Research Article

Implementation of Educational Values: Classical vs Contemporary Hadith Interpretation

Wahyu Sihab

Universitas Islam Indonesia, Yogyakarta, Indonesia; wahyusihab693j@gmail.com

Abstract. The purpose of this study is to analyze and compare classical and contemporary approaches to understanding the educational values contained in the hadith, in order to gain a more comprehensive and relevant understanding of Islamic educational practices in the modern era. Educational values in the hadith play a fundamental role in shaping the character and morals of Muslims. The hadith not only serves as a source of religious teachings but also as an ethical guideline in developing students' personalities based on spiritual, social, and moral values. However, differences in historical and social contexts have resulted in two different styles of interpretation. The classical approach tends to emphasize textual understanding and the authenticity of the meaning of the hadith, while the contemporary approach emphasizes the relevance of the teachings of the hadith to the dynamics of modern life and current educational challenges. The research method used is library research by examining various academic sources such as journals, books, articles, and scientific

documents related to educational values in the hadith. This approach allows researchers to explore the thoughts of scholars and intellectuals, both from classical and modern perspectives, in a deep and structured manner.

Keywords: Educational Value, Hadith, Classical Interpretation, Contemporary Interpretation, Implementation.

INTRODUCTION

Texts Hadith as one of the main sources of Islamic teachings, has an role important as a center in shaping the educational values that underlie the lives of mankind (Hidayat, 2024). Hadith-based education covers various aspects of educational values consisting of values such as noble character, discipline, honesty, and responsibility (Yatim, 2020). These values have become an important foundation in what certainly contributes to the formation of a society with character in order to build a generation of Muslims. Hadith-based education has been an important part of Islamic history in producing intellectually and spiritually intelligent generations. However, classical and contemporary interpretations of hadith have greatly influenced the implementation of these educational values.

Over time, hadith interpretation developed into two main approaches: classical and contemporary. Classical hadith interpretation tends to focus on a textual approach that maintains conformity with the traditions of previous scholars (Ferdiansyah, 2017). This textual method creates stability in religious understanding, keeps Islamic values consistent, and guarantees that the teachings are authentic and applicable in the lives of mankind. However, this method is often considered insufficient to deal with new issues that arise as a result of cultural change and continuous social development. In contrast, contemporary tafsir that uses a contextual approach considers the dynamics of modern society, the impact of globalization, and advances in technology and science to answer the demands of the times (Hayatuddin & Hakim, 2023). This method is often criticized for being too far from the classical tradition or deviating from its original meaning, which provides flexibility in the understanding of hadith.

The difference between these two methods often leads to differences in the understanding and application of the educational values of the hadith on how the principles of education are applied in the modern world, such as in formal and non-formal education systems. When the values contained in the hadith have to be applied in the current formal and non-formal education systems, it is certainly a challenge. While contemporary approaches are often considered to overemphasize adaptation, thus reducing the depth of Islamic values, classical approaches are sometimes considered less relevant to the demands of a dynamic modern era. Therefore, there is a need for in-depth research and comparison of these two

approaches to find ways to apply hadith education values in a balanced, harmonious, and applicable manner.

It is hoped that this study will produce a broader understanding of how educational values are applied in hadith. This study is an effort to strengthen the contribution of Islamic educational values in building a generation with character, excellence, and integrity. It is believed that an approach that integrates the power of classical and contemporary interpretations is able to provide relevant solutions to answer the needs of the people in the modern era without ignoring the essence of Islamic teachings (Jurnal et al., n.d.). This research is an important step to ensure that Islamic education still has a significant contribution in building a generation with character. It is hoped that by utilizing the advantages of both approaches, a solution will be found that is not only relevant to the times, but also in accordance with the essence of Islamic teachings.

The main gap that needs to be addressed is the incompatibility of classical and contemporary approaches in applying the principles and values of hadith education. While flexible contemporary techniques risk reducing the legitimacy of the teachings, rigid classical approaches often fail to address contemporary difficulties. To close the gap, this study suggests a suitable and applicable implementation model.

