

Interactive Hadith Learning E-Module Integrated with Google Classroom in the Digital Era: A Literature Study

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Abstract	
<p>This research aims to explore the design of interactive e-modules in Hadith learning connected to Google Classroom as part of the digital transformation in Islamic education. The method used is a literature study with a qualitative approach, which collects and analyzes various academic sources related to the development of digital learning media, the implementation of LMS, and interactive approaches in studying Hadith. The research results show that an effective Hadith e-module consists of five main sections: introduction, Hadith material, explanation, exercises, and evaluation. This module also includes various multimedia elements such as audio for reading Hadith, explanatory videos, and sanad graphics. Integrated into Google Classroom, this e-module facilitates structured material management, utilizes assignment and quiz features, and enhances interaction between lecturers and students. In addition, using online Hadith search sites such as Hadits Tazkia, Hadits.id, and Hadits.in also provides advantages in improving students' digital and Islamic literacy. The research concludes that the development of interactive e-modules based on Google Classroom is an effective strategy to improve the quality of Hadith learning that is contextual, flexible, and participatory in the digital era.</p>	<p>Keywords: Interactive E-Module; Hadith; Google Classroom; Digital Learning; Islamic Literacy</p>

Abstrak	
<p>Penelitian ini bertujuan untuk mengeksplorasi desain e-modul interaktif dalam pembelajaran hadis yang terhubung dengan Google Classroom dalam rangka transformasi digital dalam pendidikan Islam. Metode yang digunakan adalah studi literatur dengan pendekatan kualitatif, yang mengumpulkan dan menganalisis berbagai sumber akademik terkait pengembangan media pembelajaran digital, penyelenggaraan LMS, serta pendekatan interaktif dalam mempelajari hadis. Hasil penelitian menunjukkan bahwa e-modul hadis yang efektif terdiri dari lima bagian utama, yaitu pendahuluan, materi hadis, penjelasan, latihan,</p>	<p>Kata Kunci: E-Modul Interaktif; Hadis; Google Classroom; Pembelajaran Digital; Literasi Keislaman.</p>

dan evaluasi. Modul ini juga menyertakan berbagai elemen multimedia seperti audio untuk membaca hadis, video penjelasan, dan grafik sanad. Dengan terintegrasi dalam Google Classroom, e-modul ini memudahkan pengelolaan materi secara terstruktur, memanfaatkan fitur tugas dan kuis, serta meningkatkan interaksi antara dosen dan mahasiswa. Selain itu, menggunakan situs pencari hadis online seperti Hadits Tazkia, Hadits.id, dan Hadits.in juga memberikan keuntungan dalam meningkatkan literasi digital dan keislaman peserta didik. Kesimpulan penelitian menunjukkan bahwa pengembangan e-modul interaktif berbasis Google Classroom adalah strategi yang efektif untuk meningkatkan kualitas pembelajaran hadis yang kontekstual, fleksibel, dan partisipatif di era digital.

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1. Introduction

Digital transformation in the field of education is no longer merely an option but an inevitable necessity. Within Islamic higher education institutions, digitalization of learning represents not only technological advancement but also the spirit of integrating Islamic values with the dynamics of modern civilization. Islamic universities are therefore expected to adapt effectively to these transformations to remain relevant in preparing a generation that is both excellent and globally competitive. Research conducted by Kurniawan and Kuswandi (2021) demonstrates that digitalization through the development of e-modules can enhance students' digital literacy while simultaneously strengthening twenty-first-century skills required in the professional world (Kurniawan & Kuswandi, 2021).

Nevertheless, conventional methods of teaching hadith continue to face various challenges. The one-way lecture method, limited face-to-face hours, and the lack of engaging learning media often make it difficult for students to grasp the deeper meanings of prophetic traditions. These limitations are compounded by the low level of students' active participation in classroom interaction. As Agustiana (2024) observes, hadith instruction that is not adjusted to the characteristics of the digital generation tends to be less effective in fostering comprehension and internalization of Islamic values (Agustiana, 2024).

In this context, the use of technology and Learning Management System (LMS) platforms such as Google Classroom emerges as a promising solution. LMS platforms enable lecturers to organize materials systematically, assign and collect tasks, conduct assessments, and facilitate interactive online discussions. Google Classroom, as one of the most popular and easily accessible LMSs, provides flexibility for managing both online and hybrid learning environments. Muzakki and Wahyudi (2021) emphasize that the use of Google Classroom in hadith learning can increase students' engagement and strengthen their contextual and interactive understanding of the material being taught (Ahmad Muzakki & Winarto Eka Wahyudi, 2021a).

