The Use of Technology in Hadith Pedagogy

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Abstract
Teaching and learning constitute a process of conveying knowledge, information, and skills to students. In the process of delivering instruction, various teaching and learning methods can be applied to ensure that the dissemination of knowledge does not rely solely on one method. In the era of information technology development, the process of delivering knowledge in Islamic religious education has not been left behind. Focusing on the field of hadith, teaching and learning methods are found to combine conventional teaching and teaching using technology. The integration of conventional and technological methods for teaching both theory and practical aspects proves to be a good approach to enhance students' capabilities in the field of hadith. This study employs a qualitative approach to explore the use of technology in hadith pedagogy. Through a comprehensive literature review and analysis of existing practices, the researchers identify various technological tools and methods utilized in teaching and learning hadith. The study highlights several key findings regarding the use of technology in hadith pedagogy. The utilization of PDFs as digital resources for accessing and disseminating hadith texts. These technological tools offer convenience, accessibility, and interactive platforms for engaging with the material, facilitating seamless learning experiences for students. Additionally, innovative approaches such as virtual classrooms and multimedia presentations demonstrate effective integration of technology into the pedagogical process, further enriching students' understanding and engagement with hadith literature. As an impact, educators can enhance the effectiveness of teaching and learning experiences. Future studies could investigate the long-term impact of technology integration on students' learning outcomes and explore innovative approaches to leveraging emerging technologies in Islamic education.
Keywords: Pedagogy, Hadith, Technology, Applications, Electronic.

Introduction
The teaching and learning process is a critical aspect of acquiring knowledge. According to Hashim et al (2007), teaching refers to tasks and activities undertaken collaboratively by teachers and students, without either of whom teaching cannot occur. Learning, as defined by Gagne and Briggs (1974), involves changes in an individual's thinking, abilities, and behaviors not solely due to growth processes but rather represents an increase in capabilities

for particular actions or tasks. Ah Meng (1997) also contends that learning entails relatively enduring changes in behavior resulting from experiences or reinforced practice.

The phrase "teaching and learning" encapsulates the educational process across all educational institutions, whether at the elementary, secondary, or tertiary levels. When addressing teaching and learning strategies, Tamuri and Nik Yusoff (2010) underscore the significance of employing effective methods in teaching and learning as advocated by al-Syaibani. Effective methods, they argue, aid students in acquiring knowledge, skills, and attitudes, fostering interest and desired values. According to Tamuri and Nik Yusoff (2010), teaching methods encompass the strategies or approaches employed by teachers to facilitate students' understanding of the subject matter being conveyed to them.

Utilizing PDF Libraries in Hadith Pedagogy
The advent of PDF books represents an evolution in the dissemination and acquisition of knowledge. PDF books can be likened to photocopies or scanned copies; however, they are in the form of soft copies that can be stored on computers and smartphones. Thus, in terms of accuracy of information and authenticity, it can be emphasized that PDF books are equivalent to printed hard copies.

Authenticity of PDF Libraries
Kasar et al (2011) cite Abdullah bin Muhammad Hasan Damfu, who explains that one common weakness of Islamic electronic software is the presence of spelling errors due to time constraints in product completion. This is attributed to deficiencies in research during editing and printing. He clarifies that such spelling errors are not present in PDF versions of books. However, minimal errors may still exist due to inaccuracies in the scanning process.

Shattuck (2017) asserts that PDF books are designed to be identical to hard copy versions, appearing the same even when viewed on various devices. However, if there are unclear words, their validity should be confirmed by referencing the printed book and comparing the spelling accuracy (Kasar et al., 2011). According to al-Hulaybi as cited in Kasar et al (2011), electronic files such as PDFs have several advantages:

    i.   reducing printing costs as PDF versions serve as a cost-effective alternative to expensive hard copy versions.
    ii.   facilitating the process of transferring files online quickly.
    iii.   expediting the reading and information retrieval process.

Al-Ghamidi further explains that researchers should refer to hard copy books or PDF versions and cannot rely solely on information from electronic software (Kasar et al., 2011). This is in line with the guidelines issued by the Hadith Verification Committee, Ministry of Home Affairs Malaysia (2018), which state:

3.4 All hadiths should be referred to printed reference books, with preference given to the latest edition/publication. Reference to hadith software or websites is not sufficient.

Considering that hard copy and PDF versions are identical in terms of authenticity, they can be used as primary references. Therefore, the use of PDF books is an alternative in the realm of teaching and learning, particularly in the field of Hadith pedagogy, which should be utilized.

