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Enhancing Al-Hadith Learning through Innovative Teaching Materials and Instructional Media

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Abstract:
The development of effective Al-Hadith teaching materials and instructional media is essential for supporting students' understanding of religious concepts and their ability to apply Islamic values in learning. However, instructional resources need to respond to changing educational technologies while maintaining appropriate religious content and learning principles. This study aims to examine the development, types, functions, and strategies of Al-Hadith teaching materials and instructional media and to formulate a conceptual understanding of their effective use in learning. The study employed a qualitative descriptive approach through library research. Data were collected by identifying, selecting, reading, documenting, and thematically organizing relevant books, scientific articles, educational documents, and other scholarly sources. Data were analyzed through data condensation, data display, and conclusion verification. The findings indicate that Al-Hadith learning can utilize audio, visual, and audiovisual media, supported by multimedia technology and internet-based resources. Effective development requires attention to Islamic values, curriculum relevance, content quality, gradual presentation, repetition, positive feedback, and student motivation. The study implies that teachers should strengthen their ability to develop and select instructional materials that integrate religious content, pedagogical principles, and technological resources to create accessible, engaging, and meaningful Al-Hadith learning.

INTRODUCTION

The development of Al-Hadith teaching materials is important for improving the quality of Islamic education and supporting students' intellectual, practical, and moral development. Al-Hadith learning does not only require students to understand textual information but also to recognize the meanings, values, and behavioral principles contained within the teachings (Hakim, 2024; Istifarin & Idri, 2026). Therefore, learning materials need to be organized in ways that make religious knowledge accessible, meaningful, and applicable to students' daily lives. Well-developed materials can help teachers present complex concepts systematically while enabling students to engage with texts through reading, questioning, reasoning, practice, and communication (Fadli, 2025; Fitri et al., 2025). This issue is particularly relevant because the quality of learning materials influences how students interact with subject content and develop learning competencies. Consequently, systematic development of Al-Hadith materials is

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necessary to support meaningful learning and strengthen the role of Islamic education in preparing students with knowledge, skills, and attitudes.

In contemporary educational contexts, students encounter diverse sources of information and increasingly varied learning environments. This situation requires Al-Hadith teaching materials to be flexible, relevant, engaging, and responsive to students' learning characteristics (Hakim et al., 2023; Kusuma, 2026). Learning materials should not merely reproduce subject content but should facilitate active learning and encourage students to connect religious teachings with real-life situations. Appropriate materials can provide structured guidance while still allowing teachers and students to explore additional knowledge beyond the prescribed content (Abdullah & Sukriyah, 2026; Suciati et al., 2026). The flexibility of teaching materials is therefore essential because classroom learning involves differences in students' abilities, interests, experiences, and learning needs. Furthermore, engaging materials can encourage students to participate actively rather than simply receive information from teachers (Murtadho et al., 2023; Zahroh & Furqon, 2025). Thus, developing adaptable and student-oriented Al-Hadith materials represents an important educational need for creating learning experiences that integrate knowledge acquisition, practical skills, critical engagement, and the internalization of Islamic values.

A general problem in Al-Hadith education concerns the difficulty of transforming broad curriculum objectives and basic learning topics into comprehensive, organized, and usable teaching materials. Curriculum documents commonly provide general competencies and main topics, while teachers are expected to elaborate these components into materials suitable for classroom implementation. This process requires teachers to understand the subject, organize content, select appropriate learning strategies, and integrate relevant instructional media (Bakar et al., 2023; Muso, 2023). However, differences in teacher preparation, available resources, instructional facilities, and student characteristics can influence the quality of the resulting materials. Inadequate organization may cause learning content to become fragmented, overly textual, or insufficiently connected with students' experiences. Students may consequently have difficulty understanding the meaning and application of Al-Hadith. Therefore, the challenge is not merely providing content but developing materials that systematically translate curriculum expectations into accessible, meaningful, and competency-oriented learning experiences (Rahmawati, 2025; Tobroni et al., 2025).

