DEEP LEARNING BASED HADITH FOR STUDENT CHARACTER FORMATION IN THE DIGITAL ERA

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Abstract

This study explores the integration of Hadith values into deep learning-based education as a means to balance intellectual and spiritual intelligence in the digital era. The rapid development of technology, particularly artificial intelligence, presents both opportunities and challenges for moral and character formation among students. By embedding key prophetic values honesty (*sidq*), compassion (*rahmah*), and the pursuit of knowledge (*'ilm*) learning becomes more ethical, meaningful, and human-centered. These values can guide students to use technology responsibly and with integrity. Moreover, the study highlights the role of digital technology, such as gamification, chatbots, and online platforms, in enhancing Islamic learning and internalizing moral values. Deep learning models emphasizing meaningful, mindful, and joyful learning are aligned with Hadith principles and support holistic character development. Teachers act as digital mentors, shaping students' moral and spiritual awareness. Ultimately, integrating Hadith values into digital education fosters a generation that is not only knowledgeable and innovative but also ethical, faithful, and socially responsible in using technology.

Keywords: Deep Learning; Hadith Values; Islamic Education; Character Formation; Digital Era

INTRODUCTION

Advances in digital technology, particularly artificial intelligence (AI), have transformed educational practices globally. However, this transformation also brings challenges related to moral degradation, academic dishonesty, and the weakening of students' independent learning skills. Therefore, Islamic education must adapt by integrating prophetic values into modern pedagogical frameworks. Deep learning, defined as an approach that emphasizes meaningful reflection, problem solving, and moral awareness, offers a pathway for this integration.

Previous research (Hoeruman et al., 2025) (Siregar et al., 2025) shows that character education rooted in the Hadith can foster intellectual depth and moral integrity. However, little research directly connects Hadith-based character values with the principles of deep learning and digital tools. This study fills this gap by analyzing how prophetic values such as *Sidq* (honesty), *Rahmah* (compassion), and *'ilm* (knowledge) can be integrated into technology-based education to produce ethically grounded learners.

In research conducted by Viberg and others (Viberg et al., 2024) It is mentioned that digital technology is increasingly being used in assessment. On the one hand, this

use provides opportunities for teachers to conduct assessments more effectively, and on the other hand, it poses challenges in designing digitally-based assessments that are pedagogically sound and responsible.

Therefore, in responding to this challenge, guidance and education that prioritize the development of students' character are needed. It is this character that leads children to the ability to manage, control, and evaluate their own learning process so that their learning activities are not only superficial but also deep. This also serves to increase awareness that students need this knowledge, which becomes their primary motivation for learning. Students will then discover meaning, become aware of their need for knowledge, and also experience the joy of seeking knowledge.(Ramadhani, 2025)

When we talk about character education, we cannot ignore the example set by our Prophet Muhammad SAW. In adopting this model of character education, we need to explore the concept in depth. This concept of education was applied long ago by the Prophet SAW to his companions and followers, either directly or through hadiths. Therefore, it is very important to study and develop the concepts of education found in the hadith.

METHOD

This study employs a literature review method using academic journals as primary data sources and clasical Hadith collections (Bukhari, Muslim, and Tirmidzi). The analysis involves several stages: data collection, reduction (selecting relevant information), categorization (grouping data for analysis), interpretation (drawing meaning from data), and synthesis (integrating insights to form a comprehensive understanding of the topic). Data were analyzed using thematic analysis, identifying intersections between hadith values and educational practices in digital environments.

FINDINGS

This section present the findings of the study, which explores the integration of Hadith values into the Deep Learning framework for student character formation in the digital era. The results were derived from a qualitative analysis of classical Islamic texts, contemporary journal articles, and educational models related to Deep Learning. The findings reveal that Hadith values can effectively guide the ethical, spiritual, and intellectual dimensions of digital-based education. Compared to previous studies that primarily focused on technical and cognitive aspects of digital learning, this research emphasizes the spiritual and moral dimensions derived from the prophetic tradition, offering a more holistic approach.