Accordingly, the development of an interactive hadith e-module integrated with Google Classroom constitutes a strategic step in addressing the challenges of hadith instruction in the digital era. This innovation not only supports the broader digital transformation of Islamic higher education but also reinforces the internalization of Islamic values through a more contextual, flexible, and participatory approach (NURFADILLAH, 2023). It is expected that such an e-module will become a relevant learning solution for contemporary students while preserving the scientific essence and authenticity of hadith studies in their entirety.

2. Methods

This study employed a qualitative approach using the literature study method. This approach was chosen because the main focus of the research is to examine concepts, theories, and practices related to the development of interactive hadith e-modules integrated with digital platforms, particularly Google Classroom. A literature study enables the researcher to explore in depth various relevant sources of information from pedagogical, technological, and Islamic perspectives that underlie hadith learning materials.

The data sources in this study consist of a wide range of credible scientific publications, including academic journals, reference books, scholarly articles, and official websites discussing Islamic education and instructional technology. These sources were selected based on their relevance to the research topic, the currency of their information, and the authority of their authors or publishing institutions. The researcher systematically reviewed literature addressing digital-based learning media development, the implementation of Learning Management Systems (LMS) in higher education, and interactive approaches in hadith learning.

For the data analysis technique, this research utilized content analysis and thematic synthesis. Content analysis was applied to identify and categorize essential information from various sources, such as e-module design strategies, effective interactive features, and technological integration in hadith instruction. Meanwhile, thematic synthesis was employed to summarize the main findings and group interrelated ideas into major themes that support the research objectives. Through these analytical techniques, the researcher constructed a comprehensive conceptual framework that serves as the foundation for developing an interactive e-module aligned with students' learning needs and the distinctive characteristics of Islamic education in the digital era.

3. Result and Discussion

The Concept of Interactive Hadith E-Module Design

The design of interactive *hadith* e-modules represents an important innovation in contemporary Islamic education. This module is developed to present *hadith* materials in a structured and engaging manner, utilizing digital technology to make the learning process more effective and efficient (Nurdiana & Hamid, 2021). The use of e-learning based digital modules enhances the quality

of instruction, especially in online learning environments that demand high levels of flexibility and interactivity .

According to Sholeh, Hufad, and Fathurrohman (2023), the structure of an interactive *hadith* e-module generally consists of five key components, each designed to facilitate a progressive and meaningful learning experience:

1) **Introduction**

This section provides the background of the topic, outlines the learning objectives, and specifies the basic competencies to be achieved. The introduction serves as a pedagogical entry point, helping to build motivation and readiness among students before engaging with the main material. A well-designed introductory section increases students' initial participation and curiosity in online learning (Sholeh et al., 2023).

2) **Hadith Material**

The core content is presented in Arabic text, accompanied by translation and contextual explanation. The material is arranged thematically and aligned with the academic curriculum. Careful attention to thematic relevance ensures that students can comprehend the moral and practical dimensions of *hadith* and apply them in real-life contexts (Lailan Nahari Maha, Siti Halimah, 2022).

3) **Explanation and Commentary**

This section elaborates on the meanings of key words in the *hadith*, provides broader interpretive perspectives from classical and contemporary scholars, and connects the teachings to current societal realities. Such explanatory notes deepen students' conceptual understanding while highlighting the timeless relevance of *hadith* principles (Hidayah et al., n.d.).

4) **Exercises and Practice**

Exercises may include multiple-choice questions, short-answer formats, and case studies derived from selected *hadith*. These activities are designed to measure comprehension and encourage reflective and critical thinking (Kurniawati et al., 2022). Interactive exercises based on *gharīb* (rare vocabulary) readings can enhance analytical ability and memory retention (Agustiana, 2024).

5) **Evaluation**

The evaluation component may consist of end-of-unit quizzes, project assignments, or reflective essays. This assessment allows lecturers to measure the extent to which students have achieved the learning objectives and provides constructive feedback for improvement. Project-based evaluations are especially valuable because they encourage students to apply *hadith* teachings in real-life contexts (Nurlaila, Sri Wisnu Nugraha, Rojab, Taufik Fahrul, 2023).

Through these five integrated components, the *hadith* e-module is not merely a digital document but a comprehensive learning ecosystem that supports student-centered and value-based education.

Integration with Google Classroom

Integrating the interactive *hadith* e-module with Google Classroom provides an effective way to support flexible, collaborative, and organized online learning. The platform offers various features that enable lecturers to manage content, interact with students, and conduct digital assessments efficiently. (Ahmad Muzakki & Winarto Eka Wahyudi, 2021) Uploading and Managing E-Modules Google Classroom allows lecturers to upload modules in multiple formats such as PDF, Google Docs, or interactive links. The process is carried out via the “Classwork” menu by selecting either “Material” or “Assignment.” Lecturers can schedule publication dates, set deadlines, and organize materials according to topics or course units. Such management simplifies the process of sequencing lessons, storing materials, and tracking students’ access and engagement (Muhayat, 2021).

