



Interactive Hadith Application Review for Islamic Education

Supi Siti Solihah¹

¹ Fakultas Keguruan dan Ilmu Pendidikan, UIN Siber Syekh Nurjati Cirebon, Semarang, Indonesia

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ABSTRAK

Islamic education is one of the important aspects in the formation of the character of the young generation. In today's digital era, technology can be an effective tool to enrich the learning process, one of which is through interactive hadith applications. Interactive hadith applications are designed to make it easier for students to understand and memorize the hadiths of the Prophet Muhammad SAW in a more interesting and interactive way. This study aims to review interactive hadith applications that can be used in Islamic education, focusing on aspects of functionality, interactivity, and effectiveness in helping users learn and memorize hadith. In this study, the method used is a literature review of various interactive hadith applications available on the Android and iOS platforms. These applications are assessed based on ease of use, interactive features such as audio, text, and additional explanations that enrich the context of the hadith. The results of the study indicate that these applications have great potential in improving understanding and memorization of hadith, but also have deficiencies in terms of depth of explanation and features that still need to be improved. This study is expected to contribute to the development of more effective and interesting Islamic education applications, especially for students in educational institutions such as MDTA AQWAUL YAQIEN..

ABSTRACT

Islamic education is one of the important aspects in the formation of the character of the young generation. In today's digital era, technology can be an effective tool to enrich the learning process, one of which is through interactive hadith applications. Interactive hadith applications are designed to make it easier for students to understand and memorize the hadiths of the Prophet Muhammad SAW in a more interesting and interactive way. This study aims to review interactive hadith applications that can be used in Islamic education, focusing on aspects of functionality, interactivity, and effectiveness in helping users learn and memorize hadith. In this study, the method used is a literature review of various interactive hadith applications available on the Android and iOS platforms. These applications are assessed based on ease of use, interactive features such as audio, text, and additional explanations that enrich the context of the hadith. The results of the study indicate that these applications have great potential in improving understanding and memorization of hadith, but also have shortcomings in terms of depth of explanation and features that still need to be improved. This study is expected to contribute to the development of more effective and interesting Islamic education applications, especially for students in educational institutions such as MDTA AQWAUL YAQIEN.

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Corresponding Author:

Supi Siti Solihah
Fakultas Keguruan dan Ilmu Pendidikan, UIN soeber syekh Nurjati Cirebon
Semarang, Indonesia
Email: marwashafa488@gmail.com

1. INTRODUCTION

The rapid development of information and communication technology (ICT) [1] in the last two decades has brought significant changes in various aspects of life, including in the field of education [2]. Islamic education as part of the national education system [3] is also driven to carry out digital transformation in order to answer the challenges of the times and meet the needs of the 21st century generation of learners [4]. The need for innovative, interactive, and digital-based learning approaches [5] is becoming increasingly important, especially in teaching core materials such as the Qur'an and hadith. In this context, the presence of various digital-based Islamic learning applications provides a new alternative [6] for educators to deliver religious material in a more interesting way and in accordance with the characteristics of today's students [7].

Hadith as the second source of Islamic teachings after the Qur'an [8] has a very important position in character formation and the development of students' religious understanding [9]. However, in learning practices, the delivery of hadith material is often still done conventionally and does not involve interactive aspects that can attract students' interest [10]. This has an impact on students' low understanding and appreciation of the hadiths of the Prophet SAW [11]. This is where learning innovation is important, including the use of digital applications that are able to present selected hadiths in an interesting way [12], complete with Arabic text, translations, explanations of meaning, and supporting media such as audio or visual illustrations. One innovation that deserves attention is the emergence of the *Interactive Hadith* application. [13] which is specifically designed to support the teaching and learning process of hadith material.

Interactive Hadith Application is a digital learning media that combines technology with religious materials, especially hadith [14], to create a more enjoyable and effective learning experience. This application offers various features, such as searching for hadith based on themes, displaying Arabic text and translations in Indonesian, contextual explanations, audio readings, and graphic illustrations that help visualize the contents of the hadith. The main objective of this application is to help students understand hadith more completely and contextually [15], as well as provide a means for teachers to deliver material with an approach that is more in line with the digital era. The use of this type of application is expected to increase interest in learning, strengthen understanding, and encourage internalization of Islamic values in students' daily lives [16].