Integration of Hadith Values into Deep Learning-Based Education

Integrating Hadith values into digital learning helps balance intellectual and spiritual intelligence. The noble teachings of the Prophet can serve as a foundation for building character in today's fast and competitive digital era (Siregar et al., 2025). By embedding these values into technology-based learning systems, Islamic education can produce a generation that is not only critical and innovative but also honest, empathetic, and morally conscious.

The core Hadith values that can be integrated into deep learning include honesty (sidq), compassion (rahmah), and seeking of knowledge ('ilm), wich serve as moral foundation for meaningful and ethical learning.

The first, the Value of Honesty (Sidq). The Prophet Muhammad (peace be upon him) said: *"Be truthful, for truthfulness leads to righteousness, and righteousness leads to Paradise." (HR. Bukhari & Muslim)*. Honesty is a key value in Islam and is very relevant in modern learning. In deep learning systems, this value can be applied through academic ethics encouraging originality, honesty, and intellectual responsibility (Hoeruman et al., 2025). Students should be trained to act honestly in all learning activities, whether working individually or in groups. This ensures that learning outcomes reflect their true abilities. A learning model based on the value of *Sidq* helps students understand that honesty is not just a moral rule but also the foundation of trust in academic and professional life (Anwar & Huda, 2025). Deep learning, therefore, builds not only analytical and critical thinking but also integrity, transparency, and responsibility in using technology and knowledge.

The second, the value of compassion (Rahmah). The Prophet Muhammad (peace be upon him) said: *"The merciful are shown mercy by the Most Merciful. Be merciful to those on the earth, and you will be shown mercy from heaven." (HR. Tirmidhi)*. The value of *rahmah* builds an inclusive and empathetic learning environment. Learning technologies designed with human-centered principles can foster mutual respect among students and between teachers and learners (Aimah, 2023). This principle encourages kindness, cooperation, and care within the digital learning community.

The third, the value of Seeking Knowledge ('ilm). The Prophet Muhammad (peace be upon him) said: *"Whoever follows a path to seek knowledge, Allah will make the path to Paradise easy for him." (HR. Muslim)*. This Hadith gives strong spiritual motivation to students reminding them that learning is not just an academic pursuit, but also a form of worship to Allah SWT (Della et al., 2025). In Islam, seeking knowledge is an act of devotion that brings reward because it leads people to know their Creator, improve themselves, and benefit others. Thus, learning goals go beyond grades and achievements they aim to bring the learner closer to Allah through practicing knowledge.

The Utilizing Digital Technology for Learning Islamic Values

The use of digital technology in learning Islamic values is an important educational (Wibowo & Hardiyati, 2024) innovation that meets the needs of the 21st-century generation (Yuniarti et al., 2024). In the midst of globalization and the industrial revolution 4.0, which is now transforming into era 5.0, Islamic education must adapt to modern changes without losing its spiritual essence. Islamic learning, especially in the study of Hadith needs to be relevant, engaging, and meaningful for today's digital native generation who live in a fast-paced, technology-driven world. Through the use of artificial intelligence (AI), e-learning, interactive apps, and educational social media,

students can deepen their understanding of Hadith in creative and dynamic ways (Ahmad Nazili, 2023).

For example, Hadith gamification can make learning more enjoyable and meaningful through a system of points, levels, or challenges based on moral values. Hadith chatbots can quick answer with authentic sources, while character reflection platforms hel students connect prophetic messages to daily life. Thus digital technology becomes not only a learning tool but also a means of internalizing Islamic moral values (Muhammad Saripuddin B, 2024).

The essence of Islamic education is to form *Insan Adib* or a well-mannered person who acts according to Islamic ethics. Therefore, technology should serves a media for *ta'dib* developing moral and spiritual awareness. When designed with Islamic principles, digital media can boost student's motivation and engagement. Integrating technology with Hadith creates holistic learning that develops knowledge, attitude, and practice (Q. Safitri et al., n.d.).

Digital technology also opens opportunities for spreading Islamic teachings globally. Through social media, podcasts, videos, and online communities, Islamic messages can reach wider audiences. Platforms like YouTube, Instagram, and TikTok can be used for modern da'wah, spreading Hadiths about honesty, compassion, and justice (Rois, 2025).