The urgency of this study in addressing the needs of Muslims today is what makes it so interesting. Hadith-based education has the ability to produce a generation of Muslims who are intelligent, spiritual, and moral (Munawir et al., 2024). Islamic principles can be implemented appropriately without losing their essence when approached in a balanced manner. In addition, this research helps in creating a more contextualized and flexible Islamic education curriculum.

In developing strategies to implement hadith education values, academics, educators and policy makers can benefit from this study. It is hoped that the findings of this study will serve as a basis for creating an efficient and sustainable education system. Thus, in many aspects of contemporary culture, the Islamic principles found in the hadith can be resurrected.

RESEARCH METHODS

This research uses the method *literature review* , which aims to produce output in the form of analysis of available data and explanation of findings so that it can be used as a reference in preparing a structured and in-depth research study related to the problem to be studied (Sastypratiwi & Nyoto, 2020). The author collected data from various sources, including journals, articles, and book references, to build a strong theoretical foundation for the discussion. This research specifically adopts the method *systematic literature review* to collect, analyze, and synthesize various journals in the field of sociology. The results are summarized in the form of

conclusions that are examined in depth using a detailed approach, resulting in final findings that are relevant and in line with the research objectives.

RESULTS AND DISCUSSION

Analyzing the Comparison of Classical and Contemporary Hadith Interpretation Approaches

The classical hadith interpretation approach has strong roots in the Islamic scholarly tradition that stretches back to the time of the salaf scholars, and is a strong basis for the interpretation approach (Fahimah, 2019). This method strongly emphasizes a textual approach, which emphasizes the literal interpretation of hadith texts and their consistency with the traditions of previous scholars. It offers consistency in upholding the uniqueness of Islamic teachings and the legitimacy of the principles they contain. However, its inability to adapt to changing social and cultural norms is a drawback. The classical approach is often considered less applicable in dealing with issues that arise when society undergoes substantial change.

Discussion The classical approach of hadith interpretation focuses on textual understanding that draws directly on the traditions of earlier scholars and the text of the hadith. This approach focuses on keeping the teachings of Islam unique and ensuring that the interpretation of the hadith remains true to its original context. With a solid foundation, educational principles such as honesty, discipline and piety shape characterhuman.

The classical approach, on the other hand, is often considered rigid as it tends to ignore social changes that have occurred over the years. It is sometimes unresponsive to contemporary challenges such as technology, globalization and societal dynamics. As a result, some people believe that this approach is not always relevant to address modern educational needs.

On the other hand, hadith interpretation contemporary provides flexibility by using contextual techniques (Ridwan et al., 2024). This method seeks to understand the hadith text by considering contemporary conditions, such as the impact of globalization, technological advances, and shifting social norms. This strategy allows for flexibility and creativity to meet the needs of Muslims in the contemporary world. It is also not without its critics, especially in terms of the possibility of deviating from the original meaning of the hadith and the possibility of reducing the depth of Islamic values upheld by the classical approach.

Contemporary interpretation differs from the classical method in that it emphasizes flexibility and relevance in understanding hadith (Ali, 2018). This approach seeks to bridge the teachings of hadith with the modern world, adapting them to current circumstances. One example is hadith, which conveys educational values into the concept of technology-based learning, the development of skills

appropriate to the modern era, and the integration of global culture (Ridwan et al., 2024).

This method allows the educational values in the hadith to be adjusted to become more relevant in everyday life. However, this flexibility is often criticized, especially by conservatives, as being too far removed from the original meaning of the hadith. This criticism raises the question of the extent to which contemporary tafsir can maintain the essence of Islamic teachings without sacrificing their relevance.

Gaps between Classical and Contemporary Approaches

In understanding and applying the educational values of hadith, there is a fundamental difference between the classical and contemporary approaches. The rigid classical approach is often considered less adaptive while the more flexible contemporary approach is considered less respectful of tradition. As a result, scholars argue about which method is better to apply in contemporary education (Firdaus et al., n.d.).