In classroom practice, Al-Hadith learning requires teachers to manage several interconnected components, including materials, methods, media, classroom interaction, and student activities (Mubaidilla, 2025; Sabarudin et al., 2023). Teachers are expected to organize instructional content before teaching so that explanations can be delivered clearly and progressively. At the same time, students need opportunities to observe texts, ask questions, interpret information, reason about meanings, practice applying concepts, and communicate their understanding. In practice, however, learning can become dominated by teacher explanations and textbook-based activities when materials are not sufficiently varied or structured. Such conditions may limit student participation and reduce opportunities to connect textual knowledge with attitudes and practical behavior (Faturrahman et al., 2026; Husna et al., 2024). The selection of teaching materials

is also influenced by the availability of books, instructional media, school facilities, and teachers' ability to adapt content. These conditions demonstrate the need for teaching materials that support active interaction while maintaining the essential characteristics of Al-Hadith learning.

Previous studies on instructional material development have generally emphasized the importance of systematic design, curriculum alignment, appropriate content selection, and the use of learning media to support educational effectiveness. Other studies have highlighted student-centered approaches that encourage active participation through reading, questioning, reasoning, practice, and communication (Sakka et al., 2025; Tambunan, 2025). These approaches demonstrate that teaching materials can function not only as sources of information but also as instruments for organizing learning activities and developing competencies (Fatiha et al., 2026; Pratami et al., 2025). Nevertheless, much of the existing work tends to address instructional materials from general educational perspectives or focuses on specific media and learning models. The integration of textual Al-Hadith content with flexible, engaging, and competency-oriented material development remains insufficiently articulated. Consequently, there is a need to synthesize these dimensions into a coherent approach that addresses content organization, student activity, teacher guidance, and value internalization within Al-Hadith learning (Faturrahman et al., 2026; Husna et al., 2024).

The research gap becomes more significant when considering the relationship between teaching materials and the broader learning process. Existing approaches may provide useful models for organizing content, but they do not always explain how materials can simultaneously accommodate curriculum requirements, diverse student characteristics, teacher facilitation, active learning processes, and the internalization of Islamic values. A material may be complete in terms of content but remain difficult to use if it does not provide meaningful learning activities. Conversely, highly interactive materials may become less effective when essential Al-Hadith knowledge is insufficiently represented or systematically organized. Therefore, further development is needed to bridge content quality and instructional usability. Addressing this gap is important because effective Al-Hadith materials should function as an integrated learning resource that helps teachers organize instruction and enables students to construct understanding, develop relevant skills, participate actively, and connect religious knowledge with everyday conduct.

The novelty of this study lies in positioning Al-Hadith teaching material development as an integrated process that connects content organization, learning flexibility, student activity, teacher guidance, and the internalization of Islamic values. Rather than treating teaching materials simply as collections of subject matter, this approach views them as structured learning resources that guide students through meaningful stages of learning. The developed materials are intended to accommodate differences in student characteristics while maintaining the essential substance of Al-Hadith. The approach also emphasizes the connection between textual understanding and practical application through activities that encourage observation, questioning, reasoning, practice, and communication. The central research problem is how Al-Hadith teaching materials can be developed to become comprehensive, flexible, engaging, and

suitable for active learning. The argument is that carefully organized materials, supported by appropriate methods and media, can provide stronger instructional guidance while encouraging deeper understanding, participation, competency development, and value internalization.

RESEARCH METHODS

This study employed a qualitative descriptive design using library research to examine the conceptual development of Al-Hadith teaching materials and instructional media (Ananda et al., 2026; Jazil et al., 2025). A library research design was selected because the study focuses on understanding, comparing, and synthesizing concepts derived from relevant written sources rather than collecting empirical data from participants. The qualitative approach enabled the researchers to interpret information concerning teaching materials, instructional media, Al-Hadith learning, and educational technology in an integrated manner. The study examined various sources, including academic books, scientific journal articles, educational documents, and other relevant scholarly publications. The descriptive orientation was used to present the findings systematically according to the themes identified during the review process. Through this design, the study sought to construct a comprehensive conceptual understanding of the principles, forms, functions, and development strategies of Al-Hadith teaching materials and instructional media.

