

# Prophetic Hadiths in the Algerian Islamic Primary School Curriculum - Compilation, study and descriptive analysis of the curriculum.

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## **Abstract:**

The Prophetic Sunnah is considered the second part of divine revelation as well as its explanatory source. It is also a fundamental source of legislation in Islamic jurisprudence. Therefore, it is incumbent upon all Muslims to learn, memorise, understand and master the language of its presentation in order to act in accordance with its teachings. One of the ways in which the Prophetic Sunnah can be taught is through its inclusion in educational curricula. In this research, we focused on the inclusion of the Prophetic Sunnah through its noble Hadiths about the Prophet Muhammad (peace be upon him) in a crucial stage of education, the primary level. This was done by studying the curriculum of the subject of Islamic education in all primary schools, as prescribed by the Algerian Ministry of National Education. The research followed several important steps, such as collection, induction, tracking and comparison, followed by description and analysis. It also provided important observations related to the subject, and concluded with findings and recommendations aimed at enhancing the presence of the Prophetic Sunnah in the curriculum and highlighting the correct methodology for its inclusion.

**Keywords:** Prophetic Hadiths, curriculum, Islamic education, primary level.

**Research:**

Praise be to Allah. We praise Him, seek His help, and ask for His forgiveness. We seek refuge in Allah from the evil of ourselves and the wickedness of our deeds. Whom Allah guides, no one can lead astray, and whom Allah leads astray, no one can guide. I bear witness that there is no god worthy of worship except Allah alone, without partners, and I bear witness that Muhammad is His servant and Messenger, may Allah's peace and blessings be upon him.

By the grace and favour of Allah, He bestowed upon the nation of the Messenger, may Allah's peace and blessings be upon him, numerous unique characteristics that He did not bestow upon previous nations, nor did He bestow upon any other nation similar virtues. One of these characteristics is that He took it upon Himself to preserve His Book for this nation, thus ensuring the preservation of its words and meanings. This book would not have been preserved had it not been for Him. He appointed a group of people to carry this knowledge, and history has never witnessed the emergence of a group more dedicated to their profession than they are. No other nation, from the beginning to the end, is like them, except the nation characterised by evidence and transmission. They are the best nation produced for mankind. They are the people of Hadith, the possessors of the craft of the chain of narrators, the eminent critics. This is the uniqueness and distinction of this nation.

Algeria is considered an important and significant part of this honourable nation. Therefore, it was necessary for its scholars to participate and contribute, and indeed they have made a remarkable and well-known contribution to what benefits the nation in terms of knowledge and understanding, especially concerning the hadith of the Messenger of Allah, peace be upon him. This is one aspect.

On the other hand, since we are engaged in research in the field of Hadith and its sciences, we intended in this research to combine the Prophetic narratives and their sciences with the teaching of the subject: Prophetic narratives in the Algerian curriculum of Islamic education at primary level. This research aims to collect, study and describe the curriculum in order to answer the following problem: What is the status of the Prophetic narratives in the educational curricula approved by the Algerian Ministry of National Education?

The following sub-questions branch off from the main problem:

To what extent are the Prophetic narratives present in the subject of Islamic education throughout the primary school years in terms of quantity and quality? Are they effective and sufficient?

What are the Prophetic narratives included in the primary school curriculum?

What mechanisms can be proposed to enhance their presence in the educational and pedagogical system for today's students and future trustees?

**Importance of the research:**

The importance of this research stems from the importance of its subject matter. The early years, which are the most crucial in a person's life, are spent by students learning and being educated in classrooms. The correctness and accuracy of educational curricula form the basis of their success, both in this world and in the Hereafter. When many curricula have been developed by individuals who, despite their diligence, intelligence, and the expertise of various specialists and educators, may be prone to errors and shortcomings, the well-known saying of the Messenger of Allah (peace be upon him) becomes particularly significant: "He does not speak of his own wish. It is only an inspiration revealed to him" [An-Najm 53:3-4]. This inspiration comes from Allah, the Lord of the universe, especially when it is coupled with the understanding and correct interpretation of the Hadith.

