

An Analysis of Hadiths on the Virtues of Seeking Knowledge from the Perspective of Contemporary Islamic Education

Citra Anisatun Nabila¹, Amelia Risma Sufrotin Nida², Erfan Soebahar³, Kasan Bisri⁴

^{1,2,3,4}Department of Islamic Education, Education and Teacher Training, Walisongo State Islamic University, Semarang, Indonesia

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ABSTRACT

Purpose of the study: This study aims to examine the quality and meaning of hadiths regarding the virtues of seeking knowledge; the educational values contained in these hadiths; and the relevance of these hadiths to contemporary Islamic education.

Methodology: This study employs a qualitative approach in the form of a literature review. Data collection in this study was conducted using the documentation technique, which involves reviewing and identifying various sources relevant to the research focus. Data analysis uses the content analysis method, which involves several stages: data collection, data reduction, data presentation, and conclusion.

Main Findings: Research shows that this hadith is authentic and embodies spiritual values, motivation to learn, character building, and social responsibility. This hadith is relevant to contemporary challenges such as fostering a culture of lifelong learning, strengthening students' character, increasing motivation, and using technology positively. Thus, this hadith can serve as a conceptual foundation for developing an adaptive Islamic education that does not neglect its spiritual and moral dimensions.

Novelty/Originality of this study: This hadith can serve as a conceptual foundation for the development of Islamic education that adapts to the changing times without losing its spiritual and moral dimensions.

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Corresponding Author:

Citra Anisatun Nabila,

Department of Islamic Education, Faculty of Education and Teacher Training, Walisongo State Islamic University, Prof. Hamka Street, Ngaliyan, Semarang, 50185, Central Java

Email: 25031280025@student.walisongo.ac.id

1. INTRODUCTION

The ever-advancing times have made every task easier to perform. Not only the world of work, but education has also undergone changes and progress in line with these rapid developments. In Islamic teachings, seeking knowledge is an obligation for every Muslim, both men and women. This command is not only mentioned in the Qur'an but also in various sayings of the Prophet Muhammad (peace be upon him). One important aspect that is often discussed is the virtue of seeking knowledge. For without knowledge, a person will find it difficult to navigate life, especially life in this world and the blessings of the hereafter. As times change, the modern Islamic education system faces various challenges, such as technological advancements, shifting social values, and changes in learning methods. Currently, there are still many students who lack interest in pursuing knowledge, partly due to a lack of motivation in learning.

The world of education, which is now closely intertwined with technological advancements, facilitates the learning process for teachers, students, and educational institutions alike. However, even amid these educational advancements, there are still factors that hinder individuals from pursuing their education, one of which is a decline in motivation to learn. According to Nurjanah [1] Students' interest in learning can be hindered by two factors: external factors and internal factors. Externally, for example, an unsupportive home environment, such as when parents are not sufficiently involved or have not established consistent discipline. Meanwhile, factors within the students themselves may include declining motivation, a lack of self-confidence, or the perception that the subject matter does not align with their personal interests. Given this, the role of the school environment has a significant influence that needs to be enhanced, particularly as it relates to students' interest in learning.

Today, the use of technology in education not only makes it easier for students to access knowledge that would otherwise be difficult to obtain, but it has also become an integral part of the learning process and plays a beneficial role for both educators and students. Furthermore, the presence of this technology is not only beneficial but also has a significant impact on students, particularly those who are already familiar with advanced technology. One of the most noticeable impacts is a crisis of manners, including in the pursuit of knowledge. Research by Hakim [2] reveals that technology has negative impacts on students: the digital access gap, difficulty concentrating, weak character development, and exposure to pornography that threatens the morals of adolescents. When considered in light of a hadith, this has implications related to the hadith concerning the virtue of seeking knowledge. This reality is evident from educational indicators, such as PISA results, which place Indonesian students' literacy scores below the OECD average. This indicates that fostering a habit of learning, motivation, and awareness of the urgency of knowledge remains a major challenge that must be addressed immediately [3].

