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Analysis Of The Views Of Students Of Social Science Study Program UIN Sunan Kalijaga Yogyakarta On Hadith (Educational and Sociological Perspectives)

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Abstract

This research originated from the author's observation of social science students UIN Sunan Kalijaga Yogyakarta in understanding Hadith through ulumul Hadith courses. From these observations, it was found that various views of students on Hadith as a source of Islamic religious teachings after the Qur'an. It also found challenges experienced by students in understanding the Hadith. This study aims to describe the views of students on the Hadith and the challenges faced by students in understanding the Hadith as one of the sources of Islamic teachings. This research is qualitative. The approach used in this study is education and sociology. The data sources of this study are primary and secondary data. Primary Data were obtained directly from interviews with the students concerned, secondary data were obtained from observation and documentation, collecting references related to the theme of this study. Data analysis techniques using data reduction, presentation, and verification of data. Checking the validity of the data in this study using triangulation data techniques. The results of this study indicate that the views of UIN Sunan Kalijaga social science students on Hadith as a source of Islamic religious teachings are very good, but in practice, social science students still have some challenges in understanding Hadith. The main challenge is the limited ability of students to understand the Hadith both in terms of text and context.

Keywords: Hadith, Student Views, Educational Perspectives, Social Perspectives, Challenges.

Abstrak

Penelitian ini berawal dari pengamatan penulis terhadap mahasiswa ilmu sosial UIN Sunan Kalijaga Yogyakarta dalam memahami hadits melalui mata kuliah ulumul hadits. Dari

pengamatan tersebut ditemukan berbagai pandangan mahasiswa terhadap hadits sebagai sumber ajaran agama Islam setelah Alquran. Ditemukan juga tantangan yang dialami mahasiswa dalam memahami hadits. Penelitian ini bertujuan untuk mendeskripsikan pandangan mahasiswa terhadap hadits dan tantangan yang dihadapi oleh mahasiswa dalam memahami hadits sebagai salah satu sumber ajaran Islam. Penelitian ini merupakan penelitian kualitatif. Pendekatan yang digunakan pada penelitian ini yaitu pendidikan dan sosiologi. Sumber data penelitian ini yaitu data primer dan sekunder. Data primer diperoleh langsung dari hasil wawancara dengan mahasiswa yang bersangkutan, data sekunder diperoleh dari observasi dan dokumentasi, mengumpulkan referensi yang berhubungan dengan tema penelitian ini. Teknik analisis data menggunakan reduksi data, penyajian dan verifikasi data. Pengecekan keabsahan data pada penelitian ini menggunakan teknik triangulasi data. Hasil penelitian ini menunjukkan bahwa pandangan mahasiswa ilmu sosial UIN Sunan Kalijaga terhadap hadits sebagai sumber ajaran agama Islam sangat baik, akan tetapi pada prakteknya mahasiswa ilmu sosial masih memiliki beberapa tantangan dalam memahami hadits. Tantangan utamanya yaitu terbatasnya kemampuan mahasiswa dalam memahami hadits baik dari segi teks dan konteks.

Kata Kunci: Hadits, Pandangan Mahasiswa, Perspektif Pendidikan, Perspektif Sosial, Tantangan

Introduction

In this contemporary era, the study of Hadith has become a subject of interest in the social sciences, especially among students. Hadith as one of the main sources of Islamic religious teachings has a significant role in shaping religious, social, and educational understanding in society. Hadith is a collection of words, deeds, and opinions of the Prophet Muhammad. which becomes the foundation in understanding the teachings of Islam and taking instructions for various aspects of life. In the analysis of the views of students of the Social Science Program on Hadith, we explore their perspectives related to Hadith in educational and social contexts. These students have a multidisciplinary approach, which allows them to see the Hadith not only as a religious teaching, but also as a social phenomenon that plays a role in

shaping the structure and dynamics of society.¹

In an educational perspective, Hadith plays an important role in the development of values, morality, and Ethics in the educational process. Students of the Social Sciences study Program View Hadith as a source that can shape the mindset and behavior of students, as well as provide guidelines in creating an inclusive and meaningful educational environment.²