The classical approach provides a solid foundation and ensures the continuity of traditional values, but lacks the ability to address new questions (Eisenstadt, 1973). The contemporary approach, on the other hand, offers innovative solutions, but is often perceived as undermining the importance of maintaining the authenticity of the teachings. This suggests that an integration model that can utilize the advantages of both is needed.

The gap between the classical and approachescontemporary lies in their differences in purpose and interpretation. While the contemporary approach aims to make the teachings relevant to the times, the classical approach tends to maintain the consistency and authenticity of the teachings. This difference makes it difficult to incorporate both strategies into contemporary teaching methods. To address this gap and develop solutions that can utilize both, a thorough investigation is needed (Astutik, 2018).

The educational values in the hadith have significant relevance in developing an educational system that focuses on character and moral development. The Hadiths of Prophet Muhammad provide valuable insights into the importance of knowledge, wisdom and compassion in daily life. The application of these principles is crucial to creating a generation that is not only intelligent, but also noble.

The Islamic education system emphasizes the importance of hadith as the primary means of developing intelligent, virtuous, and cooperative human beings. Hadith, one of the pillars of Islamic law, contains many teachings that are consistent with the principles of education (Ramadhan et al., 2024). The use of educational principles in the Hadith is not only beneficial for developing spiritually enlightened individuals, but can also create a harmonious and peaceful society.

The importance of integrating classical and contemporary approaches in the implementation of hadith education values is an urgent need in the modern era (Aisyah, n.d.). This integration allows the values of Islamic education based on hadith to remain relevant without losing their essence according to the principles of Islamic education. It is expected that virtues such as honorable character, discipline, and responsibility can be successfully implemented in various formal and informal educational environments by combining the stability of the classical approach with the adaptability of the modern approach.

In-depth analysis shows that the classical and contemporary approaches can complement each other in understanding and applying the educational values of hadith. The classical approach provides a strong basic framework while the contemporary approach provides flexibility to respond to the challenges of the times. With the combination of these two approaches, values such as honesty, discipline and responsibility can be effectively applied.

The integration of educational principles in the Hadith requires a comprehensive approach. Some important points regarding this are as follows:

First, Integrating Academic and Spiritual Knowledge: There is often a separation between academic and spiritual aspects in modern education (Hasan et al., 2024). In general, hadiths emphasize the importance of balancing both, such as the hadith about seeking knowledge which is very important for every Muslim. The traditions of Prophet Muhammad emphasize the need to seek knowledge as an obligation for every Muslim. This highlights the need for education based on Islamic principles in raising a generation that is noble and devout. As in his saying:

طَلَبُ العلمِ فريضةٌ على كلِّ مسلمٍ

"Seeking knowledge is obligatory upon every Muslim." (HR. Ibnu Majah).

This integrative approach teaches us that science should be applied to better understand God and benefit everyone.

Second, Character Education Based on Morals : Hadiths of the Prophet SAW emphasize the importance of good manners as a component of education. Moral education is the core of the hadith teachings. The Prophet said:

إنَّما بُعِثْتُ لأُتَمِّمَ مكارمَ الأخلاقِ

"Indeed, I was sent to perfect noble character." (HR. Ahmad).

The integration of this approach means that education should emphasize the development of students' character, such as honesty, responsibility and respect for others, to achieve academic success. This indicates that education that teaches noble values such as honesty, patience and compassion is essential for developing individual character.

Third, Contextualizing Hadith Ideas in the Context of Modern Life : An integrative approach should be able to balance the relevance of the hadith in the

present context. For example, the principles taught by the Prophet can be used to explain concepts such as hard work, responsibility, and manners in interaction with technology (Salam & Penelitian, 2024).

Implementation of Educational Values in Hadith

Integrating Values in the Curriculum : Educational curricula can be designed to integrate concepts from hadith into other subjects. For example, learning Arabic can help students understand the meaning of selected traditions while learning religion can help students understand traditions relevant to their daily lives (Tentang et al., 2025).

