

*Shintia Faradina<sup>1</sup>, Muhammad Sholihin<sup>2</sup>, Iqbal Kholidi<sup>3</sup>*

## **Reconstruction of Deep Learning-Based Practices in Islamic Education: An Analytical Study of the Hadith “Naddarallahu Imra'an” and Michael Fullan’s Framework**

<sup>1,2,3</sup> Sekolah Tinggi Agama Islam Nurul Qadim  
[shintiafaradina@nurulqadim.ac.id](mailto:shintiafaradina@nurulqadim.ac.id), [madsholl@gmail.com](mailto:madsholl@gmail.com),  
[iqbalkholidi@nurulqadim.ac.id](mailto:iqbalkholidi@nurulqadim.ac.id).

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**Abstract:** *This investigation explores how the prophetic tradition (hadith) of Prophet Muhammad, "Naddarallahu Imra'an," intersects with modern deep learning methodologies within Islamic educational contexts. The selected hadith delineates a structured cognitive progression-comprising active listening, deep comprehension, memorization, and the ethical dissemination of knowledge-which functions as a cornerstone for reflective and transformative pedagogy. Utilizing a qualitative framework grounded in library research, this study examines the normative dimensions of the text, establishes a conceptual dialogue with Michael Fullan's deep learning paradigm, and synthesizes contemporary literature on digital instructional innovations and meaningful learning. The findings indicate that modern deep learning principles-specifically the cultivation of critical thinking, collaboration, creativity, communication, and character-strongly resonate with classical Islamic tenets such as trustworthiness (amanah), moral integrity, and the internal processing of knowledge. This synthesis highlights that contemporary Islamic schooling can successfully incorporate digital tools and modern pedagogical strategies while preserving its core spiritual values and academic ethics. Furthermore, the study underscores the necessity of redefining the educator's role into that of a facilitator who fosters student agency, active participation, and the contextual transfer of knowledge. Consequently, an Islamic instructional model rooted in deep learning offers an adaptable, transformative, and practical framework designed to prepare students for the global and technological demands of the 21st century. This research provides both theoretical insights and practical guidance for contemporary Islamic educational strategies, bridging prophetic values with modern competencies.*

**Keywords:** *Islamic Education, Deep Learning, Educational Transformation, Michael Fullan, Hadith "Naddarallahu Imra'an".*

## INTRODUCTION

Productive education must transcend rote memorization; it should empower learners to connect theoretical knowledge with personal experiences, evaluate underlying meanings, and apply insights to real-world scenarios. Historically, Islamic educational methodologies, such as *talaqqi* and the rigorous transmission of prophetic traditions, have prioritized a systematic sequence of listening, comprehending, and responsibly sharing knowledge. This approach mirrors modern constructivist principles and meaningful learning theories (Nasution et al., 2024; Rochyati, 2024). Contemporary pedagogical research indicates that engaging students across cognitive, social, and emotional domains optimizes their subject comprehension and nurtures a reflective awareness of moral and spiritual values (Salim & Aditya, 2024). This model emphasizes that internalizing knowledge serves as the foundational base for transforming a student's intellect and character.

Despite the evident benefits of deep comprehension highlighted in academic literature, current instructional practices across numerous Islamic educational institutions face substantial roadblocks. Prior research indicates that conventional teaching methods—which rely heavily on standard lectures and passive memorization—frequently fail to stimulate holistic student engagement, leaving learners with a superficial grasp of core concepts (Baihaqi et al., 2025; Juharoh et al., 2025). Furthermore, the integration of digital tools remains suboptimal due to insufficient institutional infrastructure and a lack of teacher readiness, preventing digital innovations from blending smoothly with Islamic ethical principles (Suryana et al., 2025). This dynamic creates a prominent divide between the theoretical ideals of meaningful learning and actual classroom realities.

This study addresses this gap by offering a novel synthesis that bridges the pedagogical directives of the hadith "Naddarallahu imra'an" with contemporary educational transformation frameworks. While earlier studies often examine digital advancements and deep learning tactics as separate entities, this paper develops an integrated framework connecting primary Islamic texts directly with modern pedagogical practices. This comparative approach identifies shared core values—such as knowledge internalization, ethical responsibility, and reflective thinking—while integrating practical operational dimensions suited to 21st-century complexities (Rifah et al., 2024; Rosmaini, 2025).