However, the digital world also brings challenges such as exposure to hedonism, individualism, and negative content. Many students face distractions that weaken their moral and spiritual focus. The Hadith reminds us: *"Indeed, in the body there is a piece of flesh, if it is sound, the whole body is sound, and if it is corrupt, the whole body is corrupt. Verily, it is the heart." (H.R. Bukhari and Muslim)* .This Hadith teaches that the heart is the center of moral control and spiritual awareness something that should guide our use of technology (Salim Chayat, 2025).

Teachers play a key role as digital mentors (murobbi digital) who not only teach knowledge but also shape values, digital ethics, and spiritual awareness. They should creatively integrate Hadith into digital media with humanistic and contextual methods. Islamic schools should design digital-based curricula that combine technical skills with moral responsibility and sincerity (Nasirudin & Musaddad, 2025).

In conclusion, the use of digital technology in Islamic learning is both an educational and spiritual transformation. When technology is guided by Hadith values, it not only builds knowledge but also strengthens faith and character. A digitally literate and ethical Muslim generation will be able to use technology for good, spreading *rahmatan lil-'alamin* values in the modern world**.**

Deep Learning Model in Student Character Formation

In the field of education, *Deep Learning* refers to a "deep approach to learning", where students are encouraged to be actively involved (Adnyana, 2024) through reflection (Nurul et al., 2025), critical analysis, and the application of values in real life. This approach helps students truly understand the learning process through real experiences, making their learning more meaningful (Amus et al., 2025). *Deep Learning* aligns with the demands of 21st century skills, which require learners to be

adaptive and actively engaged in facing modern (Nugraha & Hasanah, 2021). In this model, students are not only guided to memorize concepts or hadith texts but are also encouraged to understand the meaning, context, and relevance of the values contained within them. Therefore, after studying the hadith, students are expected to practice the values it teaches in daily life.

The principles of education based on the Qur'an and Hadith include faith (tauhid), trustworthiness (amanah), justice ('adl), and professionalism, which together aim to form character and moral excellence (Hamdi et al., 2024). In Islamic Education, students are expected to understand the meaning of worship ('ibadah), morality (akhlaq), and Islamic law (fiqh) so they can apply them in daily life. According to Ibn Khaldun, education is a process of providing knowledge, skills, and moral development so that a learner's physical and spiritual growth becomes complete (Mukti et al., 2023). Meanwhile, Al-Ghazali emphasized that Islamic education does not merely aim to develop intellectual ability but also to build noble character, such as honesty, sincerity, patience, humility, compassion, and fairness (Huda & Palupi, 2024; Risana et al., 2025; Thaniecky et al., 2024), as well as strong spirituality based on the three pillars of faith (iman), worship ('ibadah), and morality (akhlaq) (Yaqinah & Jazilurrahman, 2025). These goals are in line with the *Deep Learning* model through the principles of *meaningful learning*, *mindful learning*, and *joyful learning* (Gustina et al., 2025).

Meaningful Learning means that students do not only understand the text (matan) of the hadith but are also able to connect and interpret it in real life situations (Rochyati, 2025). This approach has been proven to develop significant innovative thinking (Fitriani & Santiani, 2025) enabling students to evaluate and find their own solutions. Adaptive learning is also essential to meet students' individual needs and abilities. The hadith teaches that understanding Islamic teachings should not stop at memorization but must lead to real actions that bring benefit to oneself and others, as stated by the Prophet Muhammad (peace be upon him): *"The best of people are those who are most beneficial to others"* (HR. Ahmad).

Mindful Learning is a reflective learning process in which students are expected to be open to new information and to be consciously present during learning (Ramadhan, 2025). This approach encourages students to contemplate moral values in hadith through *tafakkur* (reflecting on Allah's creation), *tadabbur* (understanding the meaning of revelation), and *tazkiyatun nafs* (purifying the soul) (Yuliawanti et al., 2025). The hadith values that align with *mindful learning* include self awareness (muraqabah), being aware of Allah's presence in every action as stated in the Prophet's saying: *"Ihsan is that you worship Allah as if you see Him, and if you cannot see Him, know that He sees you"* (HR. Bukhari and Muslim) (Yuliawanti et al., 2025). This hadith emphasizes the importance of spiritual awareness in thinking and learning, helping students develop inner sensitivity, self control, and moral consciousness as the foundation of character formation.