Methods of Education Exemplified by the Prophet : The methods used by the Prophet Muhammad in teaching, such as using dialog techniques, real examples, and emotional motivation, can be used in the teaching process. These methods encourage students to be active and build strong relationships between teachers and students.

Extracurricular Activities Based on Islamic Law : Hadith values can be expressed through extracurricular activities such as religious mentoring, hadith studies, or activitiesda'wah-based social . This helps students apply these principles in their daily lives.

Islamic educational environment: The establishment of an Islamic school environment is also a means of practicing the hadith. This environment supports school activities that uphold Islamic principles, such as reciting prayers, maintaining cleanliness, and assisting deliberation in resolving conflicts.

Application of Technology in Hadith Studies : In the digital era, technology can be used to illustrate educational principles in written form. For example, creating creative content such as infographics, videos, or interactive learning applications that can be applied in everyday life (Mukti et al., 2023). *Character Development Through Example* : When discussing hadith, teachers and individuals should be the most important role models. By explaining noble morals, students will more easily understand and apply these values (Hadis, 2024).

Application Strategy in Modern Education

To effectively utilize the values of hadith education, classical and contemporary approaches must work together. For example, a technology based character education program can combine traditional principles with modern technology in formal education. This not only strengthens students' morals, but also prepares them to face the challenges that exist in today's world.

Adaptive and contextual curriculum approaches are two methods to implement hadith education values in contemporary education. This can be achieved by creating learning materials that take into account the demands of students in the era of globalization and also have a solid foundation in classical texts.

In addition, interactive teaching techniques including case studies, contextual discussions, and project development in line with Islamic beliefs can be used to implement these strategies (Parnawi, 2023). As a result, students not only learn Islamic ideals but also incorporate them into their daily lives.

Non formal education, such as community based training and coaching, can also use this approach. Hadith can be used to do the right things involving technology and social interaction, such as digital platforms for religious learning and online discussion forums. In order for the educational principles in the Hadith to be effectively implemented in modern education according to (Rosdiarini, 2020). The following strategies are needed:

Islam Based Curriculum: Curriculum development that incorporates hadith into other subjects is a strategic approach. For example, it can be linked to faith in God, while religious education can teach the teachings of the Prophet and Companions as a moral guide.

Practical and contextual approach: The application of the educational values in the hadith should be relevant to the needs of learners today. For example, a discussion on the importance of trustworthiness can be included in a group project that aims to teach responsibility. In addition, the hadith about the importance of ensuring that the writing is authentic can be contextualized through social media activities.

Using the Example Method (*Uswatun Hasanah*): In order to implement these hadiths, teachers and educators must be an example (*Uswatun Hasanah*). In order for Rasulullah SAW to be the best example for mankind, a teacher must be able to provide a noble example in his daily life. This can create a less inspiring and motivating learning environment.

Utilization of Technology in Education : Modern technology can be used to creatively illustrate educational principles in various ways, such as by using interactive apps, educational videos or social media to illustrate moral lessons. A Holistic Approach to Student Development, Student development is not limited to the classroom, but also through extracurricular activities, religion, and relationships with other students. For example, the hadith about the importance of love can be used in programs that strengthen the bond between students and teachers as well as between students and others.

Character Evaluation and Measurement: To ensure that the implementation of hadith is successful, evaluations of student character should be conducted. For example, observations on how students express values such as independence, honesty and respect in their daily lives. Working with Religious and Community Organizations, Implementing educational principles in a hadith will be more effective if it involves religious communities and organizations. Activities such as lectures, education, and community outreach programs based on Islamic principles can enhance Islamic education.

With the strategies mentioned above, the principles of education in the hadith can be modified to suit today's times without compromising its essence. It is hoped that this implementation can produce a generation that is superior, noble, and ready to face the challenges of the modern world.

Challenges and Opportunities

Integrating two approaches or methods these is not easy. Both tradition first conservatives and innovation-first progressives often oppose the paradigm differences between contemporary and classical approaches. In addition, the lack of digital literacy in some people is also an obstacle to applying the principles of technology education(Aifalesasunanda et al., 2024)

The main obstacle to combining classical and modern methods is the difference in the ideas underlying them. It is difficult to find a harmonious meeting point between the strict classical method and the flexible contemporary approach (Huda, 2018). In addition, a barrier to the successful implementation of hadith education values is the absence of a thorough knowledge of both approaches among educators and policy makers.