Consequently, this conceptual synthesis provides a foundation for designing an Islamic instructional model that is transformative, adaptive, and practical. The primary aims of this study are to evaluate how the hadith "Naddarallahu imra'an" relates to modern teaching practices, assess its compatibility with educational reform models, and design a reconstruction framework that supports deep student understanding. The urgency of this inquiry stems from the critical need to establish an Islamic educational paradigm that handles digital global trends without compromising its ethical and spiritual foundations. By uniting a spiritual framework with modern pedagogical design, this research intends to offer valuable conceptual and practical advancements to Islamic educational theory (Rochyati, 2024; Salim & Aditya, 2024).

## RESEARCH METHOD

This study utilizes a qualitative paradigm centered on a library research methodology. It aims to thoroughly investigate the architecture of deep learning models within Islamic education by examining the hadith "Naddarallahu Imra'an" and establishing a conceptual dialogue with modern transformational educational theories. This method was chosen to facilitate a deep interpretation of normative religious texts while aligning them with the rapidly shifting landscape of digital educational technology.

Reshaping Islamic education in the era of Artificial Intelligence requires a reflective and highly contextual analytical approach; evidence demonstrates that technology elevates instructional quality, efficiency, and relevance when paired ethically with Islamic values (Rifah et al., 2024). Furthermore, a deep learning approach serves as a strategic path to upgrade educational quality and meet the requirements of the Society 5.0 era, where old-fashioned lecturing and simple memorization are no longer sufficient (Rochyati, 2024). Thus, literature-based qualitative inquiry allows the researchers to thoroughly identify patterns, ongoing trends, and systemic challenges regarding technological integration in Islamic schools (Salim & Aditya, 2024).

The primary data for this study consists of reputable peer-reviewed journal articles published within the last five years, academic textbooks, and relevant classical Islamic source materials (turats). The collected data underwent systematic content analysis and comparative evaluation to construct a novel conceptual synthesis. This methodological approach aligns with studies showing that AI tools can deliver customized, flexible, and high-efficiency learning environments, though their success relies heavily on teacher preparation and value-based ethical frameworks (Rosmaini, 2025; Madinah, 2025).

While AI-driven innovations improve personalization, student engagement, and educational access, they demand a deliberate balance between technological tools and spiritual pedagogy (Suryana et al., 2025). Moreover, AI-supported assessment frameworks improve objectivity via automated grading and real-time feedback loops, opening new paths to reconstruct sophisticated instructional designs (Rajabiah & Sugeng, 2025). Ultimately, this methodology serves as an epistemological architecture to forge an integrated learning design that harmonizes deep religious meaning with modern educational innovations.

## RESULT AND DISCUSSION

### 1. The Core Philosophy of Deep Learning in the Hadith "Naddarallahu Imra'an"

The theological and conceptual foundation of this study is anchored in the following statement by Prophet Muhammad:

حَدَّثَنَا أَبُو أَبِي عُمَرَ، حَدَّثَنَا سُفْيَانُ، عَنْ عَبْدِ الْمَلِكِ بْنِ عُمَيْرٍ، عَنْ عَبْدِ الرَّحْمَنِ بْنِ عَبْدِ اللَّهِ بْنِ مَسْعُودٍ يُحَدِّثُ عَنْ أَبِيهِ، عَنِ النَّبِيِّ ﷺ قَالَ: نَضَرَ اللَّهُ أَمْرًا سَمِعَ مَقَالَتِي فَوَعَاَهَا وَحَفِظَهَا وَبَلَّغَهَا، فَرُبَّ حَامِلٍ فِقْهٍ إِلَى مَنْ هُوَ

أَفَقَهُ مِنْهُ. ثَلَاثٌ لَا يُغْلُ عَلَيْهِنَّ قَلْبُ مُسْلِمٍ: إِخْلَاصُ الْعَمَلِ لِلَّهِ، وَمِنْ صِحَّةِ أَيْمَةِ الْمُؤْمِنِينَ، وَلِزُومِ جَمَاعَتِهِمْ، فَإِنَّ الدَّعْوَةَ تُحِيطُ مِنْ وَرَائِهِمْ.

Translation:

"Narrated from 'Abdur-Rahman bin 'Abdullah bin Mas'ud, from his father, from the Prophet, who said: 'May Allah brighten and bless a person who hears my words, comprehends them fully, retains them in memory, and passes them on. It may be that someone carries knowledge to a person who possesses a deeper understanding than themselves. There are three qualities with which the heart of a Muslim will never harbor deceit or malice: dedicating deeds sincerely to Allah alone, offering sincere counsel to Muslim leaders, and remaining united with the mainstream community of Muslims. For indeed, their collective prayer encompasses and protects them from behind.'" (Sahih Hadith, recorded by Imam At-Tirmidzi, No. 2658).

