

HADITH STUDY OF MEDIA LITERACY SKILLS IN ISLAMIC EDUCATION

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Abstract: *This research focuses on the literacy skills needed to understand hadith, especially the Islamic religious education program at STAI IBNU RUSYD Kotabumi. This study aims to evaluate students' literacy skills in deepening their understanding of the science of hadith and to measure how ready they are to apply what they have learned in society. The research method uses quantitative description. The data collection technique used a questionnaire with a Likert scale in the form of Google which was distributed to 150 respondents. The results of the study show that students generally have an interest of 63% in studying hadith. However, these results are not high enough. Therefore, it is very important to motivate students and use interesting teaching strategies to arouse their interest. Media literacy level with an average of 70% is in the high category. They are generally successful in using the media as a source of independent learning. They have practiced one aspect of the media literacy paradigm, namely determining needs before starting a search. In terms of the literature they choose to obtain information from, they prefer fast access, especially the internet. While printed books have relatively few enthusiasts. So a good understanding and education are needed on how to access valid information through various relevant information media.*

Keywords: *Media Literacy, Hadith, Religious Education*

Introduction

Information literacy is the capacity to recognize the need for information when it arises, to identify and find the information needed, to evaluate information critically, to organize and incorporate information into existing knowledge, and to use and communicate that information. in an ethical, legal, and effective manner (Minarso and Irawati 2021). Literacy is basically the ability to write and read (Abidin 2017). An educated person is capable of communicating in a variety of ways, including "reading, speaking, listening, and writing," depending on his goals (Rohim and Rahmawati 2020).

Society now uses literacy media mostly for communication purposes. Exposure to that much media and information will be sufficient justification to make media literacy a priority for students (Oktariani and Ekadiansyah 2020). Despite the need for this focus, youth's interaction with the media has developed into a significant issue (Gawise et al. 2022). On the one hand, the media serves as a tool for changing concepts, beliefs, standards, and mental transformation toward enlightenment, enlightenment, and progress in life. However, the mass media also propagates dangerous ideas that are detrimental to humanity and the thinking abilities of

adolescents. The negative effects of the media give rise to concepts such as media literacy (Toubet and Bahrudin 2022).

Media literacy is the ability to access, analyze, evaluate, and communicate information in various forms of media (Apriadi Tamburaka 2013). Media literacy according to (Hermawan Herry 2017) is a set of perspectives actively used when accessing the mass media to interpret the message it encounters. Media literacy aims to educate people about media effects, media content, and media business. Media literacy can prevent someone from believing false information (Marhamah Rusdy 2021). Information that has been created as a hoax to hide the real information. In other words, a hoax is an attempt to change the course of events by using information that appears to be true but cannot be independently verified (Fitriarti 2019).

The quality of a nation is inversely proportional to its literacy level (Prianto 2020). Media literacy skills can help someone better understand who they are and how to use the right information for themselves. Someone will be able to take advantage of all the potential to improve skills in reading situations and reading all available opportunities for self-development if they have media literacy skills. What's more, Islam requires literacy. This is in line with QS. al-Alaq: 1-5 (Departemen Agama Republik Indonesia 2006). This verse discusses how important it is to read, understand, identify, and study something carefully, as well as how to study and use the media as a tool for developing information literacy. The first verse revealed by Allah SWT is contained in sura Al-Alaq, verses one to five. The command to read was given to Rasulullah SAW in this passage. Previously, reading was only possible for those who could spell words correctly when put together. However, along with the development of information channels related to science and technology, the word literacy began to show the command "literate!" The following verses invite people to realize the need to learn and gain knowledge so that people can appreciate God's majesty and realize human happiness. The command to repeat or remember Allah's name came next. The author then explains "Iqra" in the context of this study by using the word literacy. In addition, the discussion will be designated as a valuable information medium. Literacy Has the ability to effectively use deep learning and information media as well as hadith knowledge. Someone will be able to know God and be able to distinguish what is good and bad, and what is right and wrong, by using literacy skills (Sya'diyah 2021). Their soft skills will increase at the same time as their literacy. The number of hoax news that easily spreads in the community is the urgency of this research.

For people to be able to distinguish between good and bad, literacy is a benefit. In order not to get lost in the search for information caused by the large amount of material whose validity cannot be accounted for or better known as hoax information, some tactics and ethics need to be considered (Hamdi 2023). This is in line with research that has been conducted by (Minarso and Irawati 2021) and (Batoebara, Suyani, and Nuraflah 2020) mentions the capacity to obtain information through many established information channels is necessary to acquire in-depth knowledge of a particular scientific topic. One's interest in something is another factor that can help the growth of scientific knowledge, and this applies in the

context of science education and learning. The level of literacy knowledge and students' interest in studying hadith science is the main topic of this study. The researcher states that this research is very important to do to determine the level of information literacy among students enrolled in the Islamic religious education study program as well as their interest in deepening their understanding of hadith and their readiness to apply what they have learned in the real world. Learning Hadith Science is a feature of religion. The capacity to obtain information through many established information channels is necessary to acquire in-depth knowledge of a particular scientific topic.