In the context of contemporary Islamic education, social realities show that the spirit of seeking knowledge faces various complex challenges. These challenges can be grouped into several aspects. First, the technological aspect, namely the use of digital media, which is not always utilized for learning activities. Second, the motivational aspect, evident in the declining interest of some students in deep and sustained learning processes. Third, the moral and character aspect, manifested in a tendency to prioritize academic results over the development of moral character and ethics. Fourth, the sociocultural aspect, which is influenced by the tide of globalization and increasingly pragmatic lifestyle changes. On the other hand, advances in information technology have also opened up broader opportunities for access to knowledge and lifelong learning [4]. Several studies reveal that the digital shift in education is a double-edged sword: it widens access to knowledge on one hand, but on the other, it introduces difficulties such as excessive information, waning attention spans, and a pressing need for ethical digital behavior among students. This makes it imperative for Islamic education to integrate technological capabilities with moral and spiritual nurturing [5].

This situation indicates that the values contained in the hadith regarding the virtues of seeking knowledge need to be re-emphasized in contemporary Islamic education. This is important as a foundation for building a culture of learning that is oriented not only toward academic achievement but also toward strengthening students' character, spirituality, and social responsibility.

In Islam, seeking knowledge is not merely a general recommendation; it is a fundamental teaching. Knowledge plays a major role in shaping a person's character and building civilization. The Prophet Muhammad ﷺ taught in many of his hadiths that seeking knowledge is the path to honor, elevates one's status, and is the way we find guidance in living our lives. From the perspective of Islamic education, knowledge is not merely about memorization or grades. Knowledge is a tool for cultivating good character, unlocking one's potential, and drawing closer to Allah Ta'ala [6]. Today, in this digital age with its many learning opportunities and complex social challenges, the noble values found in the hadiths regarding the virtues of seeking knowledge remain as relevant as ever. These values can serve as a moral compass for building an educational system that produces individuals who are not only intellectually smart but also spiritually strong and of good character. According to Maduerawae [7], the goal of modern education in Islam is to meet society's need for genuine learning. The quality of education is not measured by memorization or grades, but rather by its contribution to solving real-world problems in society. The more tangible its impact and the more its benefits are felt by the general public, the higher the quality of that education.

A study of the hadith on the virtues of seeking knowledge from the perspective of Islamic education in the contemporary era can be grouped into several main aspects. First, the motivational aspect, namely the encouragement from the hadith for Muslims to embrace lifelong learning. Second, the spiritual aspect, which views the pursuit of knowledge as an act of worship and a means of drawing closer to Allah SWT. Third, the social aspect, which emphasizes the role of knowledge in promoting the common good and improving the quality of communal life. Fourth, the transformational aspect, namely the ability of knowledge to shape character, develop critical thinking, and equip individuals with the competencies needed to navigate the changing times [8]. These four categories demonstrate that the educational messages contained in the hadiths regarding the virtues of seeking knowledge are closely linked to the goals of contemporary Islamic education,

which is oriented not only toward academic achievement but also toward the development of individuals who are faithful, knowledgeable, and of noble character.

Previous studies related to hadiths on the pursuit of knowledge from the perspective of Islamic education can be categorized into three main trends. First, studies that discuss the status and importance of the pursuit of knowledge in the Prophet's hadiths as a foundation for character building and enhancing the quality of students' faith [9], [10], [11]. Second, research examining the role of Islamic education in shaping a generation that is morally upright, knowledgeable, and capable of meeting the needs of modern society [7], [12]. Third, research that addresses the challenges facing contemporary Islamic education, such as the development of digital technology, declining motivation to learn, and a crisis in students' morals and character [2], [4]. To date, academic literature has extensively explored the importance of the pursuit of knowledge, the development of Islamic education systems, and the dynamics of the challenges faced in the modern era. However, a noticeable trend is that these discussions tend to be fragmented; the importance of knowledge and educational challenges is often examined in isolation. In fact, studies that systematically link these three aspects, through an analysis of the quality of the hadith's *isnad* and *matn*, an examination of educational values, and their relevance to contemporary realities, remain an under-explored area.