Maktabah al-Waqfiyyah and *Maktabah al-Nur*

There are various efforts to upload books in PDF format on the internet. One of the more organized and systematic efforts to date is the website *al-Maktabah al-Waqfiyyah* (https://waqfeya.net/). This website is managed by volunteer collaborators with programming expertise, who upload books provided to them (https://www.almrsal.com/post/820469 [August 12, 2021]). Some advantages of *al-Maktabah al-Waqfiyyah* include:

i. It contains more than 2000 volumes of books covering various disciplines in PDF format.
ii. It facilitates students' access to reference materials.
iii. It bridges the legacy of scholarly heritage with contemporary knowledge fields.
iv. It allows usage without physical boundaries or time constraints.
v. It leverages IT for the preservation of traditional knowledge resources.
vi. It operates on the concept of digital endowment (digital free).

In addition to *al-Maktabah al-Waqfiyyah*, there is another website offering PDF books known as *al-Maktabah al-Nur* or Noor Library (https://www.noor-book.com/). While its features are similar to *al-Maktabah al-Waqfiyyah*, *Maktabah al-Nur* is particularly attractive and well-organized. *al-Maktabah al-Nur* is also available on Google Play. Both *al-Maktabah al-Waqfiyyah* and *al-Maktabah al-Nur* can assist users in obtaining PDF references. Users can download PDF books to their computers and make personal notes or annotations as desired.

Skills in Utilizing PDF Books

Among the millennial cohort, proficiency in using electronic devices surpasses competence in traditional print and non-electronic mediums for accessing information. Their preference tends towards electronic interfaces, whether through online or offline applications, which include PDF-formatted books.

However, this inclination does not imply that the pre-millennial generation lacks opportunities to leverage electronic resources for knowledge acquisition and information retrieval. While they may encounter initial challenges with technology adoption, persistence and practice can lead to proficiency.

In anticipation of the ongoing Industrial Revolution, it proves advantageous to equip students with competencies in navigating both print and e-book formats, particularly PDFs. As elucidated by Bergström and Höglund (2018), "*thus, we find that the support for the e-book is stronger in groups with experiences related to digital reading and with access to, or current use of, digital tools, such as tablets and smartphones. It also is stronger among those with experience of library use through the Internet and with experience reading literature or non-fiction in digital form.*" Hence, it is pertinent to impart skills in utilizing e-book formats, notably PDFs, to students at the tertiary level of education. This strategic approach aligns with the reality that students enrolled in *Takhrij al-Hadith* courses at institutions like UKM and UM belong to the millennial demographic, immersed in the realm of information technology.

The Importance of PDF Books in Hadith Pedagogy

In the process of learning the science of *Takhrij al-Hadith*, students enrolled in this subject may not have access to all primary reference books in hard copy format. Access to references becomes limited when students are off-campus or far from the library. However, with the availability of free PDF books accessible anywhere, the study of *Takhrij al-Hadith* can be facilitated.

Method of Demonstration

The method of demonstration plays a significant role in Hadith pedagogy. For instance, within the *Takhrij al-Hadith* course at UKM, the demonstration method is effectively employed throughout the teaching and learning process. Specifically, this approach is utilized when delving into the study of *Takhrij al-Hadith*, showcasing to students the intricate steps involved in this methodology using authoritative hadith books sanctioned by scholars.

The course on *Takhrij al-Hadith* at UKM utilizes the demonstration method, supplemented by teaching materials in PDF format and the integration of instructional tools such as laptops and smartphones. Additionally, students enrolled in *Takhrij al-Hadith* studies at UKM are individually equipped with PDF books and electronic devices, in accordance with the curriculum's stipulations for their use during teaching and learning sessions.

Mahyuddin et al (2009) assert that the demonstration method is a technique that provides opportunities and space for students to observe and subsequently engage in activities. Through the demonstration method, students not only acquire or receive knowledge theoretically, but they also have the opportunity to put it into practice (Md. Din, 2003). During the demonstration method, the teacher acts as a demonstrator who guides students in demonstrating how to perform certain activities (Othman & Osman, n.d.).

The use of laptops and tablets has become a necessity for courses at the tertiary level. Typically, students at the tertiary level own laptops. Hence, Hill et al (2015) emphasize that, "*it would make sense to use their resources such that the resourcing of specialist computing facilities could become not only more effective, efficient and economical, but also lead to an enhanced learning experience*." Hill et al (2015) further adds that, "*students would therefore need access to: Laptop and/or external hard disk drive (HDD), the Internet, data storage, and learning resources*." Although Hill et al (2015) specifically discusses students in the computer science department, the reality encompasses students from other departments at the tertiary level, including Hadith studies.