On the social side, the student's view of Hadith involves an analysis of the social implications, gender roles, social justice, and human rights associated with the teachings contained in the Hadith. They see Hadith as a source of inspiration in formulating solutions to social problems faced by modern society.³ However, in analyzing the

views of the Hadith, students of the Social Sciences study Program also face challenges that need to be overcome. One of the main challenges is to combine a multidisciplinary approach with a deep religious understanding. Students need to find a balance between academic approach and religious values in understanding and interpreting Hadith.

Differences in views and interpretations of Hadith are also a challenge faced by students. Each student has a different background, experience, and beliefs, which can influence their views on the Hadith. Therefore, it is important to encourage open and inclusive dialogue and discussion in order to enrich the common understanding of Hadith. In this context, this study aims to analyze the views of students of the Social Sciences study Program at UIN Sunan Kalijaga Yogyakarta on Hadith in an educational and social perspective, as well as to identify the challenges they face in understanding and interpreting Hadith. With a deeper understanding of students' views and the challenges they face, we can develop a more inclusive and relevant approach to understanding the role of Hadith in contemporary society.

Through this scientific article, we will explore the thoughts and perspectives of students of the Social Science Program

on Hadith, as well as the challenges faced by them. The aim is to contribute to the development of religious, social, and educational understanding in the context of Hadith, as well as explore the potential of Hadith in creating positive change in society. More clearly, the purpose of this study is to analyze the views of students of Social Science study program UIN Sunan Kalijaga Yogyakarta on Hadith, knowing the challenges faced by students of Social Science study program UIN Sunan Kalijaga Yogyakarta in understanding Hadith.

Method

Qualitative research is a type of research used in this study. Bogdan and Taylor suggest that qualitative research is a research process that produces descriptive data in the form of verbal or written statements made by subjects and evidence of observable behavior.⁴ Pendekatan Educational and sociological approaches are approaches to this research. Data that will be used in research activities can be considered as information or facts obtained from research. Research Data can be divided into two categories, according to the source of the data: primary data and secondary data. Primary Data, often known as primary data, is information collected directly from research respondents. While secondary data, or supporting data, refers to material

obtained not from the primary source of the study.⁵ In this study, observation, interview, and document analysis were used as data collection methods.⁶ Thirty-one social science students at UIN Sunan Kalijaga Yogyakarta were interviewed using questions relevant to the research problem. Data analysis using reduction techniques, presentation of data before grouping the data for later verification.⁷ Triangulation of data was used to test the accuracy of the data in this study.⁸

Results and Discussion

Hadith Concepts Educational And Sociological Perspectives

All the sayings, deeds, and decrees of the Prophet Muhammad that have been narrated are referred to as Hadith. After the Qur'an, Hadith is one of the sources of Islamic teachings. The existence of Hadith provides a more thorough explanation of the actions of the Prophet Muhammad and how he upheld the teachings of Islam, Hadith is very important to understand and apply the doctrine of Islam.

The Arabic term for "speech or conversation" is Hadith. But when the Hadith is defined, all the words, deeds, and provisions (*taqrir*) are based on the Prophet Muhammad.⁹ Ibnu Manzhar mengutip istilah "*al-hadits*", "*al-ahdis*", "*al-haditsan*", dan "*al-hutsan*" sebagai contoh. The word "*al-*

Hadith" is made up of three different words depending on the language: *Al-Jadid*, which is different from *Qadim* and indicates new (plural *bidats*, *budatsa*, and *budits*); *Al-Khabar* which means news; and *Al-Qarib*, which means near. According to Hadith scholars, the term "Hadith" refers to all the sayings, actions, situations, or behaviors of the Prophet PBUH.¹⁰

From this explanation it can be understood that all the words, deeds, decisions, and personal qualities of the Prophet Muhammad are known as Hadith. The Prophet (peace and blessings of Allaah be upon him) would not have spoken unless he had received a revelation and a command from Allaah. Then, from the time of the Companions, the Tabi'een, until they came before us today, these words were copied, preserved, and spread with care.

