THE ROLE OF EDUCATIONAL HADITHS IN BUILDING ISLAMIC EDUCATIONAL ETHICS IN THE DIGITAL ERA

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ABSTRACT

The rapid advancement of digital technology has significantly transformed the landscape of education, including Islamic education. While offering opportunities to expand access to knowledge, the digital era also presents ethical challenges such as character degradation, academic dishonesty, and weakened spiritual engagement. This study aims to conduct an in-depth analysis of the role of educational hadiths in shaping and reinforcing Islamic educational ethics in the digital age. Employing a qualitative approach through literature review and thematic analysis, this research explores selected prophetic traditions that emphasize values such as honesty, responsibility, adab (etiquette) in learning, and information verification (tabayyun). Data were collected from classical hadith sources and relevant scholarly publications from the last decade. The findings indicate that educational hadiths remain contextually relevant and can serve as a moral compass for addressing digital-age challenges. The integration of hadith values into digital curricula and learning platforms not only strengthens students' ethical awareness but also promotes balanced spiritual and intellectual development. The study recommends the development of structured hadith-based learning models and the evaluation of their effectiveness within digital learning environments such as Learning Management Systems (LMS) and Islamic educational applications. Furthermore, collaboration among educators, parents, and policymakers is crucial to ensure the sustainable internalization of prophetic values among Generation Z learners. This research contributes both theoretically and practically to the discourse on Islamic education and digital ethics.

Keywords: educational hadiths, Islamic educational ethics, digital era, moral values, digital learning

ABSTRAK

Kemajuan teknologi digital yang pesat telah secara signifikan mengubah lanskap pendidikan, termasuk pendidikan Islam. Meskipun memberikan peluang untuk memperluas akses terhadap pengetahuan, era digital juga menghadirkan tantangan etis seperti degradasi karakter, ketidakjujuran akademik, dan lemahnya keterlibatan spiritual. Penelitian ini bertujuan untuk melakukan analisis mendalam mengenai peran hadis-hadis pendidikan dalam membentuk dan memperkuat etika pendidikan

Islam di era digital. Dengan menggunakan pendekatan kualitatif melalui studi pustaka dan analisis tematik, penelitian ini mengkaji hadis-hadis Nabi yang menekankan nilai-nilai seperti kejujuran, tanggung jawab, adab dalam menuntut ilmu, dan verifikasi informasi (tabayyun). Data dikumpulkan dari sumber hadis klasik serta publikasi ilmiah relevan dari satu dekade terakhir. Temuan menunjukkan bahwa hadis-hadis pendidikan tetap relevan secara kontekstual dan dapat berfungsi sebagai kompas moral dalam menghadapi tantangan zaman digital. Integrasi nilai-nilai hadis ke dalam kurikulum dan platform pembelajaran digital tidak hanya memperkuat kesadaran etis peserta didik, tetapi juga mendorong perkembangan spiritual dan intelektual yang seimbang. Penelitian ini merekomendasikan pengembangan model pembelajaran berbasis hadis yang terstruktur serta evaluasi efektivitasnya dalam lingkungan pembelajaran digital seperti Learning Management System (LMS) dan aplikasi pendidikan Islam. Selain itu, kolaborasi antara pendidik, orang tua, dan pembuat kebijakan menjadi penting untuk memastikan internalisasi nilai-nilai kenabian secara berkelanjutan di kalangan generasi Z. Penelitian ini memberikan kontribusi baik secara teoretis maupun praktis dalam diskursus pendidikan Islam dan etika digital

Kata Kunci: hadis pendidikan, etika pendidikan Islam, era digital, nilai moral, pembelajaran digital

A. Introduction

The advancement of digital technology has brought about a profound transformation across various facets of human life, including the realm of education. The digital era is characterized by the widespread use of the internet, social media, and diverse information technology platforms that have penetrated both formal and informal educational settings. Islamic education, as an integral part of the national education system, is inevitably influenced by these developments. On one hand, digitalization offers significant opportunities to expand access to knowledge and religious learning. On the other hand, this transformation presents serious challenges to educational ethics, particularly concerning the degradation of values and the behavior of learners (McClellan, 1999).

Within this context, Islamic educational ethics derived from the teachings of the Qur'an and Hadith play a crucial role as guiding principles in shaping the character and morality of learners. Educational Hadiths those directly related to educational values serve as primary sources for the development of Islamic educational ethics. Values such as honesty,

responsibility, trustworthiness (amanah), respect for teachers, and the zeal for seeking knowledge have been authentically transmitted through the sayings of the Prophet Muhammad ﷺ and remain relevant across ages (Halstead, 2007; Hussain, M., & Salim, 2019).