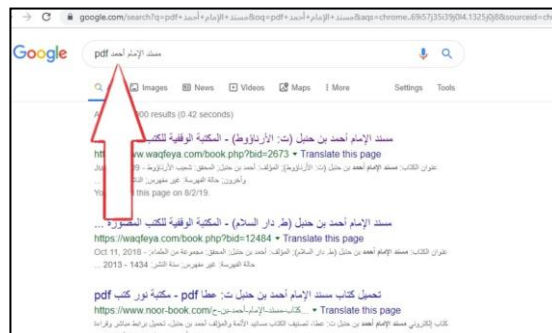**Illustration of PDF Utilization in Hadith Pedagogy**

Browsing of the hadith narrated by Abu Hurairah (RA):

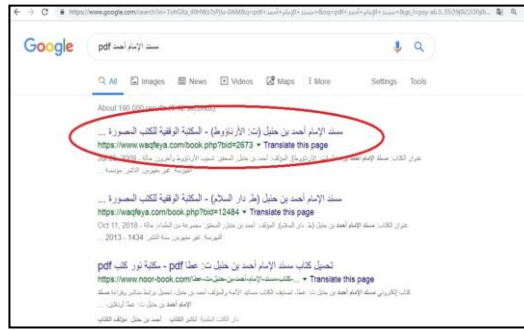أوصاني خليلي أبو القاسم صلى الله عليه وسلم بثلاث

Step 1: Acquire the PDF version of Musnad al-Imam Ahmad

Retrieve it from online sources. This process entails:

    i.   Simply type the following: مسند الإمام أحمد pdf

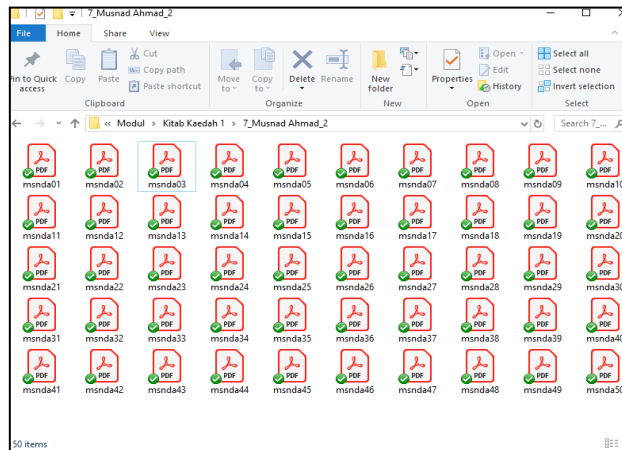ii.   Click on *al-Maktabah al-Waqfiyyah*:

iii.   Click (تحميل/تنزيل)

iv.   Repeat the above steps until all 50 volumes are successfully downloaded to your computer.

Step 2: Open the PDF file of the book "Musnad al-Imam Ahmad."
After compiling all 50 volumes of this book into a single dedicated file, proceed to open the file. You will then be able to observe:

Step 3: Verify the location of the desired hadith in the volume.
In the case of this hadith, the foremost narrator is Abu Hurairah (RA). Hence, it is essential to identify the volume of Musnad Abu Hurairah beforehand. Here is the procedure:
Step 3.1: Open volume 50, which serves as the index of narrators' names, to locate Musnad Abu Hurairah (RA). You will find that Musnad Abu Hurairah (RA) spans from hadith number 8119 in volume 12 to hadith number 10984 in volume 16.

Step 4: Browsing for the Hadith in the Identified Location

Step 4.1: Access volumes 12, 13, 14, 15, and 16 individually. Proceed with the search in each volume until you locate this specific hadith.

Step 4.2: This hadith will be found in volume 14, page 96, number 8357; as follows:

The hadith is as follows:

Step 5: Copying the hadith into a Microsoft Word document
The next step is to copy the found hadith into a Microsoft Word document. Write it in the form of a paragraph as follows:

The Prophet Muhammad Peace Be Upon Him (PBUH) advised against leaving three practices: fasting three days each month, performing the Witr prayer, and taking the Friday bath. Narrated by Abu Hurairah, he said:

أوصاني خليلي أبو القاسم صلى الله عليه وسلم بثلاث لا أدعهن: صوم ثلاثة أيام من كل شهر، وأن لا أنام إلا على وتر، والغسل يوم الجمعة

It means: "My beloved, Abu al-Qasim PBUH advised me with three things which I will not abandon: fasting three days every month (of the Hijri calendar), not sleeping before performing the Witr prayer, and taking a (recommended) bath on Fridays."
(Ahmad, Musnad, Musnad Abu Hurairah RA, no. 8357)

Step 6: Verifying the authentication in the footnotes.
Refer to the footnotes, specifically the authentication (tahqiq) by Sheikh Shu'ayb al-Arna'ut to determine the status of this hadith. You will find that he has classified this hadith as weak (*da'if*).