Therefore, this research aims to explore and examine the presence of Prophetic narratives in the primary school curriculum. Through this research, we seek to uncover their presence in the curricula and identify any absence, as well as the methods and occasions of their inclusion. In this way, we can evaluate the shortcomings, identify any deficiencies and then remedy and improve them with appropriate proposals and effective mechanisms.

**Previous studies:**

We have not come across any studies that specifically address the presence of Prophetic narratives in educational curricula in general or in primary education in particular. Therefore, we hope that this research will open the door for studying and discussing this topic, not only focusing on Prophetic narratives, but also including all Islamic sciences included in educational curricula, such as the sciences of the Noble Qur'an, jurisprudence, principles of jurisprudence, and others.

### **Reasons for choosing this topic:**

We chose this topic because of our involvement in the field of Prophetic narratives and their sciences. We have a desire to explore and scientifically study the subject in order to diagnose the current situation, address any deficiencies, and enhance the presence of Prophetic narratives in educational curricula, as well as promote scientific research in this field.

Research objectives:

- To examine the inclusion of Prophetic Hadith in the curricula of primary education and to conduct a case study on the primary school years.
- To evaluate the presence of Prophetic Hadith in educational curricula and assess its alignment with the modern needs of students, focusing on the primary education level

### **Research Methodology:**

- The research methodology combines inference, analysis and description. It involves examining, tracking and describing the presence of Prophetic Hadith in the Islamic Education textbooks for each grade of primary education, from first to fifth, as approved by the Ministry of Education. The researchers also rely on their experience in primary education, especially in teaching Islamic education, as well as other subjects. The information collected will be subjected to scientific analysis to identify strengths, provide support, identify weaknesses and address them appropriately

### **Research plan:**

The research plan consists of the following steps:

#### **Introduction:**

The introduction addresses the research problem, the importance of the research, previous studies, the reasons for choosing the topic, the research objectives and the methodology used.

**Topic:** The topic consists of three main sections:

**Section 1:** Survey and listing of the prophetic narratives included in the primary school curricula, with the titles of the lessons presented in chronological order. This section contains five branches corresponding to each grade level.

Branch 1: Primary 1.

Branch 2: Primary 2.

Branch 3: Primary Year 3.

Branch 4: Fourth grade primary.

Branch 5: Fifth Grade Primary.

**Section 2:** The prophetic narratives in terms of quantity and narration. This section has four branches:

Branch 1: Enumeration of the narrated Prophetic Sayings, whether in their complete texts or in partial form.

Branch 2: Explanation of the methodology used in citing the narrations in the relevant textbooks.

Branch 3: Assessing the authenticity of the narrations.

Branch 4: Identification of any shortcomings in the narrations of the Prophets in the primary school textbooks.

**Section 3:** Comprehensive study of the Prophetic Narrations. This section has two branches:

Branch 1: The Prophetic Narrations presented in a general sense.

Branch 2: Explanation and understanding of the narrations in terms of their legal implications.

**Conclusion:** The conclusion presents the results of the research and the resulting recommendations.

### **Research Introduction:**

**First Objective:** To compile and enumerate the Prophetic Hadiths along with the explanation of the lesson titles in sequential order in the primary education years:

The first section of the research focuses on surveying and listing the Prophetic narrations included in the primary level curriculum, along with the titles of the lessons in chronological order.

#### **Branch 1: First Grade Primary:**

1. Hadith: "Verily, truthfulness leads to righteousness, and righteousness leads to Paradise." Narrated by the two reliable Sheikhs from Abdullah ibn Mas'ood. Lesson: Truthfulness<sup>1</sup>.
2. Hadith: "In the name of Allah, I place my side." Narrated by the two reliable Sheikhs from Abu Hurairah. Lesson: Sleeping etiquette<sup>2</sup>.

3. Hadith: "O boy, mention the name of Allah, eat with your right hand, and eat from what is closest to you." Narrated by the two reliable Sheikhs from Umar ibn Abi Salamah. Lesson: Eating etiquette<sup>3</sup>.