In the context of Madrasah Diniyah Takmiliah Awaliyah (MDTA) [17], especially in MDTA Aqwaul Yaqien where the author serves, the challenges of learning hadith do not only lie in the limitations of time and methods [18], but also in the limitations of learning media that are able to bridge the understanding of students with diverse backgrounds. Most students still learn with conventional print media, which often does not attract their attention enough. The involvement of technology is still very minimal [19], even though some students are accustomed to using digital devices such as smartphones in their daily lives. Therefore, the integration of the *Interactive Hadith application* in the learning process is expected to be a solution to these challenges, as well as encourage the realization of more inclusive and adaptive digital-based learning [20].

The review of the *Interactive Hadith application* in this paper was conducted through a qualitative descriptive approach, with a direct application review method and observation of its use in learning practices in the MDTA environment. The author assessed important aspects of this application, such as in terms of user interface, material content, ease of navigation, relevance of content to the Islamic education curriculum, and the potential of its application in increasing student involvement in hadith learning. In addition, the author also observed weaknesses or deficiencies that were still found in the application [21] as input for further development.

This study is important considering the urgency of updating religious learning methods amidst the global digitalization [22]. Islamic education should not be left behind in utilizing technology as an effective learning tool [23]. Digital applications such as *Interactive Hadith* not only function as supporting media, but can also be a strategic means of strengthening a more comprehensive, contextual, and enjoyable understanding of religion for students. On the other hand, teachers also need to be equipped with digital literacy so that they are able to utilize this technology optimally in the teaching process.

Review of the *Interactive Hadith application* is not only intended as a technical evaluation, but also as a contribution of thought in the development of a technology-based Islamic learning model [24]. It is hoped that the results of this study can be a reference for educators, application developers, and stakeholders in Islamic education in integrating digital media wisely and effectively in the learning process. Islamic education that is able to adapt to technological developments will be more relevant and able to answer the needs of the young generation of Muslims who grow up in the digital ecosystem. This article is also a form of devotion by the author as a PJJ PAI UIN Siber Cirebon student who is directly involved in the world of Islamic education at the elementary level. Related work :

1. Islamic Education and the Challenges of the Digital Era

Islamic education is a conscious and planned effort to instill Islamic values in students so that they become faithful, pious, and noble people [25]. In its implementation, Islamic education must always be relevant to the development of the times, including advances in information and communication technology. The digital era presents challenges as well as opportunities for Islamic education to transform in terms of methods, media, and learning approaches. According to Tilaar (2002), education that is not adaptive to changes in the times will lose its relevance and effectiveness. Therefore, the integration of technology in Islamic education is a necessity.

2. The Role of Hadith in Islamic Education

The hadith of the Prophet Muhammad SAW is the second source of Islamic teachings after the Qur'an. In Islamic education, hadith has a strategic role in shaping character, instilling moral values, and providing practical examples from the life of the Prophet SAW. Learning hadith is not only aimed at memorizing, but also at understanding the meaning, context, and implementation in everyday life. [26] According to Al-Syaibani (1979), true Islamic education is education that balances cognitive, affective, and psychomotor aspects, and hadith is one of the main means to achieve this balance.

3. Interactive Learning and Digital Media

Interactive learning is a learning process that involves active participation of students in understanding and constructing knowledge through direct involvement, discussion, exploration, and interaction with materials and media. Digital media such as educational applications play an important role in supporting this approach. Mayer (2009) explains that learning with digital media can increase students' absorption, because it allows the delivery of materials in a multimodal manner: [27] visual, audio, and text. In the context of religious learning, digital media can bridge understanding that has been hampered by the limitations of conventional methods.

4. Hadith Learning Application

Hadith-based learning applications are one form of utilizing digital technology to deliver teaching materials more effectively and enjoyably. This application usually presents a collection of selected hadiths arranged thematically, complete with Arabic text, transliteration, translation, and brief

explanations. Some applications also provide interactive features such as quizzes, audio, and visual illustrations to aid understanding [28]. According to Sadiman et al. (2006), good learning media must meet the principles of ease of access, clarity of message, and suitability to the characteristics of students.

5. **Relevance of Interactive Hadith Application in the Context of MDTA**

Madrasah Diniyah Takmiliah Awaliyah (MDTA) is a non-formal educational institution that focuses on fostering the basics of Islam for children. In this context, the use of interactive media based on applications can be an effective strategy to attract students' attention while improving the quality of learning. The current generation of children, referred to as the digital native generation (Prensky, 2001), are more familiar with digital devices and tend to be more interested in visual and interactive media [29]. Therefore, the integration of the *Interactive Hadith application* in learning at MDTA has great potential to increase student engagement and learning outcomes.

