

## Trends in the Study Moral Development, Learning Media, and Learning Processes in Educational Hadith: Analysing the 2022—2023 Period through Openknowledge Maps

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### Abstract

This research aims to find out what it is, the reasons for its development, and how the trend of massive educational hadith studies is studied in hadith studies. Hadith as the second source of Islamic teachings from the time of the Prophet until now continues to be studied by many people. Status as a reference source, hadith is studied by various scientific fields, one of which is in the field of education. Therefore, today there is a development of hadith based on educational values better known as *tarbawi* hadith. This article examines the trend of educational hadith studies in the past year starting from the period of 2022 to 2023 through the help of *Open Knowledge Maps*. The approach used in the research is qualitative with the method of literature study, data collection using journals as primary data and documentation as secondary data, while the data analysis used is descriptive. The results showed that the trends in the study of educational hadith for the 2022—2023 period through *open knowledge maps* included moral development (3 articles), learning media (2 articles), and the learning process (2 articles). Then after being analyzed, a unity is formed between moral development and media that occurs in the learning process. This article can help for the development of further studies as a reference result in analyzing other educational hadith with other article search tools (such as Google Scholar, ScienceDirect, and Tandfonline, etc.). The results of this research show that various types of educational hadith studies have emerged and can be searched using search engines, making it easier to study and bring up novelty in further research.

**Keywords:** Educational Hadith, *Openknowledge*, Trend

### Abstrak

Penelitian ini bertujuan untuk mengetahui apa saja, alasan berkembang, dan bagaimana tren pengkajian hadis pendidikan masif dikaji dalam kajian hadis. Hadis sebagai sumber ajaran kedua agama Islam sejak zaman Nabi hingga saat ini senantiasa terus dikaji oleh banyak kalangan. Berstatus sebagai sumber rujukan, hadis dikaji oleh berbagai macam bidang keilmuan salah satunya ialah dalam bidang pendidikan. Oleh karenanya, dewasa ini muncul pengembangan hadis berbasis nilai-nilai pendidikan atau lebih dikenal dengan hadis *tarbawi*. Artikel ini mengkaji tren pengkajian hadis pendidikan dalam kurung waktu satu tahun terakhir dimulai dari periode tahun 2022 hingga tahun 2023 melalui perbantuan *Open Knowledge Maps*. Pendekatan yang digunakan dalam penelitian ialah kualitatif dengan metode studi literatur, pengumpulan data menggunakan jurnal sebagai data primer dan dokumentasi sebagai data sekunder, adapun analisis data yang dipergunakan ialah deskriptif. Hasil penelitian menunjukkan bahwa tren pengkajian hadis pendidikan periode 2022—2023 melalui *Open Knowledge Maps* antara lain pembinaan akhlak (sebanyak 3 artikel), media pembelajaran (sebanyak 2 artikel), dan proses pembelajaran (sebanyak 2 artikel). Setelah dianalisis, terbentuk satu kesatuan

antara pembinaan akhlak dan media yang terjadi dalam proses pembelajaran. Artikel ini dapat membantu bagi pengembangan kajian berikutnya sebagai hasil referensi dalam menelaah hadis pendidikan lainnya dengan alat bantu pencarian artikel yang lain (semisal Google Scholar, ScinceDirect, Tandfonline, dan lain-lain). Hasil penelitian ini menghasilkan bahwa pengkajian hadis pendidikan sudah muncul berbagai macam dan dapat ditelusuri menggunakan *search engine* sehingga memudahkan pengkajian serta memunculkan kebaruan dalam penelitian selanjutnya.

**Kata Kunci:** Hadis Pendidikan; *Openknowledge*; Tren

## Introduction

As time progresses, hadith continues to be studied exponentially through the scientific discipline of hadith/hadith studies so that from study of these hadiths, the emergence of hadith books from the ulama as treasures of Islamic wealth, including the publication of the hadith book *Jami' al-Shahih Bukhari* which consists of 97 books with 3,450 chapters, *Jami' al-Shahih Muslim* which contains no less than 300 hadiths. thousands of hadiths, *al-Muwaththa'* by Imam Malik, *Musnad Ahmad*, *Sunan al-Nasa'i*, *Sunan Ibnu Majah*, *Sunan Abu Dawud* and *Jami' al-Tirmizi*.<sup>1</sup>

Then, in classifying hadith books, the scholars used several methods as revealed by Mohammed Ali<sup>2</sup>, Manna' al-Qaththan in his book *Mababits fi 'Ulum al-Hadith* using the *masanid* method (collecting a collection of hadiths from good friends of *sahih*, *hasan*, and *dhaif* hadiths), *al-Ma'ajim* method (collecting hadiths in order of friends' names), *al-Jawami* (collection of hadiths based on all chapters discussing religion), al-Majami (sorting of collections of hadiths based on the hadith *musanaf*), *al-Ajza'* (collection of the history of a hadith narrator), *al-Atraf* (collection of the *musnads* of the companions according to the letters-hijaiyah letters by mentioning the beginning of the hadith matan), and the *al-Zawa'id* method (collection of additional hadiths to existing hadiths).