However, there are tremendous opportunities to create new and useful models of integration despite these constraints. To create a comprehensive implementation strategy, scholars, educators and academics must work together. The principles of hadith education can be widely disseminated and easily accessible to the general public by utilizing technological advancements such as digital materials and online learning platforms. In addition, this integration strategy creates the possibility of developing an Islamic education curriculum that better suits contemporary demands while maintaining the core principles of Islamic teachings.

Applying the principles of education in the hadith, particularly through a comparison of classical and contemporary commentaries, results in a variety of complex issues. One of the main challenges is the dualistic education system that combines religious education with general education. This often results in hadith education being taught only in a religious context, making it incompatible with the existing disciplines.

In addition, the distinction between classical tafsir, which is relatively textual, and contemporary tafsir, which is more contextual, is often contentious. Another challenge is the students' lack of understanding of hadith, especially in terms of contextualizing hadith to meet the needs of the times. In addition, the effects of globalization and secularization weaken the bond between Islam and modern life, thus requiring more inclusive and relevant strategies (Zulaiha, 2017).

The opportunity to develop a model of integration between classical and contemporary approaches is great, despite the constraints. With the advancement of technology and openness to interdisciplinary discussions, it has become increasingly possible to create a curriculum that combines traditional values with

modern demands. This model will enhance the understanding of hadith and make it more relevant for everyday life.

In addition, technological developments offer excellent opportunities for disseminating hadith teaching principles. A larger audience can be reached by using hadith-based educational resources through digital channels. Technology also allows teachers and students to engage in more dynamic exchanges, which increases effectiveness and engagement in the learning process (Saba, 2024).

Despite the challenges, a comparison of classical and contemporary hadith commentaries offers significant opportunities for developing integrative educational approaches. One of the most significant challenges is the development of curricula that can help students learn classical subjects using innovative approaches relevant to current conditions.

Utilizing digital technology also creates opportunities to communicate knowledge in an engaging way to the younger generation, such as through social media, educational apps, or interactive content that challenges both traditional and modern thinking(Zainul Huda, 2023). In addition, cooperation between religious institutions, government, and educational institutions can support the development of applicable and comprehensive hadith based education programs. Through the collaboration of various stakeholders, the implementation of the educational principles in hadith can become the foundation in building a generation that is intelligent, has a noble personality, and is ready to face global challenges.

Another opportunity lies in the development of more in-depth research related to the implementation of hadith education values. This integration model can be supported by strong theoretical foundations that this research can offer. This research can produce creative and useful answers by involving various stakeholders, including scholars, educational practitioners, and academics.

A well-constructed integration model will ultimately improve Islamic education while helping to create a society that is noble, relevant to the times, and has character. This model can be a solution to the problems faced by the world of education today by emphasizing universal Islamic values.

CONCLUSION

The main conclusions of the research can be presented in a short conclusion section, which can stand alone or form a subsection or results section of the study. In this section can also give thanks to people and parties who have supported research. To analyze the comparison of both approaches traditional and contextual in understanding the educational values in hadith, it is important to understand the depth and relevance of each approach in today's context.

The traditional approach often focuses more on classical texts and understandings that have been tested, while the contextual approach emphasizes more on the application of these values by adjusting to changing social and cultural

conditions. By comparing the two approaches, we can gain a more comprehensive understanding of how the educational values in the hadith can be effectively applied. These values should not only be understood theoretically, but should also be relevant to the dynamics and needs of the times.

Therefore, to more effectively inspire positive educational change, the teachings of the hadith must be adapted to the contemporary social, economic and cultural context. Thus, comparing these two approaches provides extensive knowledge and can be used as a basis for creating learning approaches that are more relevant and appropriate to the challenges faced by the current times.

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