



Application of Contextual Learning in Hadith Lessons and its Application in Society

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Abstract

Learning hadith in schools is often theoretical and only focuses on memorizing texts, making it difficult for students to understand the values of hadith. This study aims to analyze the application of Islamic Religious Education (PAI) teaching through contextual learning or Contextual Teaching and Learning (CTL) on hadith material in class, and how classroom learning can be applied in everyday life. The research method used is a qualitative method with a library research approach. Data collection techniques are carried out by collecting, reviewing, and analyzing various sources of literature that are relevant to the research topic. The data that has been collected will be analyzed using content analysis techniques with the steps of selecting data, presenting data, and drawing conclusions. The results of the study indicate that contextual learning is effective in improving students' understanding of hadith and encouraging students to apply the teachings of hadith in social interactions in and outside the classroom. Through this approach, students are able to understand the text of hadith theoretically and practically. This paper develops a conceptual framework from previous studies on the implementation of a contextual approach in Islamic education. And offers a recommendation for educators to optimize the effectiveness of the learning process. Thus, this study contributes to improving the quality of Islamic education in terms of affective, social, and cognitive.

Keywords

Contextual learning; Hadith; Society



Introduction

The majority of people in Indonesia are Muslim. So it is appropriate to act and behave in accordance with the teachings of Islam. Early this morning, we find a lot of community behavior that does not practice the norms of Islamic teachings if we examine more deeply. This is influenced by many factors such as technological developments, unfavorable environment, and local culture. Islam teaches us to live with full awareness and practice the values of kindness, justice, love, simplicity and so on. However, in reality there is often a gap between religious teaching and the development of social reality (Hidayatullah, 2020; Mohd Khalli, Sintang, & Kamu, 2022).

In Islamic education, learning hadith greatly influences students' understanding and character (Fahriyan, Kurniawan, Ainiy, & Hidayatullah, 2023). However, learning hadith is still often trapped in a rigid textual approach. Teachers often only emphasize memorization and literal understanding of hadith texts without studying their meaning and relevance to students. As a result, students find it difficult to relate the content of the hadith to things that happen in their daily lives. This has become one of the common problems that urgently needs to be investigated thoroughly. The moral and spiritual message of hadith tends to lose its transformative power if a contextual approach is not used (Suhadi & Zakariyah, 2021). Therefore, it is imperative to conduct an investigation on the issue of hadith learning.

In addition to the problem of a rigid approach, the discrepancy between the hadith material and the real world of students is also a particular problem that often occurs. The hadith taught by many students are considered irrelevant or difficult to apply in the modern world. The use of traditional learning approaches exacerbates this as they do not incorporate discussions, critical analysis, and case studies (Hu, 2024). Students only passively receive information, while the teacher does most of the talking. This situation leads to students not engaging intellectually and emotionally with the hadith material. Students tend to ignore hadith values if they are not relevant. Hence, a methodological shift towards contextualized learning is imperative.

Contextual learning comes as a solution to this problem, where this learning model emphasizes the relevance between the subject matter and the real world situation of students. This approach to hadith material requires teachers to not only convey text or theory, but also help students understand all aspects contained therein such as moral, moral, social, and spiritual messages (Suryawati & Osman, 2017). Teachers are asked to relate the hadith to students' experiences, and



students are asked to practice the hadith. For example, the hadith about honesty is not only read and memorized, they also relate it to the practice of honesty at home, school, and in the community. This method allows the hadith to become part of the students' behavior in daily life rather than just being a written text. This is the very essence of contextual learning.

Contextualized learning is often used by teachers or educators who are considered to help students understand the importance of learning and promote the use of knowledge in their daily lives (Aisyah, Zannah, A.E.L, Trisilaningsih, & Priyanti, 2022). Connecting theory and practice allows students to better understand concepts. For example, students can understand and memorize one matan hadith that shows the principles of Islamic religious values examined in class. This helps us to recognize how the theory works in real-world situations.