One of the sources of Islamic doctrine is the Hadith, which records the sayings, actions and Covenants of the Prophet Muhammad. After the Qur'an, Hadith is the second source of law and plays an important role in Islam. Muslims may get motivation from Hadith to do their daily life.¹¹ An example of a well-known Hadith is the Hadith of Gabriel, which describes the pillars of faith, the pillars of Islam, and ihsan. This hadith is one of the important guidelines for Muslims in carrying out religious life.

The concept of Hadith in education can be applied as a source of teachings that provide and strengthen moral and ethical values to students. In Islamic religious learning, Hadith can be used as teaching material to introduce Islamic teachings to students.¹² In addition, the Hadith can also be used as an example of good and correct behavior in everyday life. In this regard, Hadith can help students develop good character and avoid bad behavior. There are several practical concepts on how to apply the concept of Hadith in education. First, teachers can use Hadith as teaching material in learning the religion of Islam. Secondly, the teacher can give examples of good and correct behavior in everyday life based on Hadith. Third, teachers can discuss the meaning and moral message of the Hadith together with students. By applying the concept of Hadith in education, students are expected to develop good character and carry out daily life with full awareness and responsibility.¹³

Hadith in education can also be an inspiration method in educational practice as it has been widely applied. Method as a component of Science in substance is the right and fast way that educators do to achieve goals based on certain situations and conditions. The achievements obtained should be in accordance with the Qur'an and Hadith. About how the model

approach, methods and objectives of Islamic education should refer to as has been implemented by the Prophet Muhammad. in teaching and educating people.¹⁴

In a sociological perspective, Hadith can be viewed as a source of information that provides insight into social actions, social interactions, and norms in Islamic societies. Hadith which is all the words, actions, and approval of the Prophet Muhammad, has the potential to be analyzed from the point of view of sociology to understand the social dynamics in society.¹⁵ Relation to social interaction Hadith contain stories and descriptions of social interaction between the Prophet Muhammad and his companions, as well as with society in general at that time. In this case it can see the social relationships that are formed in the context of the Hadith, including power relations, gender relations, and social dynamics in society at the time of the Prophet and contextualized with the present.¹⁶

Hadith also often contain moral and ethical teachings that become social norms in Muslim societies. Through sociological analysis, we can understand how these norms are understood, interpreted, and applied in everyday life by individuals and groups. In addition, the sociological approach can help explain how these norms

developed over time and in various social contexts from the time of the Prophet to the present.¹⁷

The Hadith also reflects the existence of social conflicts in society at that time. Conflicts between tribes, groups, or individuals can be reflected in the Hadith and give an idea of the social problems faced by the Muslim community at that time. Sociological analysis can help identify the roots of conflict, the sources of social tension, and the resolution efforts made by the Prophet Muhammad to resolve conflicts that occurred.¹⁸ Hadiths that reflect changes or innovations in society can also be analyzed in a sociological perspective. In this context, Hadith can provide information about factors that influence social change, such as cultural influences, economic developments, or political dynamics. Sociological analysis can help track social changes in Muslim societies based on information in Hadith.¹⁹

Student's Views On Hadith

Hadith as one of the main sources of Islamic law has an important role in shaping religious understanding and practice. This study aims to explore the views and perspectives of students on the Hadith in accordance with their experience. Through the interview method, we collect in-depth data on how students perceive the

validity, relevance, and influence of Hadith in their daily lives. In this section, the author will present a summary of the results of interviews with students of social sciences (sociology) UIN Sunan Kalijaga Yogyakarta. Through the presentation of data in the form of this table, we hope to provide a systematic and structured overview of theandangan student's views on Hadith.