Against this backdrop, this study aims to examine the content of hadiths regarding the virtue of seeking knowledge while exploring how these hadiths can serve as a foundation for addressing current challenges in Islamic education. In line with these research objectives, the research questions for this study are: (a) What is the quality and meaning of the hadiths on the virtue of seeking knowledge? (b) What educational values are contained in the hadiths on the virtue of seeking knowledge? (c) How relevant are the hadiths on the virtue of seeking knowledge from the perspective of contemporary Islamic education?

The virtue of seeking knowledge is not reserved solely for those who are financially capable, but extends to every human being who possesses the physical capacity, sound mind, and enthusiasm to pursue knowledge. In this regard, seeking knowledge does not merely teach how education is imparted, but also how to put that knowledge into practice. In Islam itself, seeking knowledge is considered one of the most important and highly valued forms of worship. Islam even makes it obligatory for every Muslim, because knowledge is the foundation of all good deeds, the key to achieving goodness, and the light that distinguishes between right and wrong. Therefore, it is important for a person to always prioritize knowledge. This is in line with the response of Fahrurrosi [13] which states that in Islam, the pursuit of knowledge is a fundamental obligation emphasized in both the Qur'an and the hadith. This religion strongly encourages its followers to constantly seek knowledge, not only religious knowledge but also general knowledge. However, what needs to be considered here is how contemporary Islamic education interprets the hadiths regarding the virtue of seeking knowledge, hadiths that remain relevant for addressing the importance of knowledge in education.

From an Islamic perspective, the process of seeking knowledge is not merely an effort to absorb and develop knowledge, but also to apply it in daily life as a form of worship and a means of character development. Therefore, learning activities are not only aimed at mastering subject matter but must also balance the development of students' spiritual aspects, intellectual abilities, and social skills [8]. According to Imam Al-Ghazali, knowledge is divided into three categories: religious knowledge (creed, worship, ethics, and Islamic law), general knowledge/science (natural and social phenomena), and professional skills. In terms of its purpose, knowledge is directed toward strengthening spirituality, intellect, character, and social well-being. This classification demonstrates that Islam views all knowledge that is beneficial and does not contradict sharia as important and integral [14].

Islamic education in the contemporary era is a system based on the values of the Qur'an and the hadith, yet it continues to evolve to align with the needs and challenges of the modern age [12]. Conceptually, this education focuses not only on the transfer of religious knowledge but also on the holistic development of students' full potential, encompassing intellectual, spiritual, moral, and social aspects, as well as life skills. It seeks to integrate Islamic values with advances in science, technology, and global dynamics, without losing sight of the identity and fundamental objectives of Islamic education. According to Nasir, in his research, Islamic education in the current era can shape individuals who are not only intellectually intelligent but also spiritually mature. Moreover, this education also helps students understand Islamic values more deeply and apply them in their daily lives [15]. Thus, contemporary Islamic education is aimed at producing a generation that is faithful, knowledgeable, of noble character, critical, creative, and capable of adapting to the changing times.

Broadly speaking, contemporary Islamic education can be understood through several key dimensions. First, the spiritual dimension, which involves strengthening faith and piety and fostering moral character, the foundation of students' lives [16]. Second, the academic dimension, which emphasizes mastery of knowledge and the development of critical thinking skills to address a variety of modern issues. Third, the technological and digital dimension, which promotes the use of information technology as an effective and innovative learning tool [17]. Fourth, the social and humanitarian dimension aims to foster tolerance, responsibility, social awareness, and the ability to live in society. Fifth, the 21st-century skills dimension includes communication, collaboration, creativity, and problem-solving [18]. Taken as a whole, these categories demonstrate that contemporary Islamic

education seeks to integrate Islamic values with the competencies required in modern life. In this way, students are able to play an active role in global society without losing their moral and spiritual foundation.

2. RESEARCH METHOD

This study employs a qualitative approach in the form of library research. The methodological steps consist of collecting literature references, systematic reading, recording findings, and processing secondary data as research material [19]. This method was chosen because all research data were obtained from various written sources relevant to the topic of study, such as hadith collections, books, journal articles, and other scholarly literature discussing the hadiths on the virtues of seeking knowledge as well as contemporary Islamic education. The primary data sources consist of the Prophet's hadiths regarding the virtues of seeking knowledge, while the secondary data sources are drawn from previous research and various academic references that support the discussion.