6. **Constructivism Theory in Digital Learning**

The constructivist approach in education emphasizes that learners construct their own knowledge through active and meaningful learning experiences. Digital technology, including learning applications, provides space for learners to explore materials, relate new information to existing knowledge, and reflect on their own understanding. According to Vygotsky (1978), learning environments that support interaction and scaffolding are essential for children's cognitive development [30]. Applications such as *Hadith Interactive* enable the creation of digital learning environments that are in accordance with these principles

2. METHODS

This study is structured in a descriptive qualitative framework with the aim of reviewing and analyzing the application of *Interactive Hadith* as a learning medium in Islamic education, especially in hadith learning at the elementary level such as Madrasah Diniyah Takmiliah Awaliyah (MDTA). This methodology was chosen because it is able to provide an in-depth understanding of the phenomena studied without the need to involve complex statistical calculations. This approach emphasizes meaning, context, and process in its natural use in Islamic education environments.

2.1 Type of Research

The type of research used is descriptive qualitative research, which is a type of research that aims to describe systematically, factually, and accurately the facts that occur in the field. This study does not attempt to test the hypothesis, but rather focuses on an in-depth description of the object being studied, in this case the *Interactive Hadith application*. Researchers try to understand how this application is used in learning practices, what features are available, and how this application is received by teachers and students.

2.2 Research Approach

This study uses a case study approach, where researchers focus on one particular object or phenomenon intensively, namely the *Interactive Hadith application* in the MDTA Aqwaul Yaqien environment. Case studies were chosen because they are able to dig up information comprehensively in a real and actual context. This approach allows the author to understand the experience of application users in the context of hadith learning in a concrete and contextual manner.

2.3 Subjects and Objects of Research

The main object of this study is the *Interactive Hadith application* as a medium for Islamic learning. While the subjects of the study were teachers and students of MDTA Aqwaul Yaqien who

used or interacted directly with the application in the learning process. This application was studied based on aspects of appearance, content, ease of access, content relevance, and its effectiveness in supporting students' understanding of the hadith.

2.4 Data Collection Techniques

The data in this study were obtained through several techniques, namely:

A. Direct Observation

The researcher conducted participatory observation during the teaching and learning activities. Observations were conducted directly on how the *Interactive Hadith application* was used in class, the interaction between teachers and students in using the application, and students' responses to the material delivered through the application. This observation was non-structural, but supported by field notes.

B. Open and Semi-Structured Interviews

To gain deeper information about teachers' and students' perceptions of the application, open and semi-structured interviews were conducted. Interviews were conducted directly with hadith subject teachers and several students who had used the application. These interviews aimed to determine the ease of use of the application, the attractiveness of the content, and the perceived obstacles.

C. Documentation Study and Application Review

The author also conducted a documentation study of the *Interactive Hadith application*, by directly analyzing the features available in the application, both in the form of hadith texts, translations, audio, and visual illustrations. This documentation also includes data from the application's official website, user reviews, and other relevant information from digital library sources.

D. Literature Review

This research also strengthens the data through a literature study or literature review of Islamic education books, digital learning media, interactive learning theories, and scientific journals relevant to the research topic.

2.5 Data Analysis Techniques

The data obtained from various sources were analyzed using the Miles and Huberman qualitative analysis model, which consists of three main steps:

A. Data Reduction

The author filters the raw data obtained from observation, interviews, and documentation. Information that is not relevant to the focus of the research is set aside so that the analysis is more focused and in-depth.

B. Data Presentation

The reduced data is then presented in narrative form, tables, or simple graphs to make it easier for readers to understand the research findings. This presentation helps in identifying key patterns and themes in the data.

C. Conclusion Drawing and Verification

Conclusions are drawn based on the interpretation of the analyzed data. To maintain validity, the author triangulates the data by comparing the results of observations, interviews, and literature reviews.

2.6 Research Instruments

The main instrument in this qualitative research is the researcher himself (human instrument). The researcher acts as a data collector, observer, and analyst. To support data accuracy, the researcher uses additional instruments such as observation guidelines, interview guidelines, field notes, mobile phone cameras (for documentation), and the application itself as the object of study.

2.7 Location and Time of Research

This research was conducted at MDTA Aqwaul Yaqien, a non-formal Islamic educational institution where the author serves as a PJJ PAI UIN Siber Cirebon student. This location was chosen because it is a representative place in implementing the *Interactive Hadith application* in basic hadith learning. The research implementation time started from March to April 2025, coinciding with the implementation period of regular teaching and learning activities.