Chart 1. The results of the interview student's views on Hadith

No.	Student's views on Hadith
1	"Hadith helps us in understanding the historical context behind the teachings of Islam and how these teachings can be applied in various contexts of the era."
2	"Is very helpful to guide the life of."
3	" Hadith has the function to limit the generality of the Koran. With this hadith becomes a reference source for Muslims to 2. Hadith can also be a primary reference in discussing problems in the religious academic space."
4	" I believe Hadith as a source of Islamic religious teachings provide guidance that is relevant and can be adapted to current social and cultural conditions."
5	" as a source of Hadith teachings it is very important but unfortunately to access the Hadith itself which I feel is quite difficult because of the lack of socialization from certain parties such as the death of religion for example in terms of the introduction of this hadith including in MA. If the public MA introduction of Hadith is quite low in contrast to the private MA which has different provisions from the school it can be more Sciences that study the Hadith"

6	"I consider the Hadith as a valuable legacy of the generation before us that can enrich our understanding of Islam."
7	" in my opinion, the Hadith is very important to be a source of religious teachings although indeed in the Qur'an it has been explained clearly, but related to its exposure we need the Hadith as a reference, such as examples related to prayer. In the Qur'an, it contains the division of Time, Well how do we know the number or order in it we need a hadith as a reference."
8	" I think the Hadith is important for us Muslims because one of the functions of the Hadith is used to understand and explain the context of the teachings in the Quran. Then we can find out how to practice the religion properly. In studying the Hadith should also require guidance by someone who is good at Hadith affairs so that we are not wrong in interpreting it."
9	" Hadith helps Muslims in understanding and applying the teachings of the religion correctly."
10	" I believe that Hadith is the number 2 source of Islamic religious teachings, after the Qur'an, and the Hadith I believe is an explanation of general matters in the Qur'an."
11	" Hadith in Islam has a position as one of the sources of Law second only to the Quran. Hadith as an explanation of the Qur'an and ease in determining matters that are not discussed in detail in the Qur'an."
12	" Hadith is one of the main sources in understanding the teachings of Islam, because it contains the words and actions of the Prophet who became an example for Muslims."
13	" I see the Hadith as a concrete manifestation of the implementation of Islamic values in

	everyday life."
14	" Hadith provides practical guidance and concrete examples of how to live life as a Muslim."
15	" my view of the Hadith is as a source of explanation and interpretation of the teachings of the Qur'an."
16	"I think the Hadith is the second source after the Qur'an where this hadith can provide information and as an addition to that which does not exist in the Qur'an"
17	very holy and lay to be studied
18	" after studying the Hadith in semester 2 at UIN, I agree with the Hadith as a source of Islamic teachings but still Al'Qur'an is the main source of religion. Hadith is very helpful for Muslims in conducting guidelines for behavior, worship, even other muamalah in the daily life of a muslim. Moreover, the Hadith comes from the Prophet himself who is assured of the truth. And Hadith can also clarify the content of the verses of the Qur'an. By studying the Hadith can also make us careful" against the arguments that are not true."
19	" Hadith becomes an important bridge between the past and the present, helping us understand and connect the values of Islam with the realities of today."
20	" I see Hadith as a source of inspiration to develop human values, justice, and Ethics in social life."
21	" Hadith provides insight into social values in Islam, such as mutual assistance, justice, and brotherhood."
22	" I view the Hadith as a source of Islamic law that provides a framework and guidance in carrying out worship and interacting with fellow human beings."
24	" Hadith as a source of religious

	teachings also shows the existence of diversity and plurality in the interpretation and understanding of Islam."
25	" my view of Hadith is as a source of inspiration to make positive social changes in society."
26	" Hadith provides practical guidance in performing worship, such as prayer, fasting, and zakat."
27	" I see the Hadith as a source of motivation and encouragement to continue to study and deepen the religion of Islam."
28	" Hadith provides perspective and understanding of the norms and values upheld in religious life."
29	" I believe Hadith helps maintain the continuity and continuity of Islamic teachings from generation to generation."
30	" my view of the Hadith is as a source of knowledge and understanding of good morals and morals."
31	" Hadith provides guidance on healthy social relationships, such as in marriage, family, and society."