Step 6.1: Take note that Sheikh Shu'ayb cites hadith number 7138.

Step 6.2: Proceed to locate and examine hadith number 7138 to determine its authenticity status.

Step 6.3: Hadith number 7138 can be found in volume 12, page 41, as follows:

The hadith is as follows:

Step 6.4: Examine the footnote containing the authentication (tahqiq) by Sheikh Shu'ayb al-Arna'ut to ascertain the status of this hadith. You will discover that al-Arna'ut elucidates:

Step 6.5: Considering that this hadith is *hasan*, it may be utilized as evidence in the research.
Step 7: Completing the Hadith Writing along with Its Status

Write down this hadith along with the status of the hadith in the footnote, as follows:
> The Prophet Muhammad PBUH advised against leaving three practices: fasting three days each month, performing the Witr prayer, and taking the Friday bath. Narrated by Abu Hurairah, he said:
>
> أوصاني خليلي بثلاث – قال هشيم: فلا أدعهن حتى أموت - : بالوتر قبل النوم، وصيام ثلاثة أيام من كل شهر، والغسل يوم الجمعة
>
> It means: "My beloved, Abu al-Qasim PBUH advised me with three things which I will not abandon: fasting three days every month (of the Hijri calendar), not sleeping before performing the Witr prayer, and taking a (recommended) bath on Fridays."

(Ahmad, Musnad, Musnad Abu Hurairah, no. 7138. Al-Arna'ut stated: Hasan)
This example is extracted from Mohd Othman et al. (2022: 37-44).

The Utilization of Electronic Applications in Hadith Pedagogy
The realm of Hadith Pedagogy remains at the forefront of electronic application utilization. A website, "https://www.guidetosunnah.com/ar/extensions-programs?page=1 (Oct 17, 2023: 10:00 p.m)," has compiled 64 smartphone applications in Arabic pertaining to hadith, along with 65 websites in Arabic and other languages dedicated to the same, alongside 18 computer programs linked to the same as well.

Ahmad et al (2023: 77-117), in their examination of hadith digitalization in Malaysia, identified 7 smartphone or tablet applications and 9 websites associated with hadith, including:

   i.   Smartphone or Tablet Applications: DigitalHadith, Semak Hadis, Hadis Nabi s.a.w., 1100 Hadith Terpilih Terjemahan Melayu, Smart Hadith, Kumpulan Hadith Shahih Lengkap Offline, Hadith 40 Imam Nawawi, Hadith Sahih Bukhari Muslim Lengkap, and Hadits Qudsi Lengkap – Terjemahan Indonesia.

   ii.   Websites: DigitalHadith, SemakHadis.com, Irsyad Al-Hadith Wa Ulumuhu, E-Hadith JAKIM, Irsyad Al-Qari, Mastika Hadith, Institut Kajian Hadis (INHAD), Mutiara Hadis, Projek MyMasjid, al-Fikrah.net, Al-Nidaa' and Ad-Diyari.

In the author's experience, an encompassing and user-friendly electronic application in Hadith Pedagogy is

   i.   Hadith Encyclopedia

According to Othman (2022: 11), the Hadith Encyclopedia is a comprehensive hadith application program developed by Lidwa Pusaka, Indonesia. Lidwa Pusaka known as *Lembaga Ilmu dan Dakwah serta Publikasi Sarana Keagamaan* is an institution engaged in the development and publication of knowledge and Islamic preaching. Lidwa was founded by alumni from the Middle East, the Islamic and Arabic Institute of Sciences (LIPIA) of Jakarta, and several other universities.

In conclusion, this hadith application program bears resemblance to the one developed by Harf company, which is subsequently endorsed by the Ministry of Awqaf and Islamic Affairs of Saudi Arabia. The difference between the two applications lies in the broader scope of the Harf company application, which encompasses disciplines such as Exegesis, Hadith, Jurisprudence, and others. Meanwhile, the Hadith Encyclopedia application focuses solely on the science of hadith at present. Another distinction is that the Hadith Encyclopedia utilizes Malay-Indonesian as its primary language.

   ii.   Dorar.net

Othman (2018: 52) elucidates that the website dorar.net was developed by a group of Sunnah enthusiasts led by Sheikh 'Alawi al-Saqqaf hafizahullah. It encompasses various applications, including a hadith search application. Dorar.net stands out from others as when a hadith is searched in the *al-Mawsu'ah al-Hadithiyyah*, it not only displays the hadith's reference sources but also presents scholars' rulings on its authenticity. Additionally, explanations of the hadith are provided to facilitate comprehension.