Because this study used library research, it did not involve a physical research location or direct interaction with research participants. The research setting was instead defined as the collection of scholarly literature accessed through academic libraries, electronic databases, institutional repositories, and other reliable information sources (Fadlillah et al., 2025; Rachman et al., 2026). These sources were selected because they provided relevant discussions concerning Al-Hadith education, teaching materials, instructional media, learning strategies, and the use of technology in Islamic education. The selection of the literature environment was based on its accessibility, relevance, and capacity to provide sufficient conceptual information for addressing the research focus. Sources were considered appropriate when their content was directly related to the development, implementation, function, or evaluation of teaching materials and instructional media. This approach allowed the study to examine diverse perspectives while maintaining a focused connection with the objectives of Al-Hadith learning.

Data collection was conducted through systematic literature searching, source selection, reading, documentation, and thematic recording. The researchers initially identified literature related to Al-Hadith learning, teaching materials, instructional media, learning strategies, and educational technology. The identified sources were then screened according to their relevance to the research objectives and the completeness of the information they provided. Relevant materials were read carefully, and important information was recorded and organized into thematic categories (Asmana & Nuryadin, 2026; Huda et al., 2024). The main categories included the concepts of teaching materials, instructional media, types of media used in Al-Hadith learning, the functions and roles of instructional media, principles of material development, and strategies for

integrating technology into learning. The collected information was subsequently compared across sources to identify similarities, differences, recurring concepts, and relevant relationships among the themes.

Data analysis followed a qualitative descriptive process consisting of data condensation, data display, and conclusion verification. Data condensation was conducted by selecting, simplifying, organizing, and focusing information obtained from the reviewed literature according to the research objectives. Irrelevant or repetitive information was excluded, while important concepts were retained for further interpretation. The condensed data were then displayed through thematic organization, allowing relationships among concepts concerning teaching materials, instructional media, learning activities, and technological integration to be identified clearly. The final stage involved verification by comparing interpretations across different sources and examining the consistency of the identified concepts. Conclusions were developed after the findings had been repeatedly reviewed and interpreted. This process enabled the study to produce a systematic conceptual synthesis of how Al-Hadith teaching materials and instructional media can be developed to support effective, engaging, relevant, and technology-responsive learning.

RESULTS AND DISCUSSION

Results

Understanding the Development of Teaching Materials and Instructional Media

The findings indicate that teaching materials and instructional media constitute important components in organizing Al-Hadith learning. Teaching materials are understood as resources developed to provide appropriate learning input, while instructional media function as intermediaries for delivering information during the learning process. The findings further show that instructional media can involve materials and instruments that support the transmission of information through visual, auditory, verbal, or combined forms. In Al-Hadith learning, these resources are directed toward helping students understand religious concepts and supporting interaction between teachers and students. The findings also indicate that learning materials need to be developed systematically so that they correspond with instructional objectives and student learning needs. Therefore, teaching materials and instructional media are positioned as complementary components that support the delivery, organization, and understanding of Al-Hadith content within the learning process.

Types of Al-Hadith Instructional Media

The findings identify three main types of instructional media applicable to Al-Hadith learning: audio, visual, and audiovisual media. Audio media are used to convey Al-Hadith content through sound, including recorded recitations of Quranic verses and Hadith texts. Visual media include pictures, diagrams, and animations that represent or explain religious concepts. Audiovisual media combine sound and visual elements to present Al-Hadith content through a more integrated format. These three forms provide different ways of presenting learning information according to the characteristics of the material. Audio emphasizes

auditory reception, visual media emphasizes visual representation, while audiovisual media combines both forms of information delivery. The findings therefore show that Al-Hadith learning can utilize varied media rather than relying on a single instructional format. Such variation provides teachers with alternatives for presenting religious content according to the intended learning activities and characteristics of the instructional material.

Use and Development of Al-Hadith Instructional Media

The findings show that the development and use of Al-Hadith instructional media can involve multimedia technology, internet-based resources, and teaching materials aligned with the curriculum and learning principles. Multimedia can be used to develop videos, animations, and images containing religious concepts, while internet-based resources can facilitate access to learning materials in online environments. The findings also indicate that teaching materials should correspond with curriculum requirements and instructional principles so that the resulting media remain relevant to learning objectives. The development process therefore involves not only selecting technological tools but also organizing appropriate Al-Hadith content within those tools. The findings further show that teachers have an important role in developing and selecting instructional media. Teachers are expected to consider the quality and content of media while ensuring that the materials facilitate students' understanding of religious concepts and support meaningful learning activities.