After presenting a table of answers to questions about student views on Hadith, the following is a discussion about analyzing the views of social science students at UIN Sunan Kalijaga Yogyakarta with an educational and sociological perspective.

In the context of education, it is important for educational institutions to pay attention and explore students ' views on Hadith as a source of Islamic religious teachings. By understanding the views of students, educational institutions can develop appropriate and effective learning strategies to help students understand and

apply Hadith in their lives. Some students see Hadith as the main source in understanding the teachings of Islam. In the context of Education, Hadith is considered important as a learning tool to understand and implement Islamic values in everyday life. This view shows the important role of education in providing a deep understanding of Hadith to students.²⁰

Another view states that the Hadith is a concrete manifestation of the implementation of Islamic values in everyday life.²¹ In the context of Education, Hadith can be a real example that enriches students ' understanding of how Islamic religious values can be applied in social and individual life. Some students see Hadith as a source of explanation and interpretation of the teachings of the Qur'an.²² In the context of education, this view shows the importance of studying Hadith as a bridge to understanding the meaning and application of the teachings of the Qur'an in more detail.

Another view states that the Hadith is a valuable legacy of previous generations that can enrich the understanding and maintain the continuity of Islamic teachings.²³ In the context of education, this view highlights the importance of education in maintaining and conveying intellectual heritage such as Hadith to the younger generation. The diverse views on the Hadith

in the table indicate the need to provide a space for discussion and reflection in religious education. Although the concentration of education that they take outside the educational program, but it is very necessary to integrate their views on Hadith related to existing social conditions so that graduates can be born who are good in terms of religion and also according to their study program. Students can be invited to share and discuss their understanding of Hadith, so as to create an inclusive and dialogue-based learning atmosphere. This approach can encourage students to consider different points of view and deepen their understanding of Hadith. In addition, the views of students who see Hadith as inspiration, motivation, and practical guidance in carrying out worship show the importance of practical teaching in religious education. Educational institutions can facilitate practical experiences such as worship simulations, case studies, and group discussions to help students understand and apply the teachings of Hadith in their daily lives.

Hadith from the perspective of sociology, student's views of Hadith reflect the complexity in religious interpretation and plurality of understanding. These diverse views indicate social, cultural, and contextual variations in experience and views of the Hadith.²⁴ This understanding

can open space for a more in-depth sociological assessment of how social factors, such as family background, social context, and environmental influences, can shape an individual's view and interpretation of the Hadith.²⁵

This sociological approach can help in understanding the social dynamics within the Muslim community regarding the understanding and use of Hadith as a source of religious teachings. In addition, the sociological perspective also emphasizes the role of Hadith in shaping norms and values in society.²⁶ In this context, religious education and religious socialization play an important role in transmitting the values and norms contained in the Hadith to the younger generation.

Through education, the social values in Islam expressed in the Hadith can be strengthened and understood by the community collectively. By using educational and sociological approaches, educational institutions can create learning environments that pay attention to student's views and understanding of Hadith. This will enable more inclusive learning, enrich social and cultural understanding, and encourage critical thinking and reflection on the Hadith as a source of Islamic religious teachings.

Student Challenges In Understanding Hadith

In this section, the author will present a summary of the results of interviews with students of social sciences (sociology) UIN Sunan Kalijaga Yogyakarta about the challenges faced by students in understanding the Hadith. Through the presentation of data in the form of this table, we hope to provide a systematic and structured picture of the challenges of students in understanding the Hadith.