Meanwhile, *Joyful Learning* helps increase students' motivation and love for Islamic teachings. It refers to a learning approach that is fun, engaging, and free from pressure, creating a sense of happiness that helps the brain form new neural connections and absorb knowledge effectively (El Syam et al., 2023). Through such learning, students are more interested and motivated to memorize or study hadiths, making it easier to understand and retain them. The Prophet Muhammad (peace be upon him) also taught the importance of education with kindness, compassion, and joy, as he said: *"Make things easy and do not make them difficult; give glad tidings and do not drive people away (from religion)"* (HR. Bukhari and Muslim). This integration demonstrates that a joyful learning process is not merely entertainment but a prophetic pedagogical strategy that nurtures students' love for knowledge, encourages good deeds, and builds strong spiritual character.

These three concepts must be interconnected and synergized to create deep, motivating, and enjoyable learning experiences. The combination of *meaningful*, *mindful*, and *joyful learning* influences not only the cognitive domain but also the emotional and spiritual dimensions of students. Through *meaningful learning*, students connect knowledge to life, through *mindful learning*, they reflect on values and act responsibly, and through *joyful learning*, they develop enthusiasm and a positive attitude toward learning. So that the integration of these three aspects is able to produce students who not only understand the text of the hadith but are able to internalize the values contained in the noble morals that are able to shape the character of the students.

In shaping students' character, role modeling plays an essential role, especially from teachers (Diana, 2024; A. Safitri & Zulhendra, 2024). Teachers serve as examples of patience, sincerity, and trustworthiness during the teaching and learning process (Kusuma et al., 2025). Therefore, teachers can use these opportunities to instill and strengthen students' character through learning that is meaningful, structured, and enjoyable (Amalia et al., 2025). Character formation cannot be taught abstractly but must occur through social interaction and real experiences (Riyanti, 2024). It is also influenced by the surrounding environment as teachers, peers, family, and community. When these environments support positive values, the process of forming students' character will be more effective and holistic.

Challenges and Strategies for Character Building in the Digital Age Based on Hadith

Amidst rapid technological advances, humans are required to continue to evolve in line with the times and technology. These advances have significantly changed human life, making it more modern and practical. This development is driven by innovations such as artificial intelligence (AI) and others. This technology enables high efficiency and connects everyone globally. The COVID-19 pandemic has become a turning point for the acceleration of digital transformation, due to the demand to move various activities such as learning, work, and public services into the online realm. Covid-19 has made educational technology a very consequential discipline with conspicuous roles to play in the face of such a global pandemic. It's impact in education

field such re-adjustment the school calendar, prolonged graduation date and reduced research output. It halted many human activities across the globe such educational aspect (Ogwu et al., 2023). However, despite the progress that offers various conveniences in many fields, there are also shortcomings and obstacles that require wisdom in its use. One of the shortcomings and obstacles is the weakening of critical thinking skills and low independent learning skills (SRLSs) (Dezgin et al., n.d.; Haq et al., 2025).

This issue is a problem that needs to be addressed and is often faced by students, namely Smartphone Addiction (SA), which is largely caused by Fear of Missing Out (FoMO), a psychological barrier to self-control. In a pedagogical context, a lack of self-control can be evidenced by low self-regulated learning skills (SRLSs), which in turn can be linked to the application of a superficial learning approach to academic tasks (Dezgin et al., n.d.). Another issue is the difficulty in distinguishing between academic assignments that are assisted by AI and those that are not. There must be a difference between assignments with AI assistance and those without in terms of academic assessment. This is so that students' academic abilities can be measured accurately and validly (Kofinas et al., 2025).