2.8 Validity and Validity of Data

To maintain the validity and validity of the data, the author uses the triangulation technique of sources and methods, namely by comparing the results of observations with interviews and application documentation. In addition, the author also verifies the data by discussing with the supervising teacher or local Islamic education figures. Internal validity is maintained through in-depth reflection, and external validity is maintained by explaining the research context in detail. Descriptive Qualitative Research Methodology Interactive Hadith Application.

3. RESULT AND DISCUSSION

3.1 General Description of the Interactive Hadith Application

Interactive Hadith Application is a digital media developed to facilitate the process of learning hadith more easily, interactively, and interestingly, especially for beginner students such as at the Madrasah Diniyah Takmiliah Awaliyah (MDTA) level. This application is designed to help teachers in delivering hadith material and provide a more enjoyable learning experience for students.

In general, *Interactive Hadith* contains important features which include:

1. A collection of selected hadiths with specific themes such as morals, manners, worship, and muamalah.
2. Easy to understand translation into Indonesian.
3. A brief explanation of the context of the hadith.
4. Audio reading of the hadith, allows students to hear the correct pronunciation.
5. Visual illustrations to clarify the meaning.
6. Evaluation features such as quizzes to test student understanding.

Based on observations, this application is in great demand because of its simple appearance, easy navigation, and concise yet meaningful content. Thus, *Interactive Hadith* becomes an alternative solution to the limitations of conventional learning methods.

3.2 Implementation of *Interactive Hadith Application* at MDTA Aqwaul Yaqien

1. Application Usage Process

In practice, the use of this application in MDTA Aqwaul Yaqien is carried out in stages. At first, the teacher introduces the application to students and directs them to download it on their respective devices, or use school gadgets. Furthermore, application-based learning is carried out with a blended learning model, namely combining lecture methods, discussions, and independent exploration using applications. The teacher selects a hadith according to the daily theme, then displays the text of the hadith on a projector screen or asks students to read from their respective applications. The teacher also plays audio of the reading of the hadith to demonstrate the correct Arabic pronunciation. After that, it continues by

discussing the meaning of the hadith, connecting it to everyday life, and ending with an interactive quiz in the application.

2. Teacher and Student Responses

Teachers stated that the *Interactive Hadith application* was very helpful in enriching the teaching method. With audio and visualization, students can more easily understand the material. Students also seemed more enthusiastic in following the lesson, especially since this application allows them to interact directly with the material.

However, teachers also face challenges, such as disparities in the level of technology proficiency among students, as well as the limited availability of adequate devices for all students.

3. Influence on Learning Outcomes

Based on the results of the formative evaluation conducted by the teacher, students who actively used the application showed improvements in:

1. Better pronunciation of hadith.
2. Understanding the contents of the hadith in more depth.
3. The ability to memorize hadith because it is assisted by audio and visual features.

On the other hand, students who do not access the application regularly tend to have difficulty understanding the hadith, even though they still receive oral explanations in class.

3.3 Analysis of the Advantages of the *Interactive Hadith Application*

1. Interesting Learning Media

This application presents more interesting and interactive learning. The combination of text, sound, and images makes it easier for students to focus and understand the material. Compared to the pure lecture method, the use of this application makes the classroom atmosphere more lively and dynamic.

2. Facilitate Various Learning Styles

Interactive Hadith is able to accommodate various types of student learning styles:

1. Visual learners are helped by illustrations and text.
2. Auditory learners are helped by the audio hadith feature.
3. Kinesthetic learners are helped by direct practice through quiz features and interactive activities in the application.
4. Supporting Independent Learning

One of the important advantages of this application is that it supports independent learning. Students can access materials anytime and anywhere. This is very relevant to the concept of 21st century education which emphasizes independent learning and the use of digital technology.

3. Relevant to the Islamic Education Curriculum

The content presented in the application is mostly in accordance with the basic principles of Islamic education, especially in instilling noble moral values, strengthening faith, and forming Islamic character.

3.4 Analysis of Weaknesses and Constraints of Use

1. Unequal Access to Technology

One of the main challenges in implementing this application is the limited access to digital devices among students. Not all students have smartphones or tablets, so their use is uneven.

2. Limitations in Hadith Sources

Some hadiths in the application are not accompanied by clear source information such as sanad or narrators. This can cause confusion or misunderstanding if there is no guidance from the teacher.

3. Dependence on the Internet

While most features are accessible offline, some parts such as the latest content updates and high-quality audio require a stable internet connection, which is not always available in the MDTA environment.