   iii. Maktabah Shamela

Othman (2018: 75) elaborates that Maktabah Shamela is an application encompassing various fields of Islamic knowledge, such as creed, exegesis, hadith, jurisprudence, and more. This

free application was developed by individuals dedicated to serving the Muslim community by facilitating access to hundreds of thousands of books covering diverse subjects[1]. Users of Maktabah Shamela can access the website (http://shamela.ws/index.php/main) and obtain the desktop version of Maktabah Shamela, which needs to be downloaded first. Subsequently, the books also need to be downloaded before this application can be utilized. Maktabah Shamela is managed by Maktab al-Dakwah in al-Raudah, Saudi Arabia, in collaboration with funding from Awqaf al-Shaykh Muhammad bin Abdul Aziz al-Rajhi[2].

Exemplifications of Electronic Application Utilization within The Hadith Pedagogy
Hadith search:

اصنعوا لأهل جعفر طعاما فإنه قد جاءهم ما يشغلهم

Literal Translation: Make food for Jaafar's family because something has come to them that is keeping them busy.

Step 1: Open the application "Hadith Encyclopedia."

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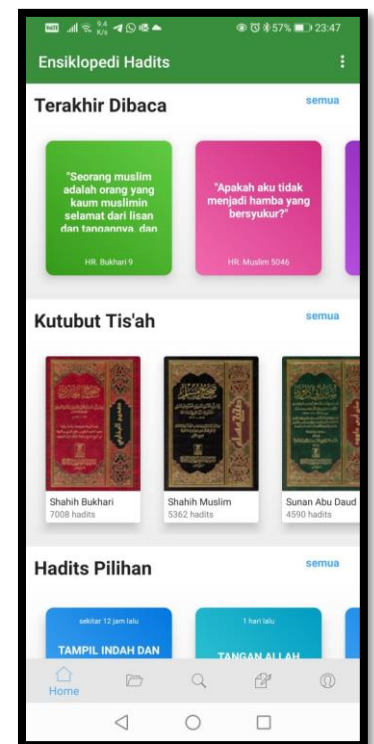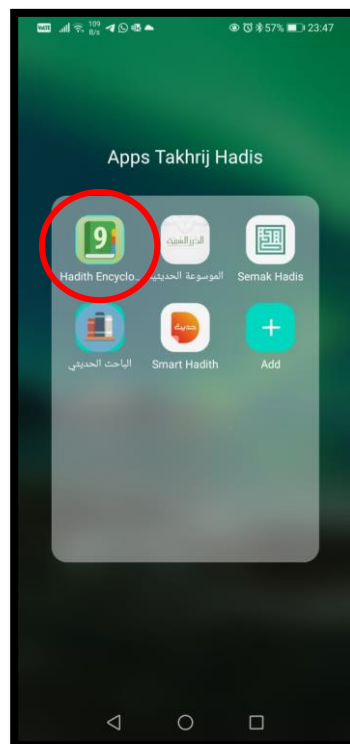
[1] http://shamela.ws/index.php/page/about-shamela (retrieved on 11:50 p.m., Feb 24, 2018)
[2] Sahifat Tawasul al-Iliktruniyyah, https://twasul.info/295351/ (retrieved on 11:56 p.m., Feb 24, 2018)

Step 2: Type in the text and click "Search".
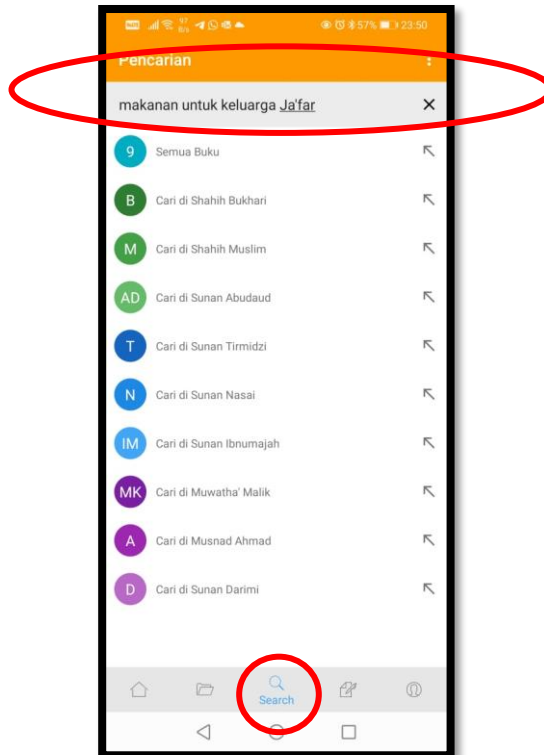
Step 3: Click on the search results "Tirmidzi 919".