Some recent studies have shown that contextual approach in PAI learning can improve students' conceptual understanding and applicative skills (Djayadin, 2025). Djayadin's research focus lies on the development of teaching materials and their utilization in contextual learning, with the aim to improve students' learning effectiveness. His research explores how contextually designed learning materials by linking academic concepts with real-world situations can facilitate deeper understanding and active engagement of students. In addition, Djayadin also analyzes the implementation strategy of these teaching materials, including the role of teachers in creating an interactive and relevant learning environment for students.

Another study that discusses contextualization was conducted by Siswanto et al. The study examined effective ways to use a contextual approach in teaching al-Qur'an and Hadith. One way that can be used is by inviting students to examine real situations related to Islamic teachings. Other techniques that can be used include group discussions, simulations, and collaborative projects that involve students in real activities that reflect Islamic values. And it also examines how the application of the contextual approach impacts on students' lives. Siswanto also found problems that may arise when using the contextual approach and offered solutions to those problems (Siswanto, Andriyani, & Rambe, 2025).

Contextual learning emphasizes the connection between learning materials and the context of real life, both in the school environment and the community. Especially for Hadith lessons, this approach becomes very relevant due to the nature of Hadith itself which was actually revealed to respond to concrete problems in society. Effective learning in Islamic religious education (PAI) requires a relevant contextual approach. A strategy that can be used is context-related learning that combines material with real-world experiences with students. This strategy not only



makes more sense, but also motivates students to apply religious teaching to their daily lives.

This article aims to analyze contextual learning strategies in teaching Hadith and its implementation through community activities. This research is important to do considering the challenges of religious education in the modern era which demands a more applicable approach and is relevant to social reality. By combining the study of Hadith texts and direct practice in the community, it is hoped that more meaningful learning can be created and have a real impact on the character building of students. This allows us to focus on our efforts to understand how Islamic norms are used in society, or how they should harmonize with religious teachings. In addition, this research seeks to develop new ways to implement Islamic teaching in various areas of life, both in social, cultural and technical contexts.

Method

The research method used is a qualitative method and a library research approach. This method was chosen because this research focuses on exploring theories, concepts, and previous research results related to the subject. The library study was conducted by collecting, reviewing, and analyzing various literature sources relevant to the research topic. The literature sources used include books, scientific articles, journals, and other documents. The data collection technique was carried out by identifying literature sources that are in accordance with the topic of the problem and research objectives, critically reviewing the sources to find data including previous research, then classifying the data according to the research focus. The data collected was analyzed using content analysis techniques. This method is used to gain an understanding of the meaning, patterns, and themes of various literature sources. The analysis procedure was carried out through three main stages, namely: (1) data reduction, which is the process of selecting and filtering relevant information from various sources; (2) data presentation, which is organizing the selected data in a structured form to facilitate interpretation; and (3) conclusion drawing, which is a synthesis of the analyzed data to answer research questions.

Results and Discussion

1. Contextualized Learning Concepts

Contextual education and learning (CTL) can be defined as learning that is related to a particular context. This is because the term contextual comes from the word context, which means relationship, con-text, atmosphere or circumstances. The



philosophy of constructivism, proposed by Mark Baldwin and refined by Jean Piaget and Vgotsky, influenced contextual learning. This school argues that learning is a process of knowledge formation through experience, not just memorizing something. Knowledge does not come from others, such as teachers, but from the process of reconstructing each person's self (Darmawan, 2020).

Etymologically, this word indicates the place or situation in which it occurs or is used. According to common understanding, the term contextual refers to something that is relevant or directly related to a particular situation or condition. In other words, something contextual cannot stand alone, but is always associated with the environment or background that influences it. This suggests that the meaning and relevance of something is highly dependent on its context. Contextual usually means something that is related or relevant to a particular situation (Walida, 2025). In context, something has meaning, significance, and relevance related to its environment. For example, a statement is considered contextual in communication if its meaning can be understood by considering the situation and context of the conversation. Therefore, the term contextual emphasizes how important the relationship of a thing to its background or environment is for the meaning to be precise and meaningful. This concept is very important in many fields, such as language, education, and social sciences.

