education is also a planned and consciously carried out effort to achieve teaching and learning activities and a learning atmosphere so that students develop their potential actively and can have religious spiritual strength, intelligence, noble morals, personality, control and skills, which they need, the state, and also the nation (Dini et al., 2024). The application of Hadith in the teaching methodology of Islamic education is a crucial step to integrate Islamic teachings into the teaching and learning process. The hadith, as the second source after the Qur'an, provides a rich guide to moral values, ethics, and the practice of daily life. However, although the potential of Hadith is enormous, many challenges are faced in its application in the educational environment. Some of these challenges include a lack of a deep understanding of Hadith among educators, limited resources, and resistance to changes in traditional teaching methods. In addition, the effective integration of Hadith into the existing curriculum often encounters difficulties.

In modern Islamic education, teaching methods have an important role in achieving the main goals of education, namely shaping morals, developing intellectuality, and strengthening students' spirituality. However, in practice, various problems arise due to social changes, technological advancements, and shifting needs of the current generation, here are some issues regarding Challenges in the Application of Hadith in Islamic Education Teaching Methodology.

The curriculum in Islamic education, especially in many traditional schools, still focuses on teaching classical texts and religious sciences such as fiqh, tafsir, and hadith. While this knowledge is

essential, the curriculum is often not tailored to the challenges students face in the modern world. In an increasingly globally integrated society, students need to gain knowledge that is relevant to the times, such as information technology, science, and critical thinking skills (Soleha & Sukari, 2024). This causes one of the concerns for educators and is also one of the challenges in the application of hadith in Islamic religious education methods.

In addition, there are several obstacles or challenges faced by educators, Problems faced by educators: 1) Not yet mastering the teaching material, 2) Unable to manage teaching and learning plans, 3) Unable to manage courses, 4) Unable to use learning media and resources, 5) Unable to standardize the interaction between the teaching process, 6) No, you can evaluate student learning outcomes, 7) Not knowing and organizing school management, 8) Consultation service plans whose usefulness cannot be identified, 9) Not controlling the educational base, 10) Do not understand the principle of addition, convey the results (Argista Rahmaini, 2021).

In this context, it is important to identify these challenges so that the right solutions can be found. Education in the global and multicultural era needs to pay attention to the commitment that as a unity of humanity in the world living on the same earth to always communicate and try to build a world civilization so that it is able to live peacefully, safely, prosperously, and happily (Bassar et al., 2021). By formulating effective strategies, educators can maximize the use of Hadith in teaching, so as to not only improve students' understanding of Islamic teachings, but also form positive characters and values in them. Through a systematic and innovative approach, the application of Hadith in education can become more relevant and beneficial for the younger generation. The solution to this challenge is to establish and mobilize Islamic learning institutions that focus on Hadith research, establish educational centers, and increase the number of Hadith reminders (Khoirul Fatih, 2023).

In addition, there is an increase in the professionalism of educators which includes personal competence, pedagogical competence, professional competence and social competence. So that with the fulfillment of this competence, an

educator is able to find the expected method (Moh. Wardi, 2021) Therefore, educators must also have innovation, with the use of the theory of Multiple Intelengences (multiple intelligences or multiple intelligences/MI). This innovation emerged as a critique of the hegemony of theory Intellectual Quotient (IQ) which only limits intelligence to logical-mathematical and linguistics only (Benny Afwadzi, 2023). It is crucial to identify these challenges to find appropriate solutions. Education in the global and multicultural era must focus on building a peaceful and prosperous world civilization. By formulating effective strategies and enhancing educator professionalism through competency development, as well as applying innovations like the Multiple Intelligences theory, the application of Hadith in education can become more relevant and beneficial. Through systematic and innovative approaches, the utilization of Hadith can strengthen students' understanding of Islamic teachings and foster the positive character needed to face contemporary challenges.

### Conclusions

In conclusion, integrating Hadith into contemporary Islamic education methodologies is essential for enriching the learning experience and providing a solid ethical foundation for students. Despite its significant potential, the current application of Hadith in educational settings is often inconsistent and lacks systematic integration. This study highlights the necessity of a structured approach to incorporating Hadith, which can enhance teaching practices' relevance and effectiveness. By grounding educational methodologies in the teachings of Hadith, educators can not only improve the quality of educational content but also promote the moral and character development of students. Ultimately, a well-implemented integration of Hadith can prepare students to engage thoughtfully and ethically with the complexities of modern life, ensuring that they remain firmly rooted in their Islamic values.

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