This prophetic tradition outlines a comprehensive educational path: attentive listening, deep understanding, retention, and active knowledge sharing. Classical Islamic scholars have provided profound interpretations of this narration, highlighting the ethical, cognitive, and spiritual parameters of knowledge transfer, matching the core objectives of contemporary deep learning.

- 1) **Imam Al-Mubarakfuri (*Tuhfatul Ahwadzi*):** He stresses the spiritual value of teaching others and ties it to sincerity (*ikhlas*). He asserts that the true benefits of knowledge blossom when students process information internally rather than merely copying it. This aligns with modern deep learning, which emphasizes active mental processing, reflection, and meaning construction to ensure knowledge is applied authentically rather than simply stored (Al-Mubarakfuri, 2007).
- 2) **Imam Al-Munawi (*Faidhul Qadir*):** He explains that the term "*Nadbara*" is a prayer for inner joy and radiance in this life and the next. This description highlights the life-changing impact of deep education: comprehensive understanding shared responsibly brings about personal and social improvement. In deep learning terms, this matches the ultimate goal of moving beyond simple cognition to build character and empower students to improve their societies (Al-Munawi, 2001).
- 3) **Imam Ath-Thibi (*Al-Kashif 'an Hada'iq al-Ahadits*):** He highlights a structured pedagogy in this text: focused listening, deep text comprehension, and transmission. This systematic arrangement mirrors the core of deep learning, where students actively build knowledge systems and connect them to real-life situations (Ath-Thibi, 1998).
- 4) **Syaikh Abdul Muhsin al-Abbad (*Syarh Sunan Abu Dawud*):** He indicates that authentic knowledge transfer requires moral duty and intellectual ethics. This shows that deep education must include social and moral values alongside cognitive growth, matching modern deep learning models that value emotional engagement, personal integrity, and community contribution (Al-Abbad, 2010).

In short, the hadith "Naddarallahu imra'an" represents a learning framework that unifies cognitive processing, critical reflection, and knowledge sharing. These classical

scholarly perspectives show that historical Islamic education built epistemological foundations that run parallel to deep learning: active learner participation, meaning-making, character development, and sustainable knowledge sharing within communities.

## 2. Conceptual Dimensions of Deep Learning within the Prophetic Tradition

Viewed through modern educational theory, the patterns within this hadith mirror the core elements of deep learning. Current educational research demonstrates that deep learning revolves around a student's ability to construct meaning, link information to personal experience, and apply concepts to real-world scenarios (Rochyati, 2024; Salim & Aditya, 2024). This approach moves past memory exercises, demanding critical analysis and ongoing reflection so that knowledge leaves a lasting impression on human behavior.

Furthermore, using modern technology in Islamic schooling helps create personalized, adaptive learning tracks, encouraging a more advanced conceptual grasp among students (Rosmaini, 2025; Suryana et al., 2025). AI-driven shifts create interactive environments that boost active student participation while strengthening religious character (Rifah et al., 2024). These findings clarify that the core of deep learning matches the message of the hadith: knowledge must be understood, reflected upon, and lived out. Therefore, the hadith "Naddarallahu imra'an" serves as a theological foundation for deep learning in Islamic schooling. It indicates that learning is an integrated cognitive-spiritual journey that brings personal insight and social utility. This perspective reveals that deep learning is a fresh application of classic pedagogical values within modern education rather than a completely foreign concept.

## 3. Michael Fullan's Framework of Deep Learning Characteristics

Michael Fullan's deep learning model stems from a critique of superficial learning practices that demand memorization without true cognitive transformation. In *Deep Learning: Engage the World Change the World*, Fullan notes that meaningful education must reshape how people think, behave, and contribute to their environments. Thus, deep learning is a comprehensive educational paradigm aimed at creating lifelong learners rather than just an instructional trick.

This educational outlook has been evident in the Islamic tradition since its inception. This is demonstrated by the narration in *Jami' at-Tirmidhi*, where the Prophet advises a cycle of listening, understanding, and authentic sharing—a reflective learning loop identical to meaning construction in deep learning. Fullan adds that deep learning relies on six global competencies (the 6Cs): character, citizenship, collaboration, communication, creativity, and critical thinking. These competencies are essential for students navigating 21st-century environments. Fullan argues that schools must look beyond test scores to cultivate personal and social attributes that empower students to act as changemakers. This perspective matches the prophetic message of the hadith, where transmitting knowledge requires moral accountability and strength of character. Thus, the ethical framework of modern deep learning shares an affinity with Islamic educational epistemology, which emphasizes the sacred trust of knowledge.