To find out the novelty in this study, researchers reviewed research conducted previously by (Hajri 2023) on digital education in the 21st century and research from (Nurdin 2023) describing early childhood education in the perspective of hadith. Previous research only examines digital education, not related to the perspective of hadith and literacy. While this research examines the hadith of media literacy skills in Islamic education. This matter is novelty in this research.

The level of knowledge literacy and students' interest in studying hadith science are the main topics of this study. The researcher states that this research is very important to do to find out the level of information literacy in students enrolled in the Islamic religious education study program as well as them.

Methods

This research uses quantitative methods and is descriptive (Sugiyono 2017). Data collection techniques using observation and documentation. The data collection instrument utilizes a Likert scale in the form of a questionnaire distributed online with Google Forms. The distribution of the survey through the Whatsapp Group (WaG) was previously made by involving all prospective respondents and verifying that they were 1st and 2nd-semester students of the Islamic Education Study Program, STAI IBNU RUSYD Kotabumi. Semesters 1 and 2 identified as research subjects with a total of 150 respondents.

Result And Discussion

The research results show that based on the responses of 150 respondents to the various statements, the research findings are described as follows:

Student interest in hadith studies

Enjoy studying the science of hadith and have a strong desire to learn

o.	Classifi	Point	F	%
cation				
	Really	4	114	76%
like	Like	3	9	6%
	Do not	2	12	8%
like it much				

	Do not like	1	15	10%
	Total		150	100%

Of the 150 respondents, 76% really liked studying hadith, 6% said they liked it, 8% said they didn't like it and 10% didn't like it. This finding shows that 76% percent of students are generally very interested in studying hadith. The judgment that they enjoy studying the science of hadith can depend on a number of factors. Among them are the lecturers' teaching methods, their understanding of the value of learning hadith science, and the accessibility of learning resources for them.

Simple lessons to understand Hadith Science education.

o.	Classification	Point	F	%
	Very easy	4	84	56%
	Easy	3	21	14%
	Less Easy	2	21	14%
	Not easy	1	24	16%
	Total		150	100%

Of the 150 students, 56% found it very easy to understand hadith subjects, 14% said it was easy, 14% said it was not easy and 16% said it was difficult to understand hadith lessons.

Enjoy learning by researching hadith science on the web.

o.	Classification	Point	F	%
	Really like	4	51	34%
	Like	3	78	52%
	Do not like it much	2	12	8%
	Do not like	1	9	6%
	Total		150	100%

34% of 150 students really like looking for references online. 52% of those who responded to the survey in hadith science class expressed likes, 8% reported disliking. They do not enjoy looking for references on the internet. Happy independent study of hadith science learning resources by reading various literary sources

From the description in the tables above it is clear that the category with the most dominant number is the one that is of greatest interest. The values obtained are in the range of 65.25% if averaged using interval calculations. The results can be said

that students' interest in studying hadith is in the category score range of 60% to 79.99% which indicates that students' interest is in the high category.

Media Literacy of Islamic Religious Education Students at STAI IBNU RUSYD Kotabumi.

Before starting your search, determine what information is needed

o.	Classifi	Point	F	%
cation				
	Require	4	51	42%
d to Do				
	Always	3	78	38%
Do				
	Do not	2	12	20%
do				
	Not at	1	-	-
all				
	Total		150	100%

Of the 150 students, 42% each will study the material; In addition, they need to identify the information beforehand so that there are no errors in the information they choose. It serves as the foundation of information literacy. The fact that all respondents are aware of the importance of identifying needs before making a decision is more important than the fact that 38% of respondents always do it and 20% only do it occasionally.

Menguasai teknologi informasi dan perangkat media

o.	Classifi	Point	F	%
cation				
	Very	4	33	22%
Advanced				
	Proficie	3	72	48%
nt				
	Inadeq	2	27	18%
uate				
	Not	1	18	12%
Advanced				
	Total		150	100%

Of the 150 students, 22% were very proficient with information media technology, 48% claimed to be proficient, 18% still had no clear decision, and 12% admitted that they were still not proficient.

Diligently seek knowledge of hadith by using information and communication technology.