Meanwhile, Ajjaj al-Khatib in his book *Usbul al-Hadith* ('*Ulumuhu wa Mustalabuhu*) uses the *Musannafat*, *Majmu'an*, *al-Majamii*, and *al-Masanid* methods. On the other hand, M. Syuhudi Ismail in his *Introduction to Hadith Science* explains the method of compiling hadith books, including in the fourth period (2nd century AH) using the *al-muwaththa'*, *musnad*, and *mukhtaf al-hadith* methods, period fifth (beginning of the 3rd century H) using the *musnad* method, *musannaf* with two forms, namely the *Sahih* book and the *Sunan* book, the sixth period (4th century to the mid-7th century H) using a new method through the *Atraf*, *Mustakbraj*, *Mustadrak*, and *Jami*, and in the seventh period (from the mid-7th century until now) using *Syarah*, *Mukhtasar*, *Zaqa'id*, Hadith Index Code, and Hadith Translation. Meanwhile, Imam al-Nawawi used two classification methods, namely collecting hadiths by chapter, and collecting hadiths using the *al-Masanid* method.<sup>3</sup>

When viewed from an educational perspective, the hadith is also in a guiding position regarding management principles education which can be used as a basis for the formation of

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<sup>1</sup> Naila Farah, "Mengenal Kitab-Kitab Hadis," *Diya Al-Afkar: Jurnal Studi al-Quran Dan al-Hadis* 2, no. 01 (2014).

<sup>2</sup> Muhammad Ali, "Teori Klasifikasi Kitab Hadis," *Tabdis: Jurnal Kajian Ilmu Al-Hadis* 8, no. 2 (2017).

<sup>3</sup> Ali.

a generation that is superior in life values.<sup>4</sup> So the hadith is very appropriate when related to educational concepts and systems. Vice versa, educational concepts and systems can be based on hadiths provided that the hadiths are understood flexibly and contextually. So with this, hadith and education can complement and fill each other. One of the studies that used this pattern, for example, was conducted by Muslims where the researchers highlighted how family education was based on the hadith of the Prophet.<sup>5</sup> The hadiths discussed are about the responsibilities of the head of the family, such as the hadith narrated by al-Bukhari no. 595 and hadith narrated by al-Darimi no. 3256, as well as the responsibilities of parents towards children, such as hadith narrated by Muslim no. 2658.

According to Khoirul Fatih, recently scholars have said that the study of hadith is developing in India. They do not mention the development of interpretation there. Meanwhile, in Indonesia, many groups say that the study of hadith is late in its development compared to other fields, such as tafsir, fiqh, Sufism, Islamic theology and philosophy.<sup>6</sup> Therefore, in this study the researcher tries to examine how the study of hadith during the 2022-2023 period, especially the trend of studying hadith in education as an academic initiative to explain to the public related hadiths that are often studied and hadiths that need to be studied more massively. This is because the study of hadith is an important aspect in the study of the Islamic religion which continues to experience development and change along with changing times and intellectual needs.

Research on trends in the study of hadith is actually still very little done and not much is found. In line with Khoirul Fatih's opinion, previous research has mostly studied trends in the study of the al-Qur'an<sup>7</sup> or interpretive trends.<sup>9</sup> However, there are still researchers who study this hadith, for example about the modernist upheaval which explains how the hadith developed from time to time<sup>10</sup> and about the orientalist thought of Jonathan Brown who focuses on the hadith of the book al-Bukhari.<sup>11</sup> Previous research similar to this research was found in a student thesis at Sunan Kalijaga State Islamic University, Yogyakarta. In this thesis, the author focuses more on hadiths about mental health there is in a hadith book.<sup>12</sup>

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<sup>4</sup> Amrulloh Amrulloh dan Mujiyanto Solichin, *Metode Studi Hadis Pendidikan* (CV. Dream Litera Buana, 2020).

<sup>5</sup> Muslim Muslim, "Pendidikan Keluarga Ditinjau Dari Perspektif Hadis Nabi Muhammad Saw," *Quality: Journal Of Islamic Studies* 1, no. 1 (2022): 1–13.

<sup>6</sup> Moh Khoirul Fatih, "Pergolakan Hadits Kaum Modernis," *Madinah: Jurnal Studi Islam* 10, no. 1 (2023): 45–57.

<sup>7</sup> Moh Abdul Kholiq Hasan, "Tren Kajian Al-Qur'an di International Islamic University Malaysia (IIUM); Analisis Terhadap Karya Tesis," *Al-Tadabbur: Jurnal Ilmu Al-Qur'an dan Tafsir* 6, no. 02 (2021): 339–60.

<sup>8</sup> Yusuf Rahman, "Tren Kajian Al-Qur'an Di Dunia Barat," *Jurnal Studia Insania* 1, no. 1 (30 April 2013): 1–8, <https://doi.org/10.18592/jsi.v1i1.1076>.