In The New Meaning of Educational Change, Fullan notes that true educational reform occurs only when learning engages a student's inner self. He discourages teacher-centered lecture styles in favor of collaborative, dialogic learning environments. This interactive environment was visible in the early circles of knowledge around the Prophet, where dialogue, questions, and cross-examinations were vital to understanding revelation and sunnah. Consequently, deep learning is highly compatible with Islamic education, serving as a modern revitalization of classical learning formats that historically produced exceptional scholars.

Another feature emphasized by Fullan is "transfer value"—the capacity to apply knowledge across different life situations. Fullan argues that educational success is defined by how effectively information is used to solve real challenges, not by how much is stored. This concept fits the structure of the hadith "Naddarallahu Imra'an," where blessings are promised to individuals who advance from personal comprehension to public instruction. In essence, this hadith advocated for applied learning long before modern educational frameworks were formulated. Fullan also emphasizes "student agency," viewing learners as active participants in their educational journeys. Within this framework, teachers function as learning partners who guide the discovery of meaning rather than acting as sole authoritarian experts.

This approach aligns historically with talaqqi and collaborative scholarly debates in Islam, where students were encouraged to question, internalize through comprehension, and teach their peers. This shows that modern participatory paradigms are deeply rooted in historical prophetic education. Finally, Fullan states that the goal of deep learning is to develop adaptable, reflective individuals focused on global well-being. Education must prepare people to learn, unlearn, and relearn across their lifetimes. Linked to the hadith, Islam has long supported this continuous learning model through its academic chains of narration (sanad). Therefore, the synthesis of Fullan's framework and prophetic tradition demonstrates historical relevance and confirms that deep learning remains a necessity from early history through today's digital era.

#### 4. Comparative Synthesis: Hadith "Naddarallahu Imra'an" vs. Deep Learning Models

Analytical Dimension	Hadith "Naddarallahu Imra'an" Framework	Michael Fullan's Deep Learning Paradigm
<b>Ontological Basis</b>	Grounded in spiritual awareness; knowledge is a divine trust (amanah ilahiah).	Positioned within a humanistic-transformative worldview.
<b>Pedagogical Stages</b>	Structured into: Attentive listening, Deep comprehension, and Authentic transmission.	Focused on connecting content with real-world problems and experiential constructivism.
<b>Core Objectives</b>	Aims for knowledge internalization, ethical accountability, and	Aims to build global competencies (6Cs), critical thinking, and social transformation.

	personal radiance (nadhara).	
<b>Historical Manifestation</b>	Talaqqi systems, scholarly dialogues, rihlah (knowledge journeys), and sanad verification.	Experiential learning designs, student-led agency, and collaborative problem-solving.

This comparative breakdown demonstrates that the hadith "Naddarallahu imra'an" moves beyond mere information exchange to champion an internal transformation of understanding. The Prophet emphasized precise listening, deep understanding, and sharing information with heightened intellectual clarity. This pedagogical layout aligns with meaningful learning models that emphasize knowledge internalizing over simple memorization. Thus, historical Islamic education built epistemological foundations that run parallel to contemporary learning theories.

When matched with Michael Fullan's vision, deep learning operates as an integrated process combining knowledge, character, global skills, and self-reflection to help students improve society. In *Deep Learning: Engage the World Change the World*, Fullan notes that true learning must change how individuals think and act. The core commonality with the hadith lies in their shared goal of producing lifelong learners who can construct meaning and apply it to real-world scenarios.

Their different starting points do not conflict; instead, they complement one another. The prophetic text provides a moral and theological foundation, while Fullan offers an organized operational framework for modern classrooms. Blending these approaches shows that advanced learning should improve intellectual performance while building moral character and ethical responsibility. The three stages in the hadith—attentive listening, deep comprehension, and authentic transmission—match modern constructivist principles that require active student involvement to generate understanding. Fullan confirms that learning works best when students tie classroom topics to life challenges and use them to solve complex problems. Therefore, historical talaqqi and narration chains can be viewed as early models of experiential learning.