Classifi	Point	F	%
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o. cation				
	Very	4	30	20%
	dilligent			
	Diligent	3	69	46%
	Less	2	30	20%
	Diligent			
	Not	1	21	14%
	Diligent			
	Total		150	100%

Of the 150 students, 20% were very diligent in seeking information related to hadith science through information technology tools, 46% said they were diligent, 20% were still unsure about their decision, and 14% were not diligent in their search.

Likes to read printed books for knowledge

	Classifi	Point	F	%
o. cation				
	Really	4	51	12%
	like			
	Like	3	78	26%
	Do not	2	12	18%
	like it much			
	Do not	1	9	44%
	like			
	Total		150	100%

Out of 150 students, only 12% stated that they really enjoyed using printed books to find material relevant to hadith science; 26% said they liked it; 18% said they didn't like it and it was interesting, 44% said they didn't like looking for information in printed books. This shows that the average student is more likely to search for information by utilizing internet media technology because of its ease of access and saving time.

Internet resources such as Google, YouTube, and social media are often used to learn about and share thoughts about Islam.

	Classificat	Poin	F	%
o. ion t				
	Very	4	69	46%
	Routine			
	Routine	3	51	34%
	Less	2	18	12%
	Routine			
	Not a	1	12	8%
	routine			

Total	150	100%
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Of the 150 students, 46% regularly share and learn via YouTube, Google, and social media regarding Islamic perspectives. 34% are Routine, 12% are less routine, and 8% are not routine and no one responds negatively. This goes to show that it is accurate to say that kids enjoy using it. Internet-based media versus print media.

Any search for the required information must be fast and precise.

o. cation	Classifi	Point	F	%
Very fast	Very	4	24	16%
Fast	Fast	3	90	60%
Less fast	Less	2	21	14%
Not Fast	Not	1	15	10%
Total			150	100%

Of the 150 students, there was 16% gratification who searched for hadith science material very quickly, 60% said they searched quickly, 14% found it less quickly and 10% admitted they searched it slowly.

Readiness to face all obstacles in life with a knowledge of hadith.

o. cation	Classifi	Point	F	%
Very ready	Very	4	42	28%
Ready	Ready	3	63	42%
Less Ready	Less	2	33	22%
Not ready	Not	1	12	8%
Total			150	100%

Only 28% of the 150 students stated that they were very ready with high confidence in their ability to face all life's obstacles with the help of the hadith they studied, while 42% stated that they were ready. This is exhilarating because having the right attitude is essential for success. Beliefs are external suggestions that can instill a drive for self-improvement, particularly the development of reading skills. However, it turns out that there are still 22% of students who are not ready, even 8% who are not ready.

Based on the description of the several tables above, the very high category is where most of the numbers fall. If the interval formula is used to determine the

average is 72%. As a result, it can be said that the level of information and media literacy of students is in the high category, within the range of category scores of 60% and 80%, according to the scale used in this study.

The results of the study show that the dominating numbers are in the very high category, this can be seen from the presentation of the research results. If the interval formula is used to determine the average, the result is 72%. Thus it can be concluded that according to the interval scale, students' information literacy in studying hadith science is in the very high literacy group, with a score range of 60% to 80%. On average they can use information media as a source of learning. They have practiced the recommendations of the information literacy model to identify needs before searching. Regarding literature which is the preferred way of accessing information, people tend to like instant information, especially information obtained from the internet, while their interest in printed books is quite low. Therefore, they are required to have a strong understanding of how to find accurate information from various relevant media.

On average they show confidence in the range of 63% if judged by how confident and ready they are to apply the knowledge they gain. However, some people still expressed skepticism, and some even lacked confidence. However, most importantly they already have an average of 85% motivation to learn. Capital is very important for the learning process.

This study provides examples of events that occurred in tertiary institutions, especially the Islamic Religious Education Study Program, and an outline explanation related to the science of hadith taught in each tertiary institution as a result, of research findings. This is expected to be a reference in determining teaching methods, especially in learning hadith science at the tertiary level where students have a high level of interest and information literacy, students are more likely to learn to use information technology media than print media, and in their learning. Learning still requires guidance in finding reliable information. Lecturers of hadith science are required to be information literate in this situation.

Conclusion

The research findings show that 63% of UIN students enrolled in the Islamic religious education study program are interested in studying religion. Then it was determined that according to the interval scale, students' interest in studying hadith science was in the category score range of 60% to 80% which indicated that students' interest was in the "high/interest" category. The evidence shows that students are aware of the value of mastering the science of hadith. However, because it has not yet achieved a very high score, the statistics collected have not reached the highest. Therefore, significant incentives and incentives are needed to raise interest to a "very high/very interested" level. If counted from 150 answers according to the formal education they received in hadith, only 7% came from madrasas and pesantren, while 93% came from general education institutions. On average, students continue to seek knowledge, investigate, and like studying hadith.

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