Nevertheless, the challenges in implementing these educational hadith values in the digital era have become increasingly complex. Research by Cahyono et al., (2024) indicates that learners today are more familiar with digital media than with classical Islamic texts, including hadith literature. This disparity leads to a gap between Islamic values and everyday practices within digital contexts, manifesting in issues such as academic plagiarism, cyberbullying, and social media misuse. Therefore, a novel approach is required to re-contextualize and re-embed the values of educational hadiths so that they remain applicable and meaningful in the digital age (Searson et al., 2015).

Several previous studies have underscored the importance of integrating Islamic values within digital education systems. For instance, Hasanah, (2024) emphasized the necessity of strengthening digital literacy grounded in Islamic values, particularly through curriculum development and the pivotal role of educators. Similarly, Lubis & Ariansyah, (2024) and Suwahyu, (2024) revealed that teachers play a central role in translating hadith values into digital learning processes, whether through content, pedagogical methods, or virtual interactions.

Moreover, hadith-based Islamic pedagogical approaches have been adapted into various online learning platforms, such as Islamic Learning Management Systems (LMS), mobile da'wah applications, and sharia-based digital parenting programs. However, there remains a paucity of systematic and in-depth studies specifically addressing the role of educational hadiths in shaping Islamic educational ethics in the digital era. This is despite the fact that these hadiths contain universal principles capable of addressing moral challenges arising from the globalization of information (Agustin et al., 2021; Alfiah et al., 2025).

The urgency of this research is further accentuated by the observation that the contemporary Muslim youth are immersed in an overwhelming flow

of information. Without a strong ethical foundation, they are vulnerable to misleading information, technology misuse, and a decline in sincere pursuit of knowledge coupled with proper academic etiquette. Thus, the role of educational hadiths must be reinterpreted within a digital framework that aligns with the characteristics of millennial and Generation Z learners.

This study aims to conduct an in-depth analysis of the role of educational hadiths in shaping and reinforcing Islamic educational ethics in the digital era. Utilizing a qualitative approach through literature review and thematic analysis of educational hadiths, this study is expected to provide both theoretical and practical contributions for the development of an adaptive Islamic education system that remains rooted in prophetic values amidst evolving times.

Accordingly, this research not only enriches the academic discourse in Islamic education and digital ethics but also offers guidance for educators, policymakers, and educational practitioners in fostering a Muslim generation that is intellectually proficient and morally resilient in the digital age.

B. Research Methods

This study employs a qualitative approach, specifically a library research methodology focused on an in-depth literature review of Islamic educational hadiths and related literature on educational ethics in the digital era (Adiyono et al., 2024; Nurhasnawati et al., 2020). A qualitative approach was selected as the study aims to deeply explore the ethical values embedded in educational hadiths and their relevance to the context of modern education, which is increasingly grounded in digital technology (Creswell & Poth, 2018). The primary data consist of texts of educational hadiths extracted from authentic hadith collections such as *Sahih Bukhari*, *Sahih Muslim*, and *Riyadhus Shalihin*. Supporting data include national and international journal articles discussing Islamic educational ethics and the development of digital education over the past decade (Diana et al., 2024).

Data collection was conducted through a systematic literature review involving the identification and selection of relevant hadith sources, gathering up-to-date scholarly

literature from databases such as Scopus and Google Scholar, and classifying the ethical values found within these sources (Hashmi et al., 2021; van Dinter et al., 2021). Data analysis was carried out using content analysis with a thematic approach as delineated by Braun & Clarke (2006), encompassing comprehensive reading, coding of text segments containing educational ethical values, grouping these codes into main themes, and interpreting the findings by correlating the principles of educational hadiths with the current challenges and phenomena in digital education.

C.   Research   Results   and Discussion

According to the hadith, education plays a central role in shaping and strengthening the ethics of Islamic education, especially in facing the challenges of the digital era. The hadith of the Prophet Muhammad SAW such as:

"إِنَّمَا بُعِثْتُ لِأُتَمِّمَ مَكَارِمَ الْأَخْلَاقِ"

"Indeed, I was sent to perfect noble morals" (HR. Ahmad, No. 8729)

The hadith affirms that Islamic education is fundamentally rooted in the development of noble character and morals. This moral message is highly relevant to be applied in the context of online learning, where ethical degradation and weakened character have become critical issues. A study by Romli et al., (2025) supports this finding by demonstrating that the integration of hadith values in education can strengthen students' character in facing the challenges of digitalization. A similar approach is seen in an international study by Jannah, M., (2023) which states that the prophetic values found in hadith can be utilized to counter moral decline caused by excessive exposure to digital media.