Chart 2. Interview results challenge students in understanding Hadith

No	student challenges in understanding Hadith
1	there are obstacles from oneself such as school background. I came from a public school in contrast to my friends who came from a religious school. So for me to understand the Hadith is a little difficult because it is still foreign and used to be possible to only get the basic Hadith material.
2	difficulty in filtering which Hadith is authentic, maudhu, or dhaif if you do not explore the science of Hadith further because in today's era there are many circulating fake Hadith found in pieces on social media especially if the Hadith is well known among the public widely and for a long time.
3	I can not read the letter hijaiyah. So I just read the meaning and interpretation. And sometimes still confused to find the right Hadith to be inserted into a problem.
4	in understanding the hadith, the difficult thing is to determine that the Hadith is shohih / dhoif, and whether it is permissible to use a particular Hadith as an argument.

5	The Challenge may not be able to implement any of the values contained in the Hadith
6	I have difficulty because I do not really understand and explore Islam, which I know that Islam
7	of course in answering this, my difficulty is due to a public school education. So from childhood I never get a detailed knowledge of Hadith. Moreover, the school I went to was lacking in teaching or emphasizing PAI lessons. This makes me a complete beginner in studying Hadith at this time. But now I quite understand the initial picture of a hadith, such as its Isad, matan, quality, quantity, narrators, etc.
8	I think it's more about the language so for literature that contains hadiths, you have to use Indonesian for Indonesians, don't give a lot of explanations using Arabic, especially bald Arabic
9	understanding this hadith is rather difficult, because there are very many kinds of classifications in it. Then when we learn the basic Hadith is inevitably we have to understand it even memorize the rules in it so that we know the Hadith belongs to what category.
10	language, purity and background of the Hadith
11	the challenge I face is in understanding the context of the hadith about the time, place, situation/condition that is certainly different from today. And also in terms of grouping Hadith based on certain criteria.
12	lack of understanding of the historical and cultural context in which the Hadith is recited.
13	difficulties in understanding the Arabic language used in the Hadith.
14	limited access to literature and Hadith references that can be easily understood.

15	the complexity of tafsir and diverse interpretations of Hadith.
16	the discrepancy between the context of the Hadith with the social reality that exists today.
17	the difficulty in distinguishing between a valid Hadith and a dhaif Hadith.
18	lack of awareness of the importance of studying Hadith as a source of religious teachings.
19	limited time and resources to study Hadith in depth.
20	the difficulty of relating Hadith to the context of everyday life.
21	there is a difference between the understanding of Hadith taught in the classroom with understanding in the community.
22	local cultural influences that sometimes affect the understanding of the Hadith.
23	there is no practical approach in applying Hadith in everyday life.
24	difficulty in distinguishing between normative and contextual hadiths.
25	limited teaching and discussion of Hadith in the curriculum of Social Science Studies.
26	the polarization of the interpretation of Hadith resulting in confusion in understanding the true meaning.
27	lack of critical skills in reading, analyzing, and understanding Hadith.
28	the absence of an understanding that Hadith can also be viewed from a social and historical perspective.
29	cultural differences and personal experiences that influence the understanding and application of Hadith.
30	difficulties in relating Hadith to the context of multicultural and global life.
31	lack of understanding of the importance of social and historical context in understanding the Hadith holistically.

The results of the interview above highlight the various challenges faced by students of Social Sciences UIN Sunan Kalijaga semester 2 in understanding Hadith. In discussing the results of this interview, the author uses educational and sociological approaches to analyze the challenges faced by students in more depth.

In the educational approach, the challenges faced by Social Science students in understanding Hadith can be answered with appropriate learning strategies that support and become a solution to the challenges experienced by students. Here is an explanation of the results of the interview with an educational approach. Lack of understanding of the historical and cultural context in which the Hadith is recited. From these problems, students need to be given a comprehensive understanding of the historical, social, and cultural context when the Hadith is spoken.²⁷ This approach can involve teaching about the history of the development of Islam, The Life of the Prophet Muhammad, and the social environment of the time.