Utilizing the Assignment, Comment, and Quiz Features The “Assignment” feature enables instructors to assign practice exercises and review students’ progress based on the e-module content. Lecturers can add instructions, assessment rubrics, and supporting attachments. The “Comment” feature facilitates two-way interaction between teachers and students, allowing feedback and discussion both during and after learning activities. Meanwhile, the “Quiz” function can be integrated with Google Forms, enabling automatic evaluation of students’ comprehension levels. These tools foster active and reflective learning while encouraging student participation throughout the course (Ahmad Muzakki & Winarto Eka Wahyudi, 2021a).

Lecturer–Student Interaction in Hadith Learning Google Classroom also enhances communication through announcements, comments, and discussion forums. Interaction is essential in *hadith* learning, which requires close guidance to ensure accurate understanding. Lecturers can clarify complex concepts, respond to students’ questions, and evaluate participation directly (Hoque et al., 2024). Beyond serving as a repository of materials, Google Classroom functions as a virtual academic community, strengthening intellectual and spiritual bonds between lecturers and students in the context of Islamic learning (Marissa et al., 2021).

Recommended Online Hadith Databases

The digitalization of Islamic knowledge resources has given rise to numerous online *hadith* platforms that can be accessed easily by educators and learners. In Indonesia, several websites stand out for their reliability, accessibility, and academic relevance.

- 1) **Hadits Tazkia** – [<https://hadits.tazkia.ac.id>] Developed by Institut Tazkia Bogor, this platform offers an extensive collection of canonical *hadith* books such as *Sahih Bukhari*, *Sahih Muslim*, *Sunan Abu Dawud*, *Sunan Tirmidhi*, *Sunan An-Nasa’i*, *Sunan Ibn Majah*, and *Musnad Ahmad*. Users can search *hadith* by keyword, collection, or thematic category. The website provides Arabic text alongside Indonesian translation, making it highly suitable for higher-education or independent learning modules (Salamah & Fauzi, 2023).

2) **Hadits.id**

This independent platform presents *hadith* thematically with Indonesian translations. Its lightweight interface allows access through various digital devices, making it ideal for thematic *hadith* learning, where students explore topics such as ethics, worship, or social interaction. *Hadits.id*'s key advantage lies in its concise yet accurate presentation and quick-search features that support self-directed learning (KHOIRUNISA, 2023).

3) **Hadits.in**

This site adopts a thematic and popular approach to *hadith* exploration. It provides references relevant to modern issues such as digital ethics, character education, and religious moderation. *Hadits.in* is well-suited for developing e-modules aligned with the Merdeka Curriculum, which emphasizes contextual and applied learning. Although its database is not as comprehensive as *Hadits Tazkia*, it remains a valuable supplementary resource (Rais et al., 2023).

These three platforms have been widely utilized in Islamic academic environments in Indonesia. They can be integrated directly into e-modules by embedding hyperlinks, assigning analytical exercises on *sanad* (chain of transmission) and *matan* (textual content), and developing digital quizzes. Hence, online *hadith* databases serve not merely as references but as primary digital tools for enhancing Islamic digital literacy among students.

Integrity and Validity of Digital Hadith Sources

The integrity and validity of online *hadith* sources are fundamental for their academic use. In Islamic scholarship, authenticity is not determined merely by the textual content but by the credibility of the *kitab* sources, the *sanad* (chain of narrators), the *matan* (text), and the curation process conducted by site administrators.

Hadits Tazkia, for example, is developed by a credible Islamic academic institution and has been used in digital *da'wah* training and scholarly research. Its collections derive from widely recognized *hadith* compilations across various schools of thought, complete with traceable *sanad* classifications (Salamah & Fauzi, 2023).

Mulyanti (2025) found that integrating *Qur'an* and *Hadith*-based modules into the Merdeka Curriculum significantly improved students' contextual understanding of Islamic values. In that study, *Hadits Tazkia* served as the main source for instructional materials and produced measurable gains in students' religious literacy (Mulyanti, 2025). Similarly, Tutik Khoirunisa (2023) at UIN Jakarta concluded that developing web-course-based e-modules using *hadith* databases such as *Hadits.id* and *Hadits.in* enhanced the effectiveness of Islamic Education learning. Students became more active and independent in their study process (KHOIRUNISA, 2023).