**Branch 2: Second Grade Primary:**

1. Hadith: "Seeking knowledge is obligatory upon every Muslim." Narrated by Ibn Majah from Anas ibn Malik, classified as authentic by Al-Albani in Sahih At-Targhib wa At-Tarhib (1/140). Lesson: Virtue of knowledge<sup>4</sup>.

2. Hadith: "Whoever believes in Allah and the Last Day should maintain good relations with his relatives." Narrated by Al-Bukhari from Abu Hurairah. Lesson: Visiting relatives<sup>5</sup>.

3. Hadith: "Verily, a person may speak the truth and strive for truthfulness until he is recorded with Allah as truthful." Narrated by Muslim from Abdullah ibn Mas'ood. Lesson: Truthfulness in speech<sup>6</sup>.

4. Hadith: "Deliver the trust to the one who entrusted you." Narrated by Abu Dawood and classified as authentic by Al-Albani in As-Sahihah (1/783). Lesson: Safeguarding trust<sup>7</sup>.

5. Hadith: "When anyone of you performs ablution and completes it perfectly, his sins will leave his body." Narrated by Muslim from Uthman ibn Affan. Lesson: Ablution as an act of worship<sup>8</sup>.

6. Hadith: "When one of you enters the mosque, let him pray two Rak'ahs before sitting." Narrated by the two reliable Sheikhs from Abu Qatadah As-Sulami. Lesson: Etiquette of the mosque (2)<sup>9</sup>.

**The third branch: Third grade elementary.**

1. Hadith: "Islam is to testify that there is no god but Allah and that Muhammad is the Messenger of Allah, to establish prayer, to give Zakat, to fast in Ramadan, and to perform Hajj if one is able. Iman is to believe in Allah, His angels, His books, His messengers, and the Last Day, and to believe in the divine decree, its good and its evil. Reported by Muslim from Umar ibn al-Khattab. Lesson: Pillars of Islam and pillars of Iman<sup>10</sup>.

2. Hadith: "The best among you are those who learn the Qur'an and teach it. Reported by Al-Bukhari from Uthman ibn Affan. Lesson: The virtue of learning and teaching the Quran<sup>11</sup>.

3. Hadith: "No prayer is accepted without ablution. Reported by the two reliable Sheikhs of Abu Hurairah. Lesson: Ablution<sup>12</sup>.

4. Hadith: "Imagine if there were a river at the door of one of you, and he bathed in it five times a day, would any dirt remain on him?" They said: "No dirt would remain on him. He said: "This is the example of the five daily prayers. Allah wipes away the sins with them." Reported by the two reliable Sheikhs of Abu Hurairah. Lesson: The five daily prayers<sup>13</sup>.

5. Hadith: "A Muslim is a brother to another Muslim. He should not oppress him nor hand him over to an oppressor. Whoever fulfils his brother's needs, Allah will fulfil his needs. Whoever relieves a Muslim from need, Allah will relieve him from need on the Day of Resurrection. Whoever covers the sins of a Muslim, Allah will cover his sins on the Day of Judgment. Reported by the two reliable Sheikhs from Abdullah ibn Umar. Lesson: Brotherhood in Islam<sup>14</sup>.

6. Hadith: "There is no Muslim who plants a tree or sows a seed, and then a bird or a man or an animal eats from it, except that it is counted as charity for him." Reported by the two reliable Sheikhs from Anas ibn Malik. Lesson: Caring for the environment<sup>15</sup>.

7. Hadith: "For Allah has ninety-nine names, a hundred minus one. Whoever remembers and understands them will enter Paradise. Reported by the two reliable Sheikhs of Abu Hurairah. Lesson: The beautiful names of Allah<sup>16</sup>.

#### **The Fourth branch: Fourth grade Primary**

1. Hadith: "Seeking knowledge is obligatory for every Muslim." Reported by Ibn Majah from Anas ibn Malik. Reported by Al-Albani in Sahih Al-Tarhib wa Al-Tarhib (1/140). Lesson: The importance of seeking knowledge<sup>17</sup>.

2. Hadith: "Whoever believes in Allah and the Last Day should treat his neighbour with kindness. Reported by Muslim from Abu Hurairah. Lesson: Kindness to your neighbour<sup>18</sup>.