Roles and Functions of Al-Hadith Instructional Media

The findings indicate that Al-Hadith instructional media function as intermediaries in educational communication between teachers and students. Their role includes facilitating the delivery of information, supporting students' attention and interest, and helping the learning process operate effectively. The findings also show that appropriate instructional media can facilitate the transmission of Al-Hadith information and support students in receiving learning content. In addition, media are positioned as tools for expanding students' learning experiences and supporting understanding of religious concepts. The quality and content of instructional media are identified as important considerations because the media should facilitate learning while maintaining Islamic values. The findings further identify several learning principles relevant to media development, including presenting material from simple to complex, using repetition to strengthen understanding, providing positive feedback, and maintaining student motivation. These principles form part of the identified requirements for developing useful Al-Hadith instructional media.

Principles of Developing Al-Hadith Instructional Media

The findings demonstrate that the development of Al-Hadith instructional media emphasizes three interconnected considerations: Islamic values, technological development, and learning principles. Media content needs to maintain the substance and values of Islamic teaching while remaining accessible to learners. The development process also incorporates multimedia and internet-based resources as means of presenting religious concepts in interactive and

accessible forms. In addition, the findings identify gradual presentation of material, repetition, positive feedback, and learning motivation as principles that should be considered when developing instructional media. These principles indicate that media development involves both content and instructional dimensions. The content must be appropriate for Al-Hadith learning, while its presentation should facilitate understanding and learner engagement. Consequently, the findings portray media development as a process that combines appropriate religious content, technological resources, and instructional considerations to support students' comprehension of Al-Hadith concepts.

Discussion

The findings demonstrate that Al-Hadith teaching materials and instructional media should be understood as interconnected components rather than separate instructional resources. This finding is consistent with the broader conception of instructional media as an intermediary that facilitates the transmission of information and supports educational interaction. At the same time, the present findings extend this understanding by placing the development of media within the specific characteristics of Al-Hadith learning. The emphasis is not merely on transferring information but on presenting religious concepts in forms that can be understood and accessed by students (Fatiha et al., 2026; Tambunan, 2025). Theoretically, this reinforces the view that instructional resources acquire educational significance through their relationship with learning objectives, content characteristics, and learner engagement. Practically, teachers need to coordinate teaching materials, media, and classroom activities rather than selecting media independently from the content. This integrated approach can provide a more coherent structure for delivering Al-Hadith instruction.

The identification of audio, visual, and audiovisual media shows that Al-Hadith learning can employ multiple modes of information presentation. This finding is consistent with the principle that different media provide different pathways for communicating instructional content (Husna et al., 2024; Pratami et al., 2025). Audio media are particularly relevant to material involving recitation and listening, whereas visual media provide opportunities to represent concepts through images, diagrams, or animations. Audiovisual media combine these elements and therefore provide a broader presentation format. The important implication is not that one medium should replace another, but that teachers can select media according to the characteristics of the content and intended learning activity. Theoretically, this finding supports a flexible understanding of instructional media in which effectiveness depends on appropriate alignment between content and presentation. Practically, teachers can diversify learning experiences while maintaining the central substance of Al-Hadith material, thereby reducing dependence on a single form of instructional delivery.

The findings concerning multimedia and internet use indicate that technological development can expand the ways in which Al-Hadith materials are prepared and accessed. This corresponds with the increasing role of digital resources in contemporary learning, but the findings also establish an important condition: technology should remain connected to appropriate content and instructional purposes. The use of video, animation, images, and online materials

is meaningful when these resources help students understand the religious concepts being taught. The theoretical implication is that digital transformation in Al-Hadith education should not be interpreted simply as technological adoption; it represents an instructional process in which technology becomes a means of organizing and presenting knowledge. Practically, teachers therefore need to evaluate whether digital resources are relevant, understandable, accessible, and consistent with the intended learning outcomes (Faturrahman et al., 2026; Hakim et al., 2023). Technology consequently functions as a supporting instrument rather than the primary objective of Al-Hadith learning.