Nonetheless, several challenges persist. Some platforms lack full citation of primary sources, and there is a potential for translation or interpretation errors. Educators must therefore verify the *hadith* used and teach students about the

importance of source validation. Verification can be conducted by cross-referencing online texts with printed or certified digital collections and consulting the commentaries of recognized scholars.

Collaboration between educational institutions and site developers is essential to formulate national standards for digital *hadith* validation, ensuring accuracy and academic reliability. Source integrity also includes data security and platform sustainability. Sites managed by established institutions such as Institut Tazkia benefit from consistent updates and quality control, while independent sites like *Hadits.id* and *Hadits.in* must maintain transparency and scholarly oversight to prevent misinformation. Academic participation in content curation is therefore vital for preserving the trustworthiness of digital *hadith* platforms.

Challenges and Solutions

1) Limited Technological Access

The primary challenge in utilizing online *hadith* platforms is unequal access to technology. Indonesia's digital divide remains a critical issue. Students in urban areas generally enjoy stable internet connections and adequate devices, whereas those in rural regions often face slow, expensive, or unavailable networks. This inequality results in learning disparities, undermining the goal of inclusive digital education.

Ramli (2015) emphasized that digital learning media can only be effective when supported by sufficient technological infrastructure. Without it, digital *hadith* resources benefit only a privileged few, leaving others behind. Moreover, limited access reduces students' motivation (Maisarah, Putri Salsabilla, 2024), as those unable to connect feel excluded from online participation. To address this, government and educational institutions must prioritize equitable access by providing free internet facilities in schools and campuses, and distributing devices to underprivileged students. Developers can also create offline versions of *hadith* materials, enabling learners to study without constant internet access (Ramli, 2015).

2) The Need for Lecturer Training

Another significant challenge is the need for continuous professional development among lecturers. Many educators remain accustomed to traditional methods and lack adequate digital literacy, limiting their ability to integrate online *hadith* platforms into instruction.

Khoirunisa (2023) found that intensive training programs for lecturers on web-based e-modules significantly increased teaching effectiveness. Trained lecturers were able to embed online *hadith* resources effectively into their lessons, resulting in greater student engagement. Insufficient digital literacy among lecturers, on the other hand, leads to reliance on printed texts and missed opportunities for independent learning and digital Islamic literacy.

To overcome this, institutions should conduct ongoing training workshops focusing on digital *hadith* verification, online content integration, and interactive pedagogy. Establishing academic communities of practice will also allow

lecturers to share experiences and innovations, transforming them from passive users into proactive agents of digital transformation in Islamic education.

3) Validity of Digital Hadith Content

The validity of *hadith* content remains a central concern. Not all sites include complete bibliographic references, and some may contain translation inaccuracies. Such issues risk distorting the understanding of *hadith*, especially among learners unfamiliar with source criticism. Salamah and Fauzi (2023) stressed the importance of academic verification to prevent misuse of digital *hadith*. Educators and researchers should therefore practice cross-validation with authoritative printed sources or established online databases.

A further risk lies in the potential misuse of *hadith* by unverified websites for ideological purposes. Sites without institutional supervision may circulate unauthentic or misinterpreted texts, posing serious risks to religious understanding. To mitigate this, collaboration between scholars and web developers is essential in establishing standardized digital authentication protocols. These measures ensure that online *hadith* learning remains credible, ethical, and beneficial for students.

4. Conclusion

The findings of this study demonstrate that the development of an interactive hadith e-module integrated with Google Classroom is a strategic and effective approach in addressing the contemporary challenges of Islamic education. The systematically designed e-module consisting of five main components: introduction, material, explanation, exercises, and evaluation has proven capable of enhancing student engagement and deepening their understanding of Islamic values.

The integration of Google Classroom features further provides flexibility in managing instructional content, implementing assessments, and facilitating more active academic interaction between lecturers and students (Amin, 2023). Moreover, the use of online hadith databases such as Hadits Tazkia, Hadits.id, and Hadits.in enriches learning resources and supports the development of digital literacy within an Islamic framework.

This study underscores that digital transformation in education is not merely about adopting technology, but rather about enhancing comprehension, internalization, and application of Islamic principles through contextual and participatory learning methods. The incorporation of digital tools should therefore be guided by pedagogical objectives and grounded in the ethical and spiritual foundations of Islamic knowledge.

For future research, it is recommended to conduct further studies on the effectiveness of mobile-learning-based interactive e-modules and the integration of artificial intelligence (AI) in hadith learning. Such developments would provide more comprehensive and adaptive solutions to meet the needs of the digital generation while preserving the authenticity and spiritual depth of Islamic scholarship.

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