<sup>9</sup> Abdul Mutakabbir, "Tren Penelitian Tafsir di Perguruan Tinggi Negeri Islam Masa Pandemi COVID-19: Tracer Studi Terhadap Skripsi Mahasiswa Ilmu al-Qur'an dan Tafsir Institut Agama Islam Negeri Palopo 2020-2021," *MAGHZA: Jurnal Ilmu Al-Qur'an dan Tafsir* 7, no. 2 (2022): 69–84.

<sup>10</sup> Fatih, "Pergolakan Hadits Kaum Modernis."

<sup>11</sup> Nur Hamidah Pulungan dan Nur Fadhilah Syam, "Pemikiran Orientalis Jonathan Brown Terkait Penelitian Hadis," *Al-Mu'tabar* 3, no. 1 (3 Januari 2023): 49–65, <https://doi.org/10.56874/jurnal>.

<sup>12</sup> Fina Fatmah, "Konstruksi Metodologi Hadis Tentang Kesehatan Mental Dalam Kitab Al-Hadis Al-Nabawi Wa 'Ilm Al-Nafs Karya Muhammad 'Usman Najati" (UIN Sunan Kalijaga Yogyakarta, 2021).

Another researcher who studies educational hadiths, namely "Hadiths about Education (Research Study on the Importance of Children's Education)" which focuses on the need for teachers to know about educational hadith so they can provide capital for the sake of realizing the perfect human being.<sup>13</sup> Another research entitled "The Concept of Character Education from the Psychological Perspective of Islamic Education in the Study of Hadith" with the focus of this research being the presentation of hadith which supports the concept of character education in harmony with view of Islamic psychology.<sup>14</sup> Lastly, research done by Ramli Abdul Wahid and Dedi Masri with the title "Recent Developments in Hadith Studies in Indonesia: The Role of Educational Institutions in Hadith Studies" leads to the finding that assessment Hadith is no longer limited to textual and contextual understanding of Hadith. However, it has taken a philosophical and sociological direction with the *outcome* of the presence of the Science department Hadith at PTKIN.<sup>15</sup>

Looking at the background above, it does not rule out the possibility that the study of hadith can be studied through field sciences such as the field of education with a trend that is starting to develop now, namely carrying out educational styles (*tarbawi*) and the role of this article is to reveal the study of hadith from an educational perspective that has been compiled by other researchers starting from the period year 2022 to 2023. This article was prepared using a qualitative approach, namely an approach to research by means of detailed descriptions in order to understand and produce data output in the form of qualitative data,<sup>16</sup> with the specific method used, namely literature study or review of books and other references that are relevant to the problem at hand. researched.<sup>17</sup> Data is traced using *search engine* at *OpenKnowledgeMaps.org*. Primary data was obtained from journals, while secondary data was obtained from documentation. The object of this research is an article in a journal discussing educational hadith (*tarbawi*) published from 2022 to 2023 through *sitethe*.

The questions to be answered in this research are *first*, what are the trends in the study of educational hadith or *tarbawi* hadith in the last year or so. *Second*, why this trend is developing. *Third*, how this trend is massively studied in hadith studies. This formulation aims to provide a mapping regarding the types of educational hadith studies or *tarbawi* hadith that have often been studied in the last year or so. Then this research will investigate the factors that encourage the development of these trends, thereby influencing the interest and focus of researchers. Lastly, this research also aims to explore the extent to which these trends are studied comprehensively in the study of hadith, both in the context of formal education nor informal. By answering these questions, study it is hoped that this will provide

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<sup>13</sup> Susan Noor Farida, "Hadis-Hadis Tentang Pendidikan: Suatu Telaah tentang Pentingnya Pendidikan Anak," *Diriyah: Jurnal Studi Ilmu Hadis* 1, no. 1 (2016): 35–42.

<sup>14</sup> Nelmi Hayati dan Fuji Pratami, "Konsep Pendidikan Karakter Perspektif Psikologi Pendidikan Islam dalam Kajian hadis," *Al-Mu'tabar* 3, no. 1 (2023): 35–48.

<sup>15</sup> Ramli Abdul Wahid dan Dedi Masri, "Perkembangan Terkini Studi Hadis Di Indonesia: Peran Lembaga-Lembaga Pendidikan Dalam Pengkajian Hadis," *Lainnya (Lembaga Penelitian Dan Pengabdian Kepada Masyarakat (LP2M) UINSU Medan*, 2018), <http://repository.uinsu.ac.id/8719/>.

<sup>16</sup> H. Zuchri Abdussamad dan M. Si Sik, *Metode penelitian kualitatif* (CV. Syakir Media Press, 2021).