Difficulty in understanding the Arabic language used in Hadith. This challenge can be faced by strengthening the understanding of the Arabic language through courses or additional training both in school and outside school or self-taught.²⁸

The use of dictionaries or technological aids

in understanding Arabic vocabulary and grammar can also help students in understanding Hadith better. The challenge also experienced by students is the limited access to literature and Hadith references that can be understood easily. Educational institutions can play a role in providing access to hadith literature that is easily understood by students. University libraries can complement a diverse collection of hadith literature and provide electronic resources that make it easy for students to access reliable Hadith references.

The next challenge is the discrepancy between the context of the Hadith with the social reality that exists today. The educational approach should consider teaching that is relevant to the social context faced by today's students.²⁹ Discussion and contextual study of Hadith in contemporary social reality can help students understand the relevance and applicability of Hadith in their lives. The last challenge experienced by students is the difficulty in distinguishing between legitimate Hadith and dhaif Hadith. Students need to be given an understanding of the criteria for assessing the authenticity of Hadith, such as Hadith science and Hadith criticism methods. Emphasis on critical methods and Hadith analysis skills can assist students in distinguishing between authentic Hadith and dhaif Hadith. This

problem can already be answered with the *ulumul Hadith* course to help students understand the validity of the Hadith.

In the sociology approach, the challenges faced by Social Science students in understanding Hadith can be understood through the social factors that influence their perception and interpretation. A challenge related to sociology is the lack of awareness of the importance of studying Hadith as a source of religious teachings. This is influenced by social factors such as the influence of family environment, peers, and popular culture can affect students' awareness of the importance of studying Hadith.³⁰ Education and awareness provided by educational institutions can help overcome this challenge by conveying the values and benefits of studying Hadith in a clear and structured manner.

Another challenge is the limited time and resources to study Hadith in depth. The limited time and resources faced by students can affect their ability to study Hadith in depth. Moreover, non-religious general educational institutions, limited religious learning time is also a challenge faced by students. In the sociology approach, it is important for educational institutions to provide programs and resources that make it easier for students to learn Hadith effectively, such as lectures, workshops, or online learning programs.

Other challenges faced by students are cultural differences and personal experiences that affect the understanding and application of Hadith. A sociological approach can help understand that cultural differences and students' personal experiences can affect the way they understand and apply Hadith. Encouraging inclusive dialogue and discussion, respecting cultural diversity, and creating an open learning environment can help address these challenges.

Conclusion

Based on the results of the research and discussion above, it can be concluded that the views of students of the Social Science Program at UIN Sunan Kalijaga Yogyakarta on Hadith are complex and influenced by various factors including education and social. The educational approach provides solutions to overcome the challenges faced by students, such as understanding the historical context, improving Arabic language skills, access to literature that is easy to understand, and learning systematic Hadith interpretation.

Meanwhile, the sociological approach highlights the importance of understanding the influence of social factors in the interpretation of Hadith, such as awareness of Hadith values, cultural differences, and personal experiences. In

this context, educational institutions play an important role in providing inclusive learning environments, adequate resources, and effective learning programs. By combining educational and sociological approaches, students are expected to overcome challenges in understanding and applying Hadith in a relevant way in their lives.

Through the analysis of the views of Social Science students at UIN Sunan Kalijaga Yogyakarta on Hadith with an educational and sociological perspective, we can understand the complexity of the problems faced and provide direction for educational institutions in developing better learning strategies. With a deeper understanding and the right solution, students are expected to gain a comprehensive understanding of the Hadith and apply it in a relevant way in everyday life.

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Endnotes

¹ Afif, Latipah, and Suryana, "Implementasi Integrasi Dan Interkoneksi Pada Pembelajaran Ulumul Hadis." 357.

² Yusuf Rendi Wibowo, "Al-Qur'an & Hadits Sebagai Pedoman Pendidikan Karakter." 115.