However, Fullan's model introduces explicit categories for collaborative work and global creativity that were not formally named in classic frameworks. Even so, historical Islamic practices like musyawarah (consultation), scholarly debates, and rihlah (academic travel) prove that collaborative concepts are well-established in Islamic history. Islamic education can adopt modern deep learning setups naturally because the fundamental principles match its own historical legacy.

Furthermore, blending these views shows that future schooling needs a balanced approach combining intellectual excellence and spiritual awareness. The hadith provides direction through sincerity and moral responsibility, while Fullan offers practical 21st-century skills like communication, creativity, and problem-solving. This comparison shows that restructuring Islamic schooling through deep learning is an intentional reclamation of prophetic values using modern tools rather than a simple borrowing of Western ideas. Ultimately, deep learning principles show continuity from early Islamic history to modern global schools. The hadith centers on the quality of understanding, while Fullan designs the structural transformation for modern settings.

Synthesizing the two creates an integrated learning paradigm that forms intelligent, ethical, and reflective students dedicated to human welfare. This framework helps move Islamic schools from standard direct instruction to adaptive, transformative learning environments.

The novelty of this study lies in its design of a reconstructive deep learning model that links to classical prophetic traditions rather than just adopting modern educational theories. Unlike prior studies that separate modern pedagogical updates from Islamic texts, this research creates a clear connection between prophetic instruction and Michael Fullan's theories. This integration produces a pedagogical framework where deep understanding serves as a meeting point for modern methods and spiritual values. Consequently, this study provides a theoretical bridge toward an Islamic educational model designed for future needs.

## **5. Relevance and Contribution to Contemporary Islamic Education**

The relevance of this study to modern Islamic schooling centers on showing that deep learning approaches are rooted in long-standing prophetic traditions. The pattern found in the hadith "Naddarallahu imra'an"—listening, understanding, and sharing responsibly—mirrors modern theories of meaningful learning. This educational approach has been shown to improve conceptual recall while nurturing self-reflection among students (Hattie, 2012; Rochyati, 2024). Thus, this study demonstrates that adapting Islamic schools toward meaningful learning models is a renewal of original values rather than an external adoption.

The main theoretical contribution is the synthesis of prophetic epistemology with Michael Fullan's deep learning criteria. Fullan shows that effective education must alter student thinking and behavior to benefit the community (Fullan et al., 2018). This blend shows that modern skills like critical thinking, collaboration, and creativity align with Islamic concepts of trust (*amanah*) and moral duty. This realization helps bridge the division between traditional and modern educational tracks, offering a unified paradigm.

In practical terms, this research offers a redesigned role for educators in Islamic settings. Teachers move from being primary information deliverers to working as active facilitators who encourage student agency and participation. This shift matches research proving that participatory learning improves information retention and skill transfer across different settings (Darling-Hammond et al., 2020; Salim & Aditya, 2024). Consequently, Islamic institutions can build interactive learning cultures that balance intellectual growth with character development.

Furthermore, this inquiry connects spiritual values with contemporary instructional practices. The prophetic text highlights the blessings of applied knowledge, while deep learning frameworks provide systematic tools to run modern classrooms effectively. This integration yields a balanced educational model that values academic performance alongside social responsibility and academic ethics (Fullan, Quinn, & McEachen, 2018; Rifah et al., 2024). This paradigm is useful for navigating current global shifts and technological disruptions where students need both adaptability and strong foundational values. Ultimately, the progress of Islamic schooling relies on its capacity to build transformative models centered on deep comprehension. Combining historic

prophetic values with modern educational theory provides a strategic framework to develop reflective, agile graduates focused on universal welfare. This gives the study practical value for shaping policy and instructional design in 21st-century Islamic education (Darling-Hammond et al., 2020; Suryana et al., 2025).

## CONCLUSION

This investigation confirms that deep learning models within Islamic schooling are anchored in prophetic tradition, specifically within the hadith "Naddarallahu imra'an". The core process of listening accurately, comprehending deeply, and sharing knowledge responsibly underscores the necessity of internalizing values and acting with moral accountability. These insights support existing research on the power of reflective, meaningful education in Islamic contexts (Nasution et al., 2024; Rochyati, 2024).

Furthermore, blending these prophetic principles with Michael Fullan's modern deep learning model shows a clear alignment between Islamic spiritual values and critical 21st-century skills such as critical thinking, collaboration, and creativity. This study expands upon current literature by introducing an integrated framework that helps Islamic schools build adaptive, transformative, and practical learning systems for the digital era, offering valuable guidance for policy development and instructional innovation.

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