Data collection in this study was conducted using the documentation technique, which involves reviewing and identifying various sources relevant to the research focus. Data analysis employed the content analysis method, which involves several stages: data collection, data reduction, data presentation, and conclusion. In addition, this study also applied the takhrij hadith method to trace the sources of hadiths, assess their quality, and understand their meanings. The results of the analysis were then interpreted to examine the extent to which hadiths regarding the virtue of seeking knowledge are relevant to addressing the challenges of contemporary Islamic education.

3. RESULTS AND DISCUSSION

3.1. An Analysis of the Quality and Content Regarding the Importance of Seeking Knowledge

The hadith that is the focus of this study is a hadith of the Prophet ﷺ, namely, The hadith that is the focus of this study is a hadith of the Prophet ﷺ, namely,

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ

"Barang siapa menempuh suatu jalan untuk mencari ilmu, maka Allah akan memudahkan baginya jalan menuju surga." (HR. Muslim No. 2699)

A hadith on the virtue of seeking knowledge states: "Whoever travels a path in search of knowledge, Allah will surely make the path to Paradise easy for him." Based on the results of the takhrij (authentication) process, this hadith is found in the book *Sahih Muslim* by Imam Muslim; thus, its status is sahih (authentic), and it can be used as evidence (hujah) in the context of Islamic education. The authenticity of this hadith confirms that the teaching regarding the importance of seeking knowledge has a solid foundation in Islam. The hadith does not merely discuss learning in the academic sense, but also encompasses all efforts to seek knowledge that brings benefit to human life.

This hadith emphasizes that the pursuit of knowledge holds a very noble status in Islam; indeed, it is regarded as the path that leads one to the pleasure of Allah SWT and happiness in the Hereafter. Based on the results of takhrij, this hadith was narrated by the Companion Abu Hurairah (ra) and is recorded in *Sahih Muslim*, no. 2699. Hadith scholars unanimously agree that this hadith is authentic because its chain of transmission is unbroken (ittishāl al-sanad), all of its narrators are trustworthy and reliable (dābit), and there are no elements of syāz or 'illah that could cast doubt on the quality of this hadith. Thus, this hadith can be used as evidence in studies of Islamic education and discussions regarding the virtues of seeking knowledge.

From the perspective of contemporary Islamic education, this hadith conveys an important message regarding the urgency of lifelong learning. This is in line with the saying Sabila [20] The concept of lifelong learning is a modern educational idea that should be reinforced by research findings and theories in contemporary Islamic education. The pursuit of knowledge should not be understood merely as an activity that takes place within a formal educational setting, but also as a process of self-development that is carried out continuously in step with the changing times [21]. In today's digital age, the spirit of seeking knowledge can be realized through various learning resources, both in person and through the use of information technology. Therefore, this hadith is relevant as a foundation for strengthening a culture of literacy, enhancing students' competencies, and fostering critical and adaptive attitudes in facing the challenges of modern education.

In essence, the hadith provides a very strong encouragement for every Muslim to continually seek knowledge throughout their lives. The phrase "traveling the path" is not only interpreted as a physical journey to a place of learning, but also encompasses various forms of effort, sacrifice, perseverance, and the process a person undergoes in acquiring knowledge. As for Allah's promise of ease in entering Paradise, it demonstrates that the pursuit of knowledge holds a noble status as an act of worship and serves as one of the paths to attaining

happiness both in this world and in the Hereafter. In his commentary, Imam An-Nawawi explains that the phrase “traveling the path to seek knowledge” is not merely interpreted as a physical journey to a place of learning, but also encompasses all forms of effort and dedication a person exerts in acquiring beneficial knowledge [22]. Thus, every form of effort in learning, reading, discussing, or participating in the educational process falls within the scope of the hadith’s meaning.