³ Akbar, "Pendidikan Sosial Kemasyarakatan Dalam Perspektif Al-Qu'an Dan Hadits." 43.

⁴ J. Moelong, *Metode Penelitian Kualitatif*. 41.

⁵ Azwar, *Metode Penelitian*. 91.

⁶ Herdiansyah, *Metodologi Penelitian*. 131.

⁷ Miles, Huberman, and Saldana, *Qualitative Data Analysis a Methods Sourcebook*. 6.

⁸ Ghony and Almanshur, *Metodologi Penelitian Kualitatif*. 199.

⁹ Khair, "Al-Qur'an Dan Hadits Sebagai Dasar Pendidikan Islam." 4.

¹⁰ At-Thahha, *Ushul Al Takhrij Wa Dirasatu Al Asaanid*, 155.

¹¹ Ridwan, Umar, and Ghafar, "Sumber-Sumber Hukum Islam Dan Implementasinya (Kajian Deskriptif Kualitatif Tentang Al-Qur'an, Sunnah, Dan Ijma')." 36.

¹² Nawali, "Hakikat, Nilai-Nilai Dan Strategi Pembentukan Karakter (Akhlaq) Dalam Islam." 338.

¹³ Sholihul Anshori and Zafi, "Mengkontekstualisasikan Hadits Tarbawi Bagi Pendidikan Islam Di Era 4.0." 19.

¹⁴ Nur and Barni, "Al- Qur ' an Dan Hadits Inspirasi Metode Pendidikan Islam." 41.

¹⁵ Usman, "Berbagai Pendekatan Dalam Memahami Hadis." 38.

¹⁶ Murtadlo et al., "Integrasi Pembelajaran Al- Qur'an Hadits Dalam Konteks Sains Dan Ilmu Sosial." 39–40.

¹⁷ Khoiruddin, "Pendekatan Sosialogi Dalam Studi Islam." 404.

¹⁸ Dozan, "Hadits-Hadits Tahlilan: Analisis Konflik Dan Nilai-Nilai Sosial Masyarakat." 199.

¹⁹ Assagaf, "STUDI HADIS DENGAN PENDEKATAN SOSIOLOGIS: Paradigma Living-Hadis." 293-294.

²⁰ Annur et al., "Hadits Sebagai Ajaran Dan Sumber Hukum Islam." 554.

²¹ Iqbal and Rachmadhani, "Nilai-Nilai Pendidikan Islam Dalam Hadis Anjuran Menceritakan Kisah Bani Israil: Studi Ma'ani Al-Hadis." 237.

²² Haif, "Hadis Sebagai Sumber Sejarah." 13.

²³ Syarifudin and Masruhan, "Interpretasi Hadis: Antara Hermeneutika Dan Syarh Al-Hadits (Studi Komparatif)." 374.

²⁴ Asari, *Hadis-Hadis Pendidikan Sebuah Penelusuran Akar-Akar Ilmu Pendidikan Islam*, xx.

²⁵ Maulana Ira, "Urgensi Pendekatan Sosiologis Dalam Studi Islam." 94.

²⁶ Vina Rohmatika, "Pendekatan Interdisipliner Dan Multidisipliner Dalam Studi Islam." 126.

²⁷ Zakiyah and Ghifari, "Metode Pemahaman Hadis Dengan Pendekatan Sosio-Historis (Studi Atas Pemikiran Said Agil Husin Al-Munawar)." 57.

²⁸ Salsabila et al., "Manfaat Teknologi Dalam Pendidikan." 7-8.

²⁹ Purwaningsih and Adani, "Eksistensi Mahasiswa Kelas Internasional Dalam Meningkatkan Pemahaman Kontekstual Hadits Santri Asrama IAIN Samarinda." 66.

³⁰ Hanik, *Integrasi Hadis Dan Ilmu Sosial*. 15.