Contextual learning is a learning approach that emphasizes the active involvement of learners in the process of finding subject matter. In this approach, the learning process is directed at the direct experience of learners, so that they do not just receive information passively, but are invited to actively seek, study, and understand the material through their own experiences. This approach is intended to improve learners' understanding of the material. Contextual learning encourages learners to find connections between what they learn and things that happen in the real world. It is not taught abstractly or separately from everyday life, but rather is linked to experiences and situations experienced by learners (Tsabitah, Amalia, & Laviola, 2024). This makes learning more relevant and easy to understand because learners can see directly how the material is applied in real situations. In addition, this method helps learners develop the critical and creative thinking skills needed to solve real problems.

Contextual learning focuses on how the theory taught in the classroom correlates with the real-world situations in which students find themselves. In Islamic Education, especially in Hadith lessons, this approach allows students to understand Islamic values and apply them in their daily lives. Thus, learning is not only a transfer of knowledge but also a practical application (Lestari, Prameswari, Nikadinata, & Zakiyah, 2025). According to experts as cited by Damayanti Nababan



in her journal that contextual learning is a concept about learning that helps teachers to connect what students learn with real-world situations and encourage students to make connections between what they know and things they can do every day (Nababan, 2023). One of the main objectives of contextual learning is that students not only understand the material theoretically, but are also able to apply it in everyday life. In other words, this learning aims for learners to understand the concepts and values learned and internalize them into their habits and daily actions.

Through contextual learning, students are invited to reflect on and discuss how the principles contained in the Hadith can be applied in various aspects of life, such as ethics, morality, and social interaction. For example, when discussing the Hadith on the importance of doing good to others, students can be invited to share personal experiences or concrete examples from their surroundings. This not only deepens their understanding of Islamic teachings but also encourages them to behave in accordance with these values.

By integrating real-life contexts into the learning process, students become more active and engaged. They are not only listening to lectures or reading textbooks, but also participating in group discussions, collaborative projects and practical activities that challenge them to apply what they have learned. This makes learning not only a transfer of knowledge, but also a practical application relevant to their daily lives (Depita, 2024).

2. Application of Contextual Learning Strategy in Hadith

Relating the Material to Daily Experience

One effective approach to teaching is to relate lessons to everyday life. This method gives students the opportunity to see a direct connection between the ideas learned and real-world situations. This method makes the material more relevant and easily understood by students. Students will be more motivated to learn if they can relate the theory to real life. Daily experiences can also help us understand abstract concepts. This helps students internalize information better. In addition, students' recall of lessons is enhanced when the material is connected to their daily lives. Because it has special meaning for each person, information related to personal experiences tends to be easier to remember (Lasminawati, Kusnita, & Merta, 2023). For example, math lessons related to calculating pocket money or shopping will stick better in students' memories. This method also helps students acquire skills that can be used in the real world. As a result, learning becomes more significant and inseparable from the context of students' lives. In addition, the learning process becomes more enjoyable.

By relating the material to everyday life is one of the effective ways to improve students' understanding of hadith. It helps students understand Islamic teachings in



the context of the real world, so that learning is not only theoretical but also practical. For example, a teacher can start by telling the story of Prophet Muhammad SAW who was nicknamed *Al-Amin* (the honest one) because of his honesty (Luthfi, Simanjuntak, & Marlina, 2024). The teacher can then ask students to recount their experiences in situations that test honesty, such as finding something lost or being given trust by parents. To enhance students' understanding, teachers can also use role-play or simulation. Students, for example, are asked to play the role of a person who has to choose between being honest despite the risks or lying to avoid punishment. Such discussions not only make learning more interactive, but also help students think critically about the consequences of each action they take. Hence, the benefits of hadith are not only remembered but also incorporated into daily life.

In addition, relevant contemporary examples, such as plagiarism in schools or the spread of fake news on social media, can be used to develop this approach. Teachers can invite students to see the consequences of dishonesty on a broader scale and relate it to the Prophet's words about the importance of maintaining trust and telling the truth. Thus, students not only gain an understanding of the hadith text, but can also apply it to various aspects of life, such as at home, at school, and in the community.