From the perspective of Islamic education, this hadith emphasizes that knowledge holds a very noble position. Knowledge is not merely a tool for acquiring information, but also a means of shaping character, improving personal qualities, and strengthening piety [23]. Therefore, the motivation to continue learning should be an integral part of the educational culture that is constantly instilled in students.

3.2. Educational Values Contained in the Hadith on the Virtues of Seeking Knowledge

Based on the analysis, the hadith regarding the virtue of seeking knowledge contains a number of educational values that align with the goals of Islamic education. First, spiritual values. This hadith emphasizes that seeking knowledge is part of worship that is rewarded by Allah SWT. This indicates that the act of learning is not merely aimed at acquiring knowledge, but also serves as a means of drawing closer to Allah. Nasution’s findings reinforce this view that hadiths play a significant role in instilling faith while shaping the moral character of students. [24]. Therefore, Islamic education should be able to balance academic and spiritual aspects. Second, the value of motivation to learn. Allah’s promise to grant ease on the path to Paradise serves as a moral incentive for every Muslim to seek knowledge continually. It is important to implement this value in today’s educational landscape, given that some students are experiencing a decline in their enthusiasm for learning due to various factors, such as the influence of digital media, their social environment, and a lack of awareness regarding the importance of knowledge. This aligns with Wardani’s observation that the current digital era has a significant impact on the decline in students’ motivation to learn [25].

Third, the value of character building. The process of seeking knowledge requires patience, discipline, perseverance, and a sense of responsibility. This finding corroborates the assertion that the purpose of Islamic education transcends academic achievement, encompassing the holistic cultivation of students’ moral character, sense of duty, and ethical conduct as indispensable dimensions of their personal growth [26]. Thus, learning activities not only produce intellectually gifted students but also cultivate noble character. This value aligns with the goals of Islamic education, which emphasizes a balance between intelligence and noble character.

Fourth, social value and benefit. The knowledge a person acquires should not be confined to themselves alone; rather, it must benefit society. In Islamic teachings, a learned person has a responsibility to teach and apply their knowledge for the common good [27]. Therefore, education is not solely oriented toward individual achievement, but also toward social contribution. These four values demonstrate that the hadith on the virtue of seeking knowledge is not solely focused on academic achievement but also on the development of a well-rounded individual. From the perspective of Islamic education, success in learning is not evaluated solely based on cognitive aspects but also on the spiritual, moral, and social development of the students.

3.3 The Relevance of Hadiths on the Virtues of Seeking Knowledge from the Perspective of Contemporary Islamic Education

In today’s modern era, Islamic education faces a variety of challenges, such as advances in digital technology, changes in learning styles, a moral crisis, and declining motivation to learn among some students. In such a situation, the values contained in the hadith regarding the virtue of seeking knowledge remain highly relevant. First, this hadith provides a philosophical foundation for the development of a culture of lifelong learning. In this context, lifelong learning means prioritizing education that is supported by the community, the environment, and the family, as well as technology. Sabila’s research reveals that lifelong learning encompasses all stages of human life, from the fetal stage to the end of life, with the primary actors influencing it being the family, the social community, and the state through its policies. The success of its implementation depends heavily on four key components: support from parents and family, the existence of conducive government policies, the availability and use of information technology, and, finally, the individual’s capacity to learn autonomously without excessive dependence on others [20].

Rapid technological advancements have led to information spreading at an unprecedented pace, requiring students to continually learn and adapt. The spirit of seeking knowledge taught by the Prophet Muhammad, peace be upon him, serves as an important foundation for navigating the dynamic changes of our times. Second, this hadith is relevant in addressing the decline in learning motivation that many students experience today. This aligns with Tarik’s observation that the presence of technology often makes students more interested in digital entertainment than in learning activities [28]. By understanding the hadith on the virtues of seeking knowledge, students can realize that learning is not merely a school requirement, but also a highly virtuous form of worship.

Third, this hadith is relevant in addressing the crisis of character arising from technological advancement and globalization. The imperative to integrate spiritual values into educational practice has grown

significantly in response to the moral deterioration observed among students. As such, contemporary Islamic education demands a comprehensive approach that simultaneously advances intellectual excellence, spiritual awareness, and ethical integrity [29]. Modern education often places greater emphasis on academic achievement than on the cultivation of moral character. Yet in Islam, knowledge and moral character are inseparable. Therefore, the values contained in this hadith can serve as a foundation for strengthening character education, both in schools and within families.