<sup>17</sup> Jonathan Sarwono, *Metode penelitian kuantitatif & kualitatif* (Graha Ilmu, 2006), [//lib.litbang.kemendagri.go.id/%2Findex.php%3Fp%3Dshow\\_detail%26id%3D3642%26keywords%3D](http://lib.litbang.kemendagri.go.id/%2Findex.php%3Fp%3Dshow_detail%26id%3D3642%26keywords%3D).

deeper insight into the dynamics of the study of educational hadith in the contemporary context and make a positive contribution to the development of scientific knowledge and religious practice. Deep data collection stage study this starts from searching catalogs and article titles via *online* media, then verification, classification according to themes in education, and finally tabulation with data analysis using content analysis.

## Results and Discussion

### The Urgency of *Open Knowledge Maps* for Research

*Open Knowledge Maps* is an initiative to provide open exploration tools that leverage the open science ecosystem. The goal is to create a visual interface for global scientific knowledge through knowledge maps. The service automatically creates knowledge maps for specific search terms and allows users to explore important publications in the field. Open Knowledge Maps create knowledge maps from multiple data sources, including text and metadata. Users can read the full paper directly within the same interface if it is openly available.<sup>18</sup>

Furthermore, another opinion explains that *Open Knowledge Maps* is a non-profit organization based in Vienna, Austria, and is committed to increasing the accessibility of scientific knowledge for the general public. They have teams and supporting members from various countries and partner with other organizations. One of their key initiatives is the world's largest visual search engine for research. Through *Open Knowledge Maps*, users can create knowledge maps about research topics in various scientific disciplines. These knowledge maps provide a brief overview of a topic by displaying key areas and related relevant information.<sup>19</sup>

In simple terms, *Open Knowledge Maps* can be understood as a charity that aims to increase accessibility and ease in finding and exploring scientific knowledge and research. *Open Knowledge* provides a web visualization tool that allows users to create “*knowledge maps*” from scientific literature search results. Benefits of using the *Open Knowledge Maps* application include:

1. Get an overview of a research topic: Knowledge maps provide a quick overview of a specific topic by displaying key areas and related documents. This makes it easier for users to identify relevant and useful information.
2. Identifying relevant concepts: *Open Knowledge Maps* helps in understanding key terms and concepts in a particular research area by mapping the research area with relevant concepts.
3. Sorting through information: These applications help group similar documents, allowing users to identify relevant content more easily, especially when searching for ambiguous terms or wanting to find content from one discipline within a multidisciplinary field.

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<sup>18</sup> Peter Kraker, et al., “Open Knowledge Maps: Creating a Visual Interface to the World’s Scientific Knowledge Based on Natural Language Processing,” *027.7 Zeitschrift für Bibliothekskultur* 4, no. 2 (2016): 98-103.

<sup>19</sup> Honorata Ratnawati Dwi Putranti, *Metode Penulisan Artikel Ilmiah* (Semarang: Badan Penerbit STIEPARI Press, 2022).

4. Discover open content: *Open Knowledge Maps* includes both open and closed access documents, but places an emphasis on open documents. Most open documents can be read directly from the interface, and if not, the full text can be accessed with just one click.<sup>20</sup>

Viewed from an exploratory and contribution perspective, *Open Knowledge Maps* has a fast search feature in it. Users only need to type in the keywords they want to search for and then circles will appear containing journals that have the same themes. A large circle means there has been a lot of research in that field and a smaller circle means the amount of research. less and less.

In the author's opinion, in terms of the relevance of its use in the context of research, learning and knowledge development, *Open Knowledge Maps* can streamline and visualize the information sought by researchers or academics, then make it easier to identify research trends and gaps, after that it will certainly make it easier to develop knowledge or research. In the education sector, for example, *Open Knowledge Maps* is very useful for learning progress where the application can provide students with a deep understanding of studying a particular topic thanks to its speed in finding and providing accurate results.<sup>21</sup> The same thing was also reported by Ning Ma et al.<sup>22</sup>, the *Open Knowledge Maps* application helps students based on the scientific needs they are pursuing

### **Trends in the Study of Educational Hadith in 2022-2023**

As for searching for topics regarding trends in the study of educational hadith from 2022 to 2023, the initial step taken is to enter keywords into the search menu on *openknowledgemaps.org*, namely "Educational Hadith" and then the search results from the application It was found that there were 100 articles that were relevant to the study topic in this article. Then, the next activity after the search results appear is to re-select them based on year and study topic in the educational domain, including those related to learning or teaching methods, learning media, educators, students, educational policies, and other domains that are relevant to educational topics. So after re-selection, there were 20 articles related to the study of educational hadith which will be explained in more detail as follows:

**Table 1.** Trends in the Study of *Educational Hadith* (Tarbawi)  
Period 2022—2023 via *Open Knowledge Maps*

No	Writer's name	Research Title	Year	Educational Content
1		"Implikasi Pendidikan Karakter Berdasarkan		

<sup>20</sup> Putranti, *Metode Penulisan Artikel Ilmiah*

<sup>21</sup> Veronica W. Ho, et al., "Knowledge maps: a tool for online assessment with automated feedback," *Medical education online* 23, no. 1 (2018): 1457394.