By incorporating hadith into the real-world context, learning becomes more interesting and has a positive impact on students' character building (Hanief & Hidayatullah, 2021). Students not only memorize the text, but they also become more critical in thinking and practicing Islamic values in their daily lives (Rahmadani, Wandini, Dewi, Zairima, & Putri, 2023).

Context-Based Projects

a. Introduction to Contextual Learning

Contextual learning is a type of learning that emphasizes that the subject matter is related to students' real lives so that students can connect and apply the knowledge they learn in their daily lives. In contextual learning, the teacher acts as a facilitator and companion for students, not just providing knowledge to students. Students will get more benefit from learning hadith if they can apply it in real life besides memorizing the text. One way to achieve this is through context-based projects where students are invited to participate in social activities that apply hadith values. This method makes learning more vivid and relevant to everyday life.

b. Environmental Hygiene Project Example

Through the cleanliness campaign project, students can apply the hadith about cleanliness, such as the Prophet's saying, *Cleanliness is part of faith* (HR Muslim). They can clean the school, build recycling bins, or inform



people about the importance of protecting the environment. Students not only gain theoretical knowledge through this activity, but also learn how to maintain cleanliness as a way to worship.

c. Service and Social Care Project

Social service projects can apply hadiths about social care and helping, such as *Whoever does not care about the affairs of the Muslims is not one of them* (HR Thabrani). Students have a variety of options, including collecting donations, distributing food to the needy, or visiting foster homes. These activities teach them the value of empathy and social responsibility.

d. Combination of Creative Skills

A combination of creative skills is a combination of skills that includes various skills, such as critical thinking, imagination, innovation, and cooperation to create different solutions or works. Context-based projects do not only involve physical actions. By creating documentary videos, campaign posters or social media content that conveys hadith messages, students can enhance their creative skills. For example, they could make a video about the lives of the underprivileged and relate it to the hadith about charity. Learning becomes more interesting with this method and is in line with the interests of the younger generation.

e. Collaborate with Community or Social Organizations

Schools can team up with local communities or social organizations for projects that have a bigger impact. For example, students can team up with a shelter to create a charity bazaar or work with an environmental agency for a greening program. Students gain a better understanding of social issues through these collaborations, which also teaches them the value of good cooperation.

f. Project Reflection and Evaluation

Students should reflect after completing the project. The teacher can lead a discussion on the lessons learned, problems encountered, and how the project resulted in the values of hadith. Reflection helps students understand the deeper meaning of religious teachings and strengthens their commitment to practicing them consistently. In addition to discussing the subject matter and difficulties encountered, reflection can also focus on how the hadith values learned by the students influenced their attitudes and actions during the project.

The teacher can invite the students to consider whether the principles such as honesty, cooperation and social concern found in the hadith were



actually applied in their work. For example, if the project includes group work, students can consider whether they have applied the hadith that emphasizes the importance of helping each other and respecting the opinions of others. Reflection, therefore, becomes not only a process of assessing outcomes but also incorporating religious values into daily life.

g. Long-term Impact of Learning

Context-based projects not only improve students' academic understanding, but also build students' concern for social and environmental issues. When students are accustomed to linking hadith with real actions, they will grow into people who are not just knowledgeable, but also have noble character and are able to provide positive benefits to society. This is the ultimate goal of Islamic religious education as a whole (Ishak, 2021).

3. Application in Society

Contextual learning can take place in the classroom and in the community. This method helps students not only gain an understanding of religious concepts from books, but they also see how these principles are applied in everyday life. By carefully observing various challenges in the surrounding environment, students will significantly develop understanding due to direct exposure to real problems, so that the learning process becomes contextual and applicable.

Teachers can bring in figures or public figures who are experts in their fields as real examples in student learning. People such as farmers, doctors or religious leaders can provide direct explanations of the material being taught. For example, in religion lessons, bringing in a religious figure directly to explain the practice of worship makes the lesson more vivid and meaningful. The transformation of knowledge through visual media tends to be more effective or in-depth than through information that is only heard. From this, students will gain a deeper understanding of the ideas and be able to apply them in their daily lives (Karo & Afrianti, 2024).