3. Hadith: "Your smile on your brother's face is charity. Encouraging good and forbidding evil is charity. To guide a man on the road in a land of misguidance is charity. Removing harmful objects from the road is charity. To look at a person in need of guidance is charity. Emptying your bucket into your brother's jar is charity. Reported by At-Tirmidhi from Abu Dharr. Reported by Al-Albani in As-Sahihah (2/116)<sup>19</sup>. Lesson: The reward of charity<sup>20</sup>.

4. Hadith: "Whoever cheats is not one of us." Reported by Muslim from Abu Hurairah. Lesson: Avoid deception<sup>21</sup>.

5. Hadith: "The example of a good companion and a bad companion is like the example of the seller of musk and the blower of bellows. The seller of musk will either give you some perfume or you will acquire a good smell from him, while the blower of the bellows will either burn your clothes or you will acquire a bad smell from him". Reported by Al-Bukhari and Muslim from Musa al-Ash'ari. Lesson: The example of a good companion<sup>22</sup>.

**Branch Five: Fifth Grade Primary:**

1. Hadith: "None of you truly believes until he loves for his brother what he loves for himself." Reported by Al-Bukhari and Muslim from Anas ibn Malik. Lesson: Muslims love goodness for others<sup>23</sup>.

2. Hadith: "Whoever relieves the distress of a believer, Allah will relieve his distress on the Day of Resurrection." Reported by Muslim from Abu Hurairah. Lesson: Relieving the burdens of others<sup>24</sup>.

3. Hadith: "Whoever performs Hajj and avoids immorality and disobedience will return as pure and sinless as a newborn child". Reported by Al-Bukhari and Muslim from Abu Hurairah. Lesson: The rituals and benefits of Hajj<sup>25</sup>.

4. Hadith: "There are two blessings that many people lose: health and leisure." Reported by Al-Bukhari from Ibn Abbas. Lesson: Use time wisely<sup>26</sup>.

5. Hadith: "Verily, Allah loves it when one of you does a job and does it perfectly." Reported by At-Tabarani from Aisha and authenticated by Al-Albani. Lesson: Striving for excellence in work<sup>27</sup>.

6. Hadith: "Whoever takes a path in search of knowledge, Allah will prepare for him a way to Paradise." Reported by Abu Dawood from Abu Ad-Darda and authenticated by Al-Albani. Lesson: The importance of seeking knowledge<sup>28</sup>.

7. Hadith: "O Allah, I seek refuge in Thee from laziness and incapacity." Reported by Al-Bukhari and Muslim from Anas ibn Malik. Lesson: Seeking refuge from laziness<sup>29</sup>.

8. Hadith: "A Muslim is a brother to another Muslim." Reported by Al-Bukhari and Muslim from Abdullah ibn Umar. Lesson: Brotherhood among Muslims<sup>30</sup>.

9. Hadith: "Whoever buys a well with the intention of supplying water to Muslims will have a reward in Paradise. Reported by An-Nasa'i from Uthman ibn Affan. Lesson: The generosity of Uthman ibn Affan<sup>31</sup>.

10. Hadith: "Modesty brings nothing but good." Reported by Al-Bukhari from Imran ibn Husayn. Lesson: Modesty leads to goodness<sup>32</sup>.