<sup>22</sup> Ning Ma, et al., "Knowledge map-based online micro-learning: impacts on learning engagement, knowledge structure, and learning performance of in-service teachers," *Interactive Learning Environments* 31, no. 5 (2023): 2751–66.

	Ansar dan Kemal Abumusa	Perspektif Hadis-Hadis Nabi dalam Tinjauan Ilmiah <sup>23</sup>	2023	Education and Character Development
2	Nelmi Hayati dan Fuji Pratami	“Konsep Pendidikan Karakter Perspektif Psikologi Pendidikan Islam dalam Kajian Hadis” <sup>24</sup>	2023	Education and Character Development
3	St Magfirah Nasir dan Tasmin Tangngareng	“Problematisa Pembinaan Karakter Anak; Analisis Kritis Hadis <i>Maudu’i</i> ” <sup>25</sup>	2022	Education and Character Development
4	Sulaiman Ismail dan Sulaiman W	“Implementasi Media Pembelajaran Pendidikan Agama Islam (Studi Kasus Hadis Jibril)” <sup>26</sup>	2023	Instructional Media
5	Agus Suyadi Raharusun dan Siti Rahmah	“Hadis dan Difabel Netra: Pemanfaatan Literatur Hadis Braille Talkingbook Kitab <i>Riyadus Shalihin</i> bagi Difabel Netra BLBI Abiyoso-Wiyata Guna” <sup>27</sup>	2023	Instructional Media
6	Haji Hamli dan Syarifuddin	“Pelaksanaan Pembelajaran Quran Hadis di Madrasah Ibtidaiyah Negeri 1 Hulu Sungai Utara” <sup>28</sup>	2022	Learning process
7	Annisa Qotrunnada Munawwaroh dan Muhammad Aufal Minan	“Implementasi Nilai Al-Qur’an Hadis dalam Kegiatan <i>One Day One</i>	2022	Learning process

<sup>23</sup> Ansar dan Kemal Abumusa, “Implikasi Pendidikan Karakter Berdasarkan Perspektif Hadis-Hadis Nabi dalam Tinjauan Ilmiah,” *Education and Learning Journal* 4, no. 2 (2023).

<sup>24</sup> Nelmi Hayati dan Fuji Pratami, “Konsep Pendidikan Karakter Perspektif Psikologi Pendidikan Islam dalam Kajian hadis,” *Al-Mu’tabar* 3, no. 1 (2023): 35–48.

<sup>25</sup> Tasmin Tangngareng, “PROBLEMATIKA PEMBINAAN KARAKTER ANAK; ANALISIS KRITIS HADIS MAUDU’ I,” *Jurnal Ushuluddin: Media Dialog Pemikiran Islam* 24, no. 1 (2022): 28–46.

<sup>26</sup> Sulaiman Ismail dan W. Sulaiman, “Implementasi Media Pembelajaran Pendidikan Agama Islam (Studi Kasus Hadis Jibril),” *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 01 (2023).

<sup>27</sup> Agus Suyadi Raharusun dan Siti Rahmah, “Hadis Dan Difabel Netra: Pemanfaatan Literatur Hadis Braille Talkingbook Kitab *Riyadus Shalihin* Bagi Difabel Netra Blbi Abiyoso-Wiyata Guna,” *Al-Khidmat* 6, no. 1 (24 Juli 2023): 56–68, <https://doi.org/10.15575/jak.v6i1.25105>.

<sup>28</sup> Haji Hamli dan Syarifuddin Syarifuddin, “Pelaksanaan Pembelajaran Quran Hadis Di Madrasah Ibtidaiyah Negeri 1 Hulu Sungai Utara,” *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 6, no. 3 (2022): 476–85.

		<i>Thousand di MAN 1 Sleman</i> <sup>29</sup>		
8	Isma Hayati Daulay dan Sulasmi	“Hadis dan Urgensinya dalam Pendidikan” <sup>30</sup>	2023	Hadith as a Learning Resource
9	Febria Monicha dan Endiri Yenti	“Pendidikan Perempuan menurut Rahmah El-Yunusiyah dalam Perspektif Hadis” <sup>31</sup>	2022	Women's Education
10	Andriansyah Nz, Warul Walidin, dan Salami Mahmud	“Kecerdasan Spiritual tentang Menghindari yang Tidak Bermanfaat dalam Kitab <i>Hadis Arbain</i> Karya Imam Nawawi” <sup>32</sup>	2023	Spiritual Intelligence
11	Sri Juwita dan Maslani	“Konsep Pendidik Tinjauan Hadist dan Aktualisasinya dalam Pendidikan” <sup>33</sup>	2023	Education Concept
12	Usman Pahero, Arifuddin Ahmad, dan Rahmi Dewanti Palengkey	“Fitrah Manusia (Peserta Didik) dalam Perspektif Hadis” <sup>34</sup>	2023	Student Concept
13	M. Iqbal Lubis, Ilyas Husti, dan Nurhadi	“Perkembangan Model Integrasi Pendidikan dalam Hadist dan Penerapannya” <sup>35</sup>	2022	Educational Model
14	Rosidi Bahri	“Mengembangkan Kompetensi Abad 21 dalam Pendidikan Islam:	2023	21st Century Competency in Hadith

<sup>29</sup> Annisa Qotrunnada Munawwaroh dan Muhammad Aful Minan, “Implementasi Nilai Al Quran Hadis Dalam Kegiatan One Day One Thousand Di MAN 1 Sleman,” *MA'ALIM: Jurnal Pendidikan Islam* 3, no. 01 (2022): 54–66.