Involving students in social activities based on hadith values is one way to implement contextualized learning (Fadholi & Wahidah, 2025). For example, students can be invited to participate in charity activities such as fundraising for orphans. Through this activity, in accordance with Islamic teachings, they learn about the importance of social care and empathy. Students can see how religious principles have a positive impact by going directly to the community. They realize that almsgiving not only benefits others, but also generates satisfaction and blessings. This experience makes religious learning something to be enjoyed and not just memorized.



To bridge the normative teachings with daily life practices, the application of the values of hadith understanding in society through the concept of living hadith is very important. This enables Muslims to contextualize the values of the hadith in accordance with the times and local culture, so that the hadith remains relevant and a dynamic guide to life to form a religious, harmonious and ethical society. Thus, contextualized learning in the community strengthens the relationship between the school, the students and the surrounding environment. This shows harmony with the goals of Islamic education, which prioritizes the balance between knowledge and charity (Achadah et al., 2025).

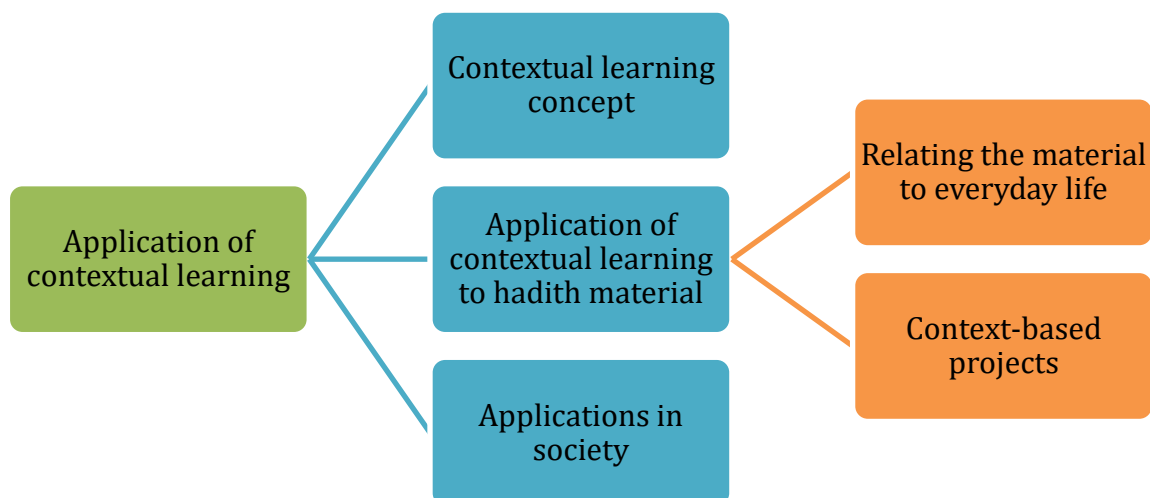


Figure 1. The application of contextual learning in hadith material in society

Conclusion

Contextual learning is learning that connects the material taught in the classroom and the practice of the material outside the classroom to deepen students' understanding. By integrating lessons with real world situations, students gain two advantages; firstly memorizing the hadith text well, secondly understanding the hadith text with direct practice either in the form of visual practice or in the form of direct experience in everyday life. The contextual approach requires a teacher to think critically about the ability of individual teachers, so that they are motivated to continue to develop their skills in teaching. Engagement and ownership are important in education and teaching. What is heard from words, seen from movement, and felt by students is a factor in the success of moral and intellectual education. Thus, contextual learning in Islamic religious education in hadith lessons not only provides in-depth knowledge but more than that also instills good attitudes



and characters in accordance with Islamic values. This is very important to produce a generation of Muslims who are not only educated but also have noble character and are able to provide real benefits to others and their environment. The researcher hopes that this paper can provide future benefits for everyone. And can be a reference for the development of learning in the world of education, especially Islamic religious education.

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