11. Hadith: "Pray standing; if you cannot, then sit; and if you cannot even do that, then lie on your side. Reported by Al-Bukhari from Imran ibn Husayn. Lesson: Ease of prayer during illness<sup>33</sup>.
12. Hadith: "If I command you to do something, do as much of it as you can." Reported by Al-Bukhari and Muslim from Abu Hurairah. Lesson: Ease of worship during illness<sup>34</sup>.
13. Hadith: "Allah helps His servant as long as the servant helps his brother." Reported by Muslim from Abu Hurairah. Lesson: The importance of cooperation<sup>35</sup>.
14. Hadith: "Say, 'I believe in Allah,' and then be steadfast." Reported by Muslim from Sufyan ibn Abdullah. Lesson: The importance of steadfastness<sup>36</sup>.
15. Hadith: "Reconcile between people if they are estranged, and bring them together if they are far apart." Reported by Al-Bazzar from Abu Ayyub Al-Ansari. Lesson: The virtue of reconciliation<sup>37</sup>.
16. Hadith: "The Messenger of Allah passed away and his armour was mortgaged to a Jew for thirty sa' of barley. Reported by Al-Bukhari from Aisha. Lesson: The Prophet Muhammad's coexistence with non-Muslims<sup>38</sup>.
17. Hadith: "Is he not a soul?" Reported by Muslim from Qais ibn Sa'd and Sahl ibn Haneef. Lesson: The Prophet Muhammad's coexistence with non-Muslims<sup>39</sup>.
18. Hadith: "Today is the Day of Mercy. O Quraish! what do you think I will do with you? Go, for you are free. Reported by Ibn Ishaq in Seerah, weak hadith according to Al-Albani, lesson: The conquest of Makkah and forgiveness if possible<sup>40</sup>.
19. Hadith: "A believer is not one who curses, swears, uses obscene language, or speaks indecently. Reported by Ahmad from Ibn Mas'ud, authenticated by Al-Albani. Lesson: A believer does not engage in verbal abuse<sup>41</sup>.
20. Hadith: "The worst of men in the sight of Allah on the Day of Resurrection is he whom men leave alone to protect themselves from his evil. Reported by Al-Bukhari and Muslim from Aisha. Lesson: The importance of not harming others<sup>42</sup>.
21. Hadith: "Whoever deceives is not one of us." Reported by Muslim from Abu Hurairah. Lesson: Deception is not a characteristic of a believer<sup>43</sup>.

22. Hadith: "A truthful and trustworthy merchant will be with the prophets, the truthful, and the martyrs." Reported by At-Tirmidhi from Abu Sa'eed Al-Khudri, authenticated by Al-Albani. Lesson: The characteristics of a trustworthy merchant<sup>44</sup>.

23. Hadith: "When we travelled with the Prophet from Madinah to Makkah, he used to perform two namâz until we returned to Madinah. Reported by Al-Bukhari from Anas ibn Malik. Lesson: The ease of performing prayers while travelling<sup>45</sup>.

24. Hadith: "Whoever plants a tree or cultivates a crop and then birds, men or animals eat from it, it is counted as charity for him." Reported by two Sheikhs (Al-Bukhari and Muslim) from Anas ibn Malik. Lesson: Caring for the environment<sup>46</sup>.

25. Hadith: "Beware of the three curses: the one who defecates in water places, the one who urinates on the road, and the one who seeks shade on people's property without their permission." Reported by Abu Dawood from Mu'adh ibn Jabal and authenticated by Al-Albani. Lesson: Respect for public and private spaces<sup>47</sup>.

26. Hadith: "Faith has seventy branches, the highest of which is declaring that there is no god but Allah, and the lowest of which is removing harm from the road. Reported by Muslim from Abu Hurairah. Lesson: Different aspects of faith<sup>48</sup>.

27. Part of the Farewell Sermon: "O mankind! verily your Lord is One..." Reported by Al-Bayhaqi from Jabir ibn Abdullah, authenticated by Al-Albani. Lesson: The Farewell Sermon<sup>49</sup>.

28. Hadith: "Allah has replaced your obligation with this obligation of mine with two obligations in Paradise. Mentioned by Ibn Hajar in Al-Isabah in distinguishing between the Sahabah (Companions) and Az-Zubayr ibn Bakkar, and I have not found any ruling to accept or reject it. A similar narration is found in Sahih Al-Bukhari from Asmaa' bint Abu Bakr, hadith number 2817, where it says, "That is why I am called the one with two belts. Lesson: Asmaa' bint Abu Bakr and her unique nickname<sup>50</sup>.

**The second topic: The number and narration of the Prophetic Hadiths:  
Branch 1: Enumeration of the mentioned Hadiths in their complete or partial texts as follows:**

First Grade: Three Hadiths.

Second Grade: Six Hadiths.

Third Grade: Seven Hadiths.