Fourth, the hadith on the virtue of seeking knowledge also encourages the positive use of technology in the learning process. Easy access to information via the internet can be an effective means of acquiring knowledge if used wisely. Therefore, Islamic education in the contemporary era needs to guide students so that they can utilize technology as a productive learning tool that is in harmony with Islamic values [30]. Contemporary studies reveal that technological integration within Islamic education ought to transcend the mere facilitation of information access and instead prioritize the reinforcement of Islamic values and the development of moral character. In this regard, digital learning innovations must be coherently aligned with the ultimate ends of Islamic education: producing learners who are both erudite and ethically responsible [31].

Based on the results of the analysis above, it can be understood that the hadith regarding the virtue of seeking knowledge is not only relevant during the time of the Prophet Muhammad *ṣallallāhu 'alayhi wa sallam*, but also remains relevant in addressing the various challenges facing Islamic education in the modern era. This hadith contains spiritual, motivational, character-building, and social values that can serve as a foundation for building an educational system capable of producing a generation that is knowledgeable, of noble character, and adaptable to the changing times [32].

Unlike previous studies, which have largely discussed the hadith on the virtues of seeking knowledge from a normative perspective or in terms of the urgency of Islamic education in general, this study presents a new perspective [33]. This study combines an analysis of the hadith's quality, an exposition of its educational values, and its relevance to contemporary issues in Islamic education, such as the impact of digitalization, declining motivation to learn, and the deterioration of students' character [34], [35]. As a result, this hadith is understood not only as a religious text but also as a dynamic conceptual foundation for designing an Islamic education system that is more adaptable to the changing times.

As a result, this study asserts that the moral and pedagogical values drawn from the hadith on the merit of seeking knowledge can inform both the strategic direction and operational practices of contemporary Islamic education. The inculcation of lifelong learning, the stimulation of motivational engagement, the reinforcement of ethical character, and the prudent deployment of technology should all feature as core components in educational delivery across schools, madrasahs, and tertiary institutions. Furthermore, these findings present educators with a valuable framework for designing instructional approaches that foster not only scholarly excellence but also the spiritual, moral, and social flourishing of learners.

However, it must be acknowledged that this study still has several limitations. On the one hand, the literature-based approach used means that the findings of this study are theoretical in nature and have not yet been empirically tested in the field. On the other hand, the scope of the study covers only one hadith on the virtue of seeking knowledge; thus, it does not represent the entirety of hadiths relevant to the field of Islamic education. Therefore, future researchers are strongly encouraged to conduct field-based research while expanding the scope of study to include other educational hadiths, so that a more comprehensive understanding of the actualization of hadith values in contemporary Islamic education can be obtained.

4. CONCLUSION

This study shows that the hadith regarding the virtue of seeking knowledge is classified as *sahih* and conveys an important message about the high status of knowledge in Islam. The hadith embodies educational values such as spiritual values, motivation to learn, character building, and social responsibility. In the context of contemporary Islamic education, these values are highly relevant for addressing challenges such as technological advancements, a decline in the spirit of learning, and a moral crisis among students. Therefore, the hadith on the virtue of seeking knowledge can serve as a conceptual foundation for developing Islamic education that is oriented not only toward intellectual intelligence but also toward the cultivation of students' moral character and ethics. Thus, strengthening a culture of seeking knowledge based on the values contained in the hadith is a crucial strategy for developing Islamic education that is responsive to the changing times while still preserving its spiritual and moral dimensions. Furthermore, this study recommends the need to develop research on educational hadiths that is not only normative but also enriched by empirical research examining the implementation of hadith values in the context of contemporary Islamic education. Future research is also expected to broaden the scope of study to include other educational hadiths and explore the synergy between the values of the hadith and the use of learning technology. Thus, the educational process can foster students who are intellectually competent, morally sound, and agile in responding to the dynamics of modern progress.

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