3.1. The results will appear as follows.
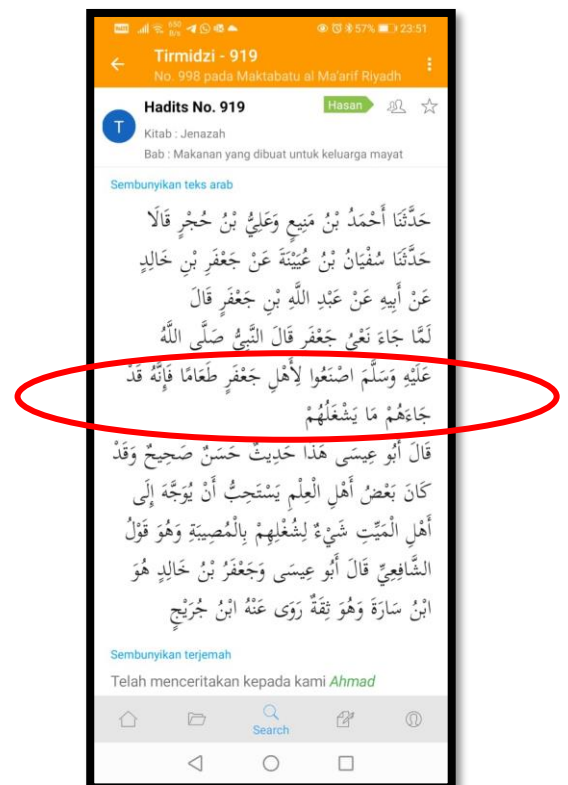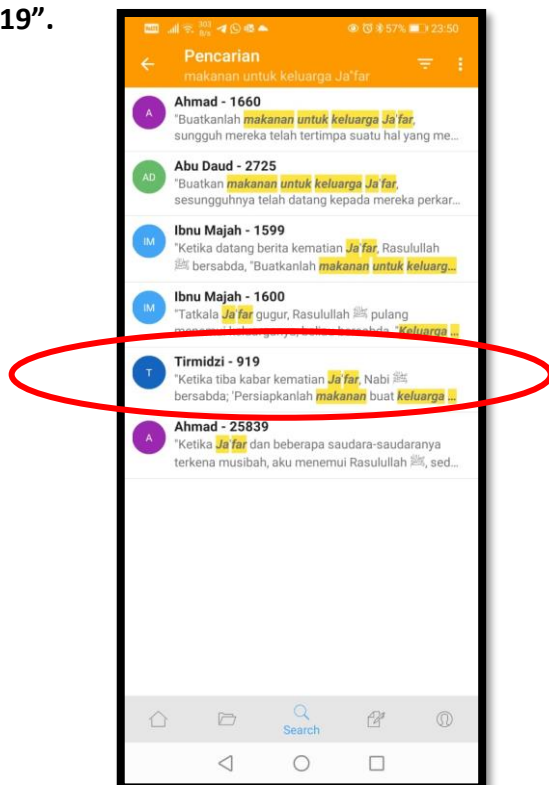
Step 4: Return to the hadith text and long-press on the Arabic text, then select the option to copy the text. After that, click on the rightmost icon.
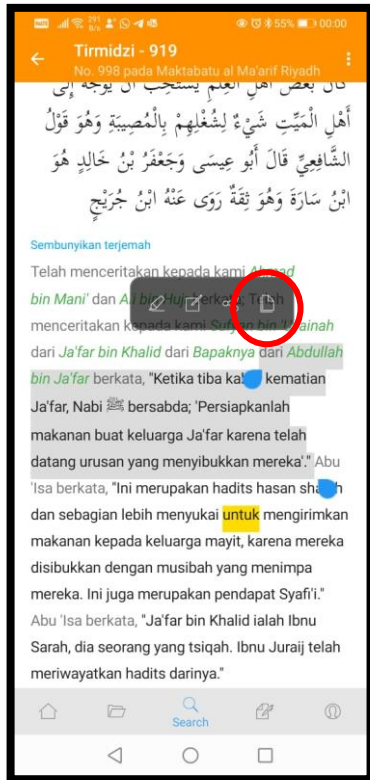
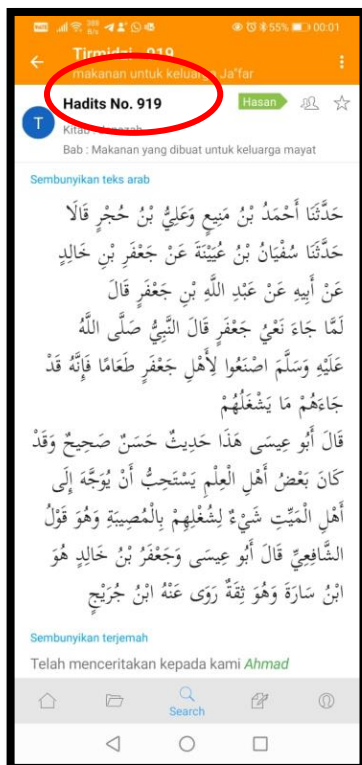**Step 5: Open Notepad and click "new note".**
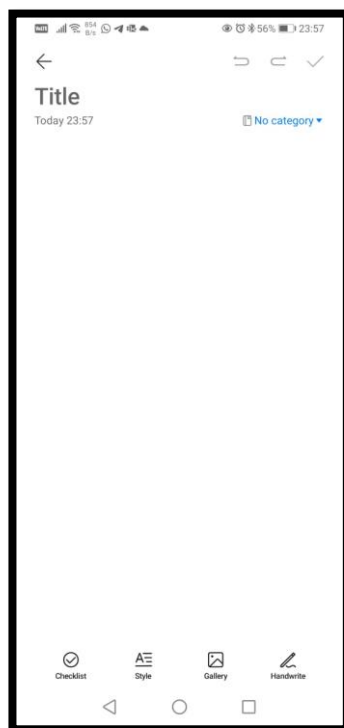
5.1. Paste it.