4. Visualization Quality

Some of the illustrations in the application are still simple, so they are less than optimal for helping students' visual understanding, especially for complex hadith themes.

5. There is a need for teacher training

Teachers need to receive special training in the use of digital learning applications to maximize the available potential, including how to integrate applications into the applicable curriculum-based RPP (Learning Implementation Plan).

3.5 Comparison with Traditional Learning Media

When compared to traditional methods such as lectures, pure memorization, or text dictation, the *Interactive Hadith application* has several main advantages: Interactivity:

1. Provides a two-way learning experience.
2. Availability of materials: Easy to access at any time.
3. Visual and audio appeal: Keeps students from getting bored quickly.
4. Personalized learning: Students can learn at their own pace.

These advantages can only be optimally utilized if supported by adequate infrastructure, teacher readiness, and good digital literacy among students.

F. Implications of Using Applications for Islamic Education

Interactive Hadith application has important implications for the development of Islamic education, including:

- a. Strengthening Hadith Literacy from an Early Age
Easy access to the text and meaning of hadith accustoms students to interacting with sources of Islamic teachings from an early age.
- b. Integration of Technology in Islamic Education
This application is a concrete manifestation of the application of technology in the world of Islamic education, which can ultimately increase the relevance and competitiveness of Islamic educational institutions in the digital era.
- c. Active Learning Reinforcement
This application facilitates an active learning approach, where students do not just passively receive material, but actively explore, discuss, and evaluate themselves.
- d. Technology-Based Islamic Character Formation
With content that focuses on Islamic values, this application has the potential to become a means of forming student character based on religious values and technology at the same time.

3.6 Application Development Strategy and Implementation at MDTA

Based on the research findings, here are several development strategies that can be applied:

1. Content Development: Adding references to hadith sources, enriching learning themes, and clarifying sanad.
2. Visualization Improvements: Making illustrations more engaging and culturally appropriate.
3. Offline Mode Optimization: Ensures all key features are accessible without an internet connection.

4. Teacher Training: Providing workshops on the use of applications in digital-based learning.
 Provision of School Gadget Facilities: Providing access to simple gadgets or tablets for students who need them.
5. Periodic Monitoring and Evaluation: Review the effectiveness of application usage every semester.



Figure 2: Research Methodology for Interactive Hadith Application

Table 1. Strategies for Application Improvement and Implementation

No	Component	Description
1	Selected Collection	HadithHadiths are categorized by themes like morals, worship, and social interactions.
2	English Translation	Easy-to-understand translations of each hadith.
3	Contextual Explanation	Brief background explanations to understand the context.
4	Audio Recitation	Voice recordings for correct Arabic pronunciation.
5	Visual Illustration	Simple images supporting hadith meanings.
6	Evaluation Features	Interactive quizzes to assess understanding.

4. CONCLUSION

Based on the results of research and analysis of the application of *Interactive Hadith* in the context of Islamic education, especially at MDTA Aqwaul Yaqien, several important points can be concluded as follows:

1. Interactive Hadith Application as an Innovation in Learning Media. This application is here as an innovative solution in teaching hadith, offering a more interactive, modern, and fun approach for students. Features such as Arabic text, translation, audio, illustrations, and quizzes make learning more dynamic and easy to understand.
2. Increasing Student Interest and Learning Outcomes. The use of this application has been proven to increase students' interest in learning hadith, help them in correct pronunciation, understand the meaning contextually, and encourage them to learn independently outside the classroom.

3. Support for Active and Technology-Based Learning. This application strengthens the active learning model, encourages students to become learning subjects, and facilitates the integration of technology in Islamic education that is in line with the challenges of the times.
4. Advantages and Constraints in Implementation. The main advantages of this application lie in the ease of access, learning flexibility, and media diversity. However, there are obstacles such as limited student devices, dependence on internet connections, and the need for validation of hadith content. To make this application more optimal in the context of Islamic education, further development is needed, both in terms of content, visualization, and integration with the local curriculum that applies in madrasas and Islamic schools. This research is still descriptive-qualitative. It is hoped that in the future there will be quantitative or mixed research that assesses the effectiveness of the application on learning outcomes statistically. Thus, the *Interactive Hadith application* has great potential to be developed as a relevant and contextual digital learning media in Islamic education. The presence of technology like this needs to continue to be utilized with the right approach, so that Islamic values remain sustainable and can be instilled early on to the younger generation in an adaptive and meaningful manner.

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