<sup>30</sup> Isma Hayati Daulay, “Hadis Dan Urgensinya Dalam Pendidikan,” *al-Afkar, Journal For Islamic Studies* 6, no. 1 (2023): 271–82.

<sup>31</sup> Febria Monicha dan Endiri Yenti, “Pendidikan Perempuan Menurut Rahmah El-Yunusiyah Dalam Perspektif Hadis,” *Humantech: Jurnal Ilmiah Multidisiplin Indonesia* 2, no. Spesial Issues 1 (2022): 198–204.

<sup>32</sup> Adriansyah NZ, Warul Walidin, dan Salami Mahmud, “Kecerdasan Spritual Tentang Menghindari Yang Tidak Bermanfaat Dalam Kitab Hadis Arbain Karya Imam Nawawi,” *Spiritual Healing: Jurnal Tasawuf Dan Psikoterapi* 4, no. 1 (16 Juni 2023): 18–28, <https://doi.org/10.19109/sh.v4i1.17675>.

<sup>33</sup> Sri Juwita dan Maslani Maslani, “Konsep Pendidik Tinjauan Hadist dan Aktualisasinya dalam Pendidikan,” *Paedagogie: Jurnal Pendidikan dan studi Islam* 4, no. 01 (30 Januari 2023): 01–21, <https://doi.org/10.52593/pdg.04.1.01>.

<sup>34</sup> Usman Pahero, Arifuddin Ahmad, dan Rahmi Dewanti Palengkey, “Fitrah Manusia (Peserta Didik) dalam Perspektif Hadis,” *Al-Urwatul Wutsqa: Kajian Pendidikan Islam* 3, no. 1 (2023).

<sup>35</sup> Ilyas Husti dan Nurhadi Nurhadi, “Perkembangan Model Integrasi Pendidikan dalam Hadist dan Penerapannya,” *At-Tajdid: Journal of Islamic Studies* 2, no. 2 (t.t.): 86–98.



		Telaah Perspektif Al-Quran dan Hadis” <sup>36</sup>		
15	Tamjidnoor	“Pendidikan Islam dalam Perspektif Hadis” <sup>37</sup>	2022	Islamic education
16	Nelmi Hayati	“Analisis Psikologi Pendidikan terhadap Hadis Perintah Salat kepada Anak” <sup>38</sup>	2022	Educational Psychology
17	Maslani, Ferina Yulianti, dan Ahmad Tauviqillah	“Urgensi Pendidikan Jasmani dalam Pendidikan Islam Kajian Konseptual Hadits-Hadits <i>Tarbawi</i> ” <sup>39</sup>	2023	physical education
18	Mita Fitria, Edi Safri, dan Rehani	“Kompetensi Kepribadian Pengawas dalam Meningkatkan Kualitas Pendidikan Agama Islam Prespektif Hadis” <sup>40</sup>	2023	Educational Supervision
19	Suharjo, Erwin, Edi Safri, dan Rehani	“Metode Pendidikan Perspektif Hadis” <sup>41</sup>	2023	Educational Methods
20	Eby Waskito Makalalag, Rahmat Haluti, dan Munirah	“Telaah Hadis Responsibilitas Pendidikan” <sup>42</sup>	2022	Educational Responsibility

From the results of the literature study via *openknowledge maps.org* above, it can be seen that the most research topics within the hadith framework include those related to education and character development (3 articles), learning media (2 articles), and the learning process (2 articles). article). This implies an interrelated unity. This trend has been studied a lot because we see the needs in the field, that research on education and character development is very necessary, especially those based on Islam. Then, research that focuses on learning

<sup>36</sup> Rosidi Bahri, “Mengembangkan Kompetensi Abad 21 dalam Pendidikan Islam: Telaah Perspektif Al-Quran dan Hadis,” *Fakta: Jurnal Pendidikan Agama Islam* 3, no. 1 (2023): 1–10.

<sup>37</sup> Tamjidnoor Tamjidnoor, “Pendidikan Islam dalam Perspektif Hadis,” *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 6 (20 November 2022): 7397–7402, <https://doi.org/10.31004/edukatif.v4i6.4093>.

<sup>38</sup> Nelmi Hayati, “Analisis Psikologi Pendidikan Terhadap Hadis Perintah Salat Kepada Anak,” *Al-Mu’tabar* 2, no. 2 (2022): 73–82.