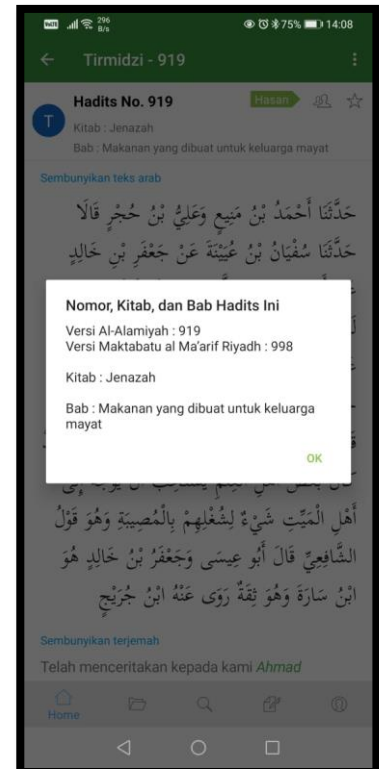**Step 6: Return to the hadith text and highlight the translation, then click on the rightmost icon.**

Step 7: Paste it into the previously opened Notepad.

Step 8: Return to the hadith text and click on 'Hadith No. 919' to get info about the book and chapter.

8.1 Display of book and chapter will appear. Please note/memorize the info given.
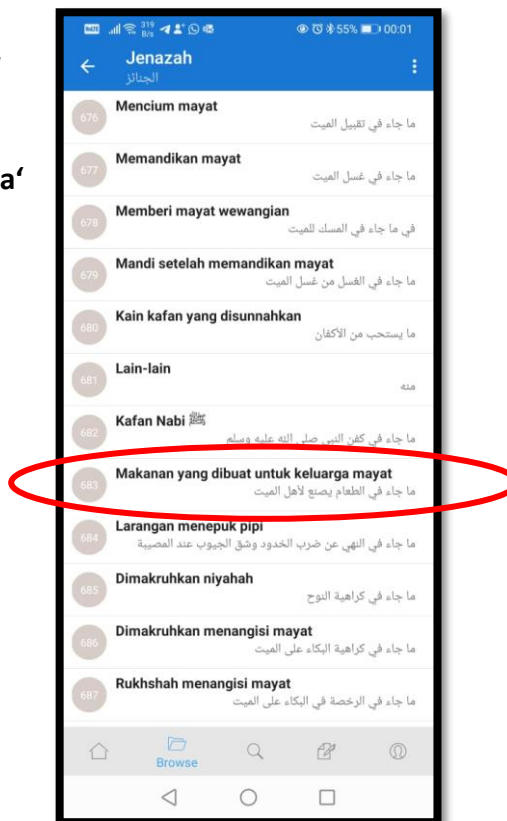
Step 9: Click "Browse".
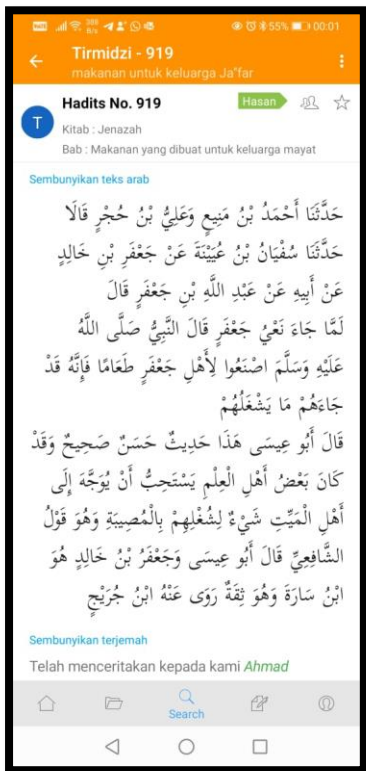
Step 10: Find
  "The Book of *Jenazah*".
     -Note the name
     in form of transliteration:
      "al-Jana'iz".
     -Click on the book.
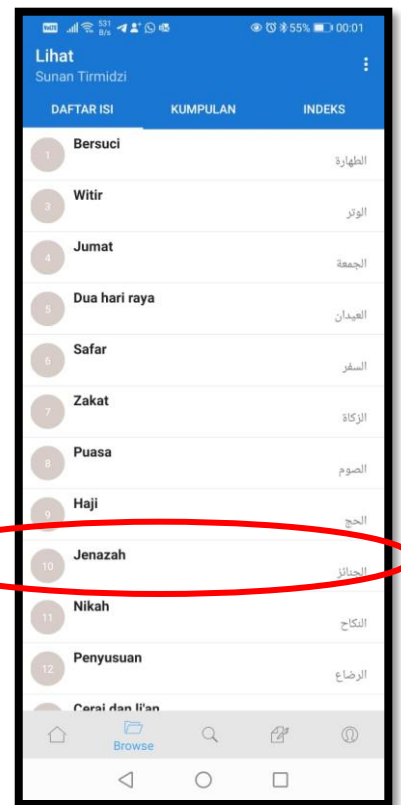
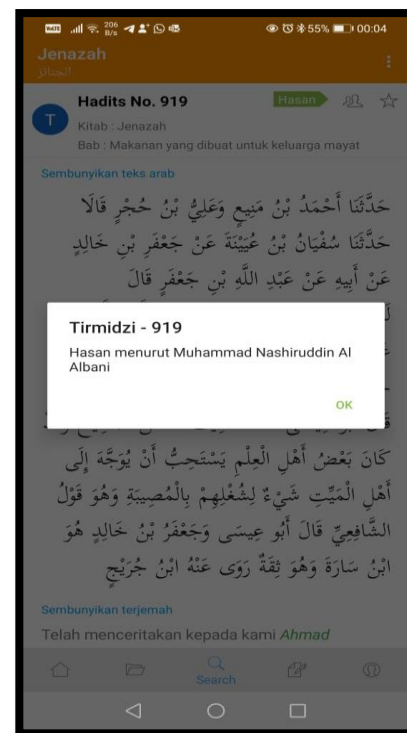**Step 11: Find "Chapter of *Makanan yang dibuat untuk keluarga mayat*".**
-Note the chapter name in the form of transliteration: "Ma ja'a fi al-ta'am yusna' li ahl al-mayyit".

Step 12: Return to the hadith and click on the 'hasan' status for hadith status information.

12.1 The hadith status information will be displayed.

Step 13: Note all of this info into the previous Notepad:
a. Author's name,
b. Book title,
c. Book (topic),
d. Chapter (subtopic),
e Number,
f. Status if other than narrated by al-Bukhari & Muslim

This example is extracted from Mohd Othman (2022: 37-58).

Hadis Selangkah Demi Selangkah Yang Memanfaatkan Teknologi Maklumat", enabling the advancement of research and the development of practical modules in the field.

Conclusion

The existence of electronic applications related to Hadith in contemporary times demands the use of technology in Hadith Pedagogy. This is a convenience bestowed by Allah upon the Muslim community. Through the utilization of technology in Hadith Pedagogy, we can track down Hadith sources and ascertain their authentification rapidly. We can also identify the correct meanings of Hadith using electronic devices that are always readily available. Furthermore, we can disseminate Hadith and Sunnah more easily and frequently. Through the use of technology, students are equipped with current and up-to-date resources. The process of Hadith Pedagogy becomes easier and more engaging. May this note further ignite the enthusiasm of educators and students to utilize technology in Hadith Pedagogy specifically, and in Islamic studies education in general.

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