Therefore, in this case, students are expected to have a trustworthy attitude and be responsible with their time in order to improve their success in the academic world. In shaping this character, we should refer to our main guide, the Prophet Muhammad SAW. The attitude of trustworthiness has been explained in the hadith of Abdullah bin Umar, which means:

"Know that each of you is a sheperd, and each of you is responsible for his flock. The Leader is a shepherd over his people and will accountavle for them. A man is a shepherd over his family and is responsible for them. A woman is a shepherd over her husband's house and children and is responsible for them. A servant is a shepherd over his master's property and is responsible for it. Indeed, each of you is a shepherd, and each of you will be held accountable for those under your care." (Agreed upon by Bukhari and Muslim)

No one is exempt from the duty to care for and maintain something. We are all caretakers, and we are all required to do good in caring for what has been entrusted to us, and to be accountable before Him, from whom nothing is hidden. If someone fulfills their duties towards those under their responsibility, the impact on the community will be enormous, and the reward will be great. Their reckoning with Allah will be easy. However, if they are negligent in their stewardship and betray the trust, they have harmed the community, made their own reckoning difficult, and made the community deserving of wrath and punishment (Islamweb.net, 2016).

The development of students' character and responsibility is very important. Integrating the values of the hadith into technology-based learning processes, such as honesty, wise use of technology, and responsibility, is an obligation for educators and parents alike. (Sholihah & Maulida, 2020; Solihin et al., 2023; Syayidah & Sodik, 2025) Students are expected to fulfill their obligations as learners, maintain and use learning facilities properly, and be honest in every learning process, including when completing assignments, taking exams, and communicating digitally.

The conclusion I can draw from the above articles is that technology should be a tool to help humans develop their full potential. However, misuse of technology can

actually weaken humans themselves. Therefore, it is important to emphasize the need for a balanced approach in considering the benefits and potential risks involved (Haq et al., 2025). Parental guidance also plays a very important role in this regard, namely as supervisors and caregivers for children in their use of learning technology. In research by Kaige (Ni et al., 2024) shows that many parents still lack Active Parental Mediation skills, resulting in insufficient AI literacy to proactively engage directly and communicatively in helping children use learning technology, even though restrictive parental mediation models have been proven to be more effective in diverting students' attention from entertainment to academic activities to prevent the negative impacts of technology use, such as addiction and distraction from academic activities.

DISCUSSION

The findings indicate that integrating Hadith values into deep learning frameworks strengthens both intellectual and moral dimensions of education. Values such as honesty (sidq), compassion (rahmah), and the pursuit of knowledge ('ilm) serve as ethical foundations that align with the Islamic concept of *ta'dib*, emphasizing holistic human development. This approach ensures that learning in the digital era not only builds analytical ability but also nurtures faith, integrity, and moral awareness.

Compared with previous studies on character education (Sholihah & Maulida, 2020; Solihin et al., 2023; Syayidah & Sodik, 2025), this research contributes a new synthesis by combining deep learning principles *meaningful, mindful*, and *joyful* learning with prophetic ethics. Technology, when guided by Hadith, becomes a medium of moral cultivation rather than mere efficiency. Platforms such as AI, gamification, and social media can thus serve as tools for ethical learning and da'wah, provided they are used with awareness and sincerity (ikhlas).

Furthermore, the study emphasizes the teacher's role as a murobbi digital a digital mentor who models honesty, patience, and responsibility. Guided by prophetic teachings like ihsan and amanah, educators can shape students into Insan Adib: ethical, reflective, and spiritually grounded learners. Hence, Hadith-based deep learning offers a balanced educational model that unites technology, intellect, and spirituality to build morally responsible digital citizens.

CONCLUSION

This study concludes that integrating Hadith values into deep learning-based education provides a comprehensive framework for student character formation in the digital era. By combining prophetic ethicssuch as honesty (sidq), compassion (rahmah), and the pursuit of knowledge ('ilm) with meaningful, mindful, and joyful learning principles, the educational process becomes both intellectually enriching and spiritually grounded. Technology, when guided by Islamic moral values, transforms into a media of *ta'dib* that nurtures ethical awareness and social responsibility. This integration advances Islamic pedagogy by bridging traditional Hadith wisdom with modern digital learning systems. Future research may further develop practical models for AI-assisted Islamic education that maintain authenticity, moral integrity, and holistic human development.

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