The role of teachers emerging from the findings is particularly important because instructional media do not operate independently of pedagogical decisions. Teachers determine the content to be presented, select suitable media, organize learning sequences, and guide students in interpreting the information provided. This finding corresponds with the identified principles of gradual presentation, repetition, positive feedback, and motivation. These principles suggest that media development should consider how students encounter information, not merely how information is displayed (Istifarin & Idri, 2026; Kusuma, 2026). The theoretical implication is that instructional media can be viewed as part of a broader pedagogical system in which teacher facilitation remains essential. Practically, teachers need competencies in both content organization and media development so that technological resources do not become detached from learning needs. The contribution of this finding lies in emphasizing that successful media development depends on the interaction between appropriate content, instructional design, technological resources, and teacher guidance.

Another important finding is the emphasis on maintaining Islamic values within the development of Al-Hadith instructional media. This aspect distinguishes the development of religious learning resources from a purely technological approach. The findings indicate that media should facilitate learning while simultaneously preserving the substance and values associated with Islamic teaching. This creates a dual requirement: materials must be accessible and responsive to technological developments, while their content must remain educationally and religiously appropriate (Fitri et al., 2025; Hakim, 2024). Theoretically, this contributes to an understanding of instructional media development as a process involving both pedagogical and value dimensions. Practically, teachers and material developers should examine not only the attractiveness or accessibility of media but also the accuracy, appropriateness, and alignment of their content with Al-Hadith learning objectives. Thus, technological innovation becomes meaningful when it strengthens learning without displacing the essential religious values embedded in the subject.

Overall, the study contributes a conceptual framework for understanding Al-Hadith teaching-material and instructional-media development through the integration of content, media variety, technology, teacher facilitation, and Islamic values. The findings suggest that effective development requires attention to what is taught, how it is presented, how students interact with it, and how the learning process remains connected to its religious objectives (Fadli, 2025; Fatiha et al., 2026). This contribution is important because it moves the discussion beyond the

simple availability of instructional media toward the conditions required for their meaningful use (Sakka et al., 2025; Tambunan, 2025). The practical implication is that teachers can use the identified dimensions as considerations when preparing or selecting Al-Hadith learning resources, including audio, visual, audiovisual, multimedia, and online materials. The theoretical contribution lies in connecting technological and pedagogical dimensions with value-oriented religious learning. The study therefore provides a conceptual basis for developing Al-Hadith learning resources that are structured, flexible, accessible, and educationally purposeful.

CONCLUSION

This study reveals that effective Al-Hadith learning requires the integration of appropriate teaching materials, diverse instructional media, technological resources, and sound pedagogical principles while maintaining the substance of Islamic values. The most important lesson is that teaching materials and instructional media should not merely function as instruments for delivering religious information but should facilitate students' understanding, active engagement, and internalization of Islamic teachings. The scholarly contribution of this study lies in developing a conceptual understanding of Al-Hadith instructional resource development by connecting five essential dimensions: content organization, media diversity, technological integration, teacher facilitation, and value internalization. This perspective extends the discussion of instructional media beyond technological utilization by emphasizing the interconnectedness of pedagogical effectiveness and religious content integrity. Nevertheless, this study is limited by its library research design and conceptual orientation, as it does not involve direct empirical investigation or classroom-based testing of the proposed principles. Future research should conduct empirical studies to examine the implementation, usability, and effectiveness of audio, visual, audiovisual, and technology-based teaching materials in different Al-Hadith learning contexts, including teachers' and students' experiences. The implications of these findings highlight the need for teachers and educational institutions to strengthen their capacity to develop and select instructional resources that are pedagogically appropriate, technologically responsive, accessible, and consistent with Al-Hadith learning objectives and Islamic values, thereby promoting more engaging, meaningful, and effective religious learning.

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CONFLICTS OF INTEREST

The authors declare that there are no conflicts of interest related to the research, authorship, or publication of this article.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

ChatGPT was used as an AI-assisted tool to support the revision and refinement of the manuscript, including language improvement, organization, and clarity. The authors reviewed and verified the content and remain fully responsible for the accuracy, interpretation, and final version of the manuscript.

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