Ethics of learning and teaching in Islam, as implied in the hadith:

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا، سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ

"Whoever follows a path in pursuit of knowledge, Allah will make easy for him a path to Paradise" (HR. Muslim, No. 2699)

The hadith indicates that the learning process is not merely a cognitive activity, but also a spiritual and moral endeavor. In the digital era, this ethical dimension must be internalized so that students do not lose their manners when interacting

online. A study by Ningsih, (2025) emphasizes the importance of strengthening students' digital ethics through an Islamic literacy approach based on hadith. On the other hand, Junatama & Ramadhan, (2025) outline adaptive learning strategies in Islamic education within the *Merdeka Belajar* (Freedom to Learn) framework that are responsive to technological advancements without compromising spiritual values.

Another ethical challenge in the digital era—such as plagiarism, cyberbullying, and the spread of hoaxes—can also be addressed through the values embedded in hadith. The Prophet Muhammad (peace be upon him) said:

"كَفَى بِالْمَرْءِ كَذِبًا أَنْ يُحَدِّثَ بِكُلِّ مَا سَمِعَ"

"It is enough for a man to be considered a liar if he narrates everything he hears" (HR. Muslim, No. 5)

This hadith is the basis for building a culture of tabayyun (clarification of information) in Islamic digital literacy. Mulyani, (2023) demonstrates that educating students on the values of information verification derived from hadith can enhance their ethical awareness in using social media.

The study also added that the Hadith is able to direct communication to be more reflective, meaningful and ethical, as well as support the development of emotional intelligence and empathy (Muhammad Qomari Romadhon, Nurul Qomariyah, 2024). The principles of hadith do not limit expression but encourage awareness and moral responsibility in communicating.

Furthermore, the digitalization of education presents new opportunities to integrate *hadith* into both the curriculum and instructional media. A study by Primarni et al. highlights that incorporating *hadith*-based moral education within the framework of Holistic Education 5.0 can significantly enhance the comprehensive character development of students. This integration is manifested through various innovative formats, including mobile applications, Islamic podcasts, short *dakwah* videos, and educational games that embed *hadith* values as core components of digital character formation (Erlina et al., 2025; Koderi et al., 2023; Primarni et al., 2025).

The reinforcement of Islamic educational ethics through *hadith* in the digital age can be effectively pursued through several key

strategies: developing an integrative curriculum, providing digital-Islamic teacher training programs, creating ethical literacy platforms, and implementing value-based assessment systems. Educational *hadiths* offer strong foundations for ethical digital literacy, emphasizing responsible communication, proper etiquette in virtual learning environments, and academic integrity. These values are consistent with the core principles of media literacy and 21st-century skills, which prioritize integrity, collaboration, and social responsibility.

A collaborative framework involving teachers, parents, and educational institutions is essential to ensure these ethical principles are meaningfully internalized by students. Such synergy fosters a learning culture where moral and spiritual development complements technological proficiency.

In conclusion, this study affirms that *hadith*-based educational values hold significant potential in shaping Islamic educational ethics that are both contextually relevant and future-oriented. By embedding these prophetic values within the Islamic education system, today's digital generation can be guided not only to excel in technological literacy but also to uphold strong moral character and spiritual resilience.

E. Kesimpulan

This study affirms that educational hadiths play a vital role in shaping and strengthening Islamic educational ethics in the digital era. The prophetic values contained in hadiths—such as honesty, responsibility, etiquette in seeking knowledge, and verification (tabayyun)—are proven to be relevant and applicable in addressing moral challenges in the digital domain, including the spread of hoaxes, character degradation, and poor online communication ethics. Integrating these hadith values into the curriculum and digital learning media can reinforce students' character and provide a strong ethical foundation for technology-based education.

Future research is recommended to explore hadith-based learning models that are practically and structurally designed for both school and digital madrasah contexts. Moreover, empirical studies are needed to assess the

effectiveness of implementing hadith values within Learning Management Systems (LMS), interactive da'wah applications, or strategies for evaluating students' digital ethics. Strengthening collaboration among teachers, parents, and policymakers also warrants further investigation to ensure the internalization of hadith values is sustainable and contextually aligned with the characteristics of today's digital generation.

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