<sup>39</sup> Maslani Maslani, Ferina Yulianti, dan Ahmad Tauviqillah, “Urgensi pendidikan jasmani dalam pendidikan Islam: Kajian konseptual hadits-hadits tarbawi,” *Ta’dibuna: Jurnal Pendidikan Islam* 12, no. 3 (2023): 236–54.

<sup>40</sup> Mita Fitria dan Edi Safri, “Kompetensi Kepribadian Pengawas dalam Meningkatkan Kualitas Pendidikan Agama Islam Prespektif Hadis,” *Arus Jurnal Psikologi dan Pendidikan* 2, no. 2 (2023): 155–64.

<sup>41</sup> Suharjo, et. al., “Metode Pendidikan Perspektif Hadis,” *Arus Jurnal Psikologi dan Pendidikan* 2, no. 2 (12 Juni 2023): 82–95.

<sup>42</sup> Munirah Munirah, “Telaah Hadis Responsibilitas Pendidikan,” *PENDAI* 4, no. 1 (2022): 1–21.

media as each era continues to develop requires that the media used in learning must also be developed. Lastly, the learning process cannot be separated from education, from the correct learning process good results will be obtained.

### **Education and Character Development, Learning Media, and Learning Process**

Such a massive study of educational hadith cannot be separated from the legitimacy of hadith as the second source of Islamic law, which also contains educational aspects. Apart from that, the massiveness of this study cannot be separated from the shift from the study of tafsir to the study of hadith, especially educational hadith. As the results of the description of the findings above show, at least in the last 1 year, there have been more than 100 studies on the study of educational hadith. So that an aspect that is no less important in education is character or in the teachings of the Islamic religion, morals are in the sharp focus of various circles at large. Moreover, looking at current developments where various acts of bullying and other immoral acts that have befallen the world of Indonesian education are closely related to this aspect of character (morals).

Annisa, et al., explained that character education is an effort to strengthen the nation's moral or ethical values for future generations.<sup>43</sup> Meanwhile, according to Abuddin Nata, as quoted by Siti Aminah Siregar,<sup>44</sup> that character or moral education has the aim of being a guide for humans with the specific aim of being able to differentiate between good and bad because the good must be done, whereas the bad must be abandoned. If we look at the national aspect, character education originates or has values that originate from the way of life and ideology of the Indonesian nation, religion, culture and values that are included in the goals of national education.<sup>45</sup>

Good moral values that need to be cultivated in students include religious values that are practiced through prayer activities both before and after studying, tolerance that is practiced through forgiving other people's mistakes, and discipline by getting used to obeying the rules that apply in an environment. education.<sup>46,47</sup> Then, when viewed from an Islamic perspective, the moral aspect is very important and is a crucial object of study, as in one hadith it is said, "*Related to us Waki' from Hammad bin Salamah from Muhammad bin Ziyad from Abu Hurairah, the Prophet Muhammad saw. said, 'The best person among you in Islam is the one with the best morals if he really understands it.'*" (HR. Ahmad Ibn Hanbal in Musad al-Imam Ahmad bin Hanbal Juz 2, p. 481 in Asari (2020).

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<sup>43</sup> Annisa Tasya Marsakha, Hasan Hariri, dan Sowiyah Sowiyah, "Management of Character Education in School: A Literature Review," *Kelola: Jurnal Manajemen Pendidikan* 8, no. 2 (17 Desember 2021): 185–94.

<sup>44</sup> Siti Aminah Siregar, "Studi Hadis-Hadis Pendidikan Akhlak Dalam Kitab Arba'in An-Nawawi" (skripsi, Universitas Islam Negeri Sumatera Utara, 2020), 44, <http://repository.uinsu.ac.id/10214/>.

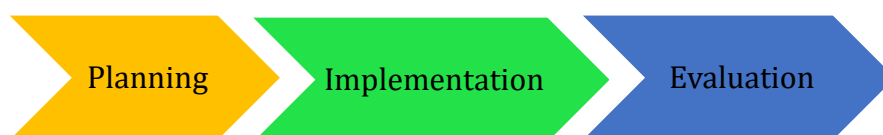
<sup>45</sup> Mualana Azizi Nasution, Chaerul Anwar, dan Ahmadi Usman, "Penerapan Pendidikan Karakter Dan Penerapannya Perspektif Hadis Tarbawi," *Tarbiatuna: Journal of Islamic Education Studies* 1, no. 1 (13 Februari 2021): 109, <https://doi.org/10.47467/tarbiatuna.v1i1.251>.

<sup>46</sup> Leo Agung, "Character Education Integration In Social Studies Learning," *Historia: Jurnal Pendidikan Dan Peneliti Sejarah* 12, no. 2 (2011): 392–403, <https://doi.org/10.17509/historia.v12i2.12111>.

<sup>47</sup> Rika Aswidar dan Siti Zahara Saragih, "Karakter Religius, Toleransi, dan Disiplin pada Siswa Sekolah Menengah Pertama," *Jurnal Ilmiah Pendidikan dan Pembelajaran* 6, no. 1 (2022): 134–42.

Efforts to develop students' morals within the framework of education and learning can be assisted by teaching aids as a medium for providing teaching. More broadly, it can be understood that learning media is a transmitter of teaching material during the learning process. Apart from that, it is a learning resource, a tool to stimulate educated motivation in learning, a tool capable of providing holistic learning results, as well as a medium for sharpening skills.<sup>48</sup> Meanwhile, Teni stated that learning media can help educators in explaining teaching material as an effort to improve the quality of learning. Apart from that, it also plays a role in increasing students' enthusiasm for learning so that they enjoy learning.<sup>49</sup> Other literature reveals that the presence of learning media during the learning process can improve student learning achievement through the features available from the learning media itself.<sup>50</sup> Another function of the learning media itself is to create an effective and efficient learning process and what is no less important is that the learning media used is able to overcome boredom in learning.<sup>51</sup> Lastly, learning media is a form of interaction in the learning process because of two-way communication, namely communication between teachers and learners. Although sometimes, students get information with different interpretations.<sup>52</sup>

From the various explanations above, it can be understood that learning media is a tool that helps educators in stimulating students and developing their personality morals in a direction that is increasingly better and progressive. Moral development and the use of media in learning will be in vain if the learning process does not occur. Therefore, moral development activities and the use of learning media will only occur if there are learning activities. The learning process is various stages that cause changes in the cognitive, affective and psychomotor aspects of individual students towards a positive direction.<sup>53</sup> In the learning process there is a series of processes that need to be passed step by step which are described as follows:



**Figure 1.** Activities in the Learning Process<sup>54</sup>

<sup>48</sup> Muhammad Hasan, et al., *Media pembelajaran* (Tahta media group, 2021).

<sup>49</sup> Teni Nurrita, "Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa," *Jurnal misykat* 3, no. 1 (2018): 171–87.

<sup>50</sup> Abdul Wahid, "Jurnal Pentingnya Media Pembelajaran Dalam Meningkatkan Prestasi Belajar," *Istiqra': Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 2 (2018), <https://jurnal.umpar.ac.id/index.php/istiqla/article/view/461>.

<sup>51</sup> Talizaro Tafonao, "Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa," *Jurnal Komunikasi Pendidikan* 2, no. 2 (2 Agustus 2018): 103–14, <https://doi.org/10.32585/jkp.v2i2.113>.

<sup>52</sup> Muhammad Hasan, et al., *Media Pembelajaran* (Klaten, Jawa Tengah: Tahta Media Group, 2021), 31, <http://eprints.unm.ac.id/20720/>.

<sup>53</sup> Herawati Herawati, "Understanding children's learning processes," *Bunayya: Journal of Children's Education* 4, no. 1 (2020): 27–48.

<sup>54</sup> Fadiyah Windi Anisa, Lisa Ainun Fusilat, dan Indah Tiara Anggraini, "Proses Pembelajaran Pada Sekolah Dasar," *NUSANTARA* 2, no. 1 (2020): 158–63.

In detail Ahdar and Wardana<sup>55</sup> explains that the learning process is created starting from input (as an initial stage) consisting of the curriculum, students, educators, and facilities and infrastructure. Then, the process (implementation) stage which includes teaching materials/materials, methods and media. Next is the output (learning outcomes/outcomes) in the form of mastery of certain competencies. The last one is in the form of feedback on the results achieved from the learning process. Thus, it can be understood that character development, use of learning media, and the learning process cannot be separated from each other. The three form a complex and interrelated whole, creating a holistic learning environment.

## Conclusion

From a review of literature published from 2022 to 2023 through *OpenKnowledgeMaps*, it can be seen that the study of educational hadith (tarbawi) which has been studied quite a lot covers three aspects of the educational domain, including moral development (3 articles), learning media (2 articles), and the learning process (2 articles). If we look at it comprehensively, it turns out that these three domains form a learning cycle that is interconnected with each other, where moral development is an important part and even the purpose of education, namely educating humans. The moral development process will not occur if there is no intermediary between the educational message/content so it needs to be supported by the existence of tools or known as learning media. However, moral development with learning media will never work if it doesn't happen directly, so it needs to be done in the learning process activities.

Thus, this scientific article examines trends in educational hadith studies over the past year starting from 2022 to 2023 currently through *Open Knowledge Maps*. Researchers have only used one application and are aware that there are still many limitations and possibilities for reviewing other hadith study articles that have not been discussed. Thus, researchers strongly recommend and recommend for studyNext, to examine it comprehensively, which can be done by searching via Google Scholar, ScienceDirect, Tandfonline, or other article search applications. The results of this research show that the study of educational hadith has emerged in various ways and can be searched using search engines, making it easier to study and generating novelty in further research..

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<sup>55</sup> Ahdar Djamiluddin dan Wardana Wardana, "Belajar dan pembelajaran: 4 pilar peningkatan kompetensi pedagogis," CV. Kaaffah Learning Center, Sulawesi Selatan, Pare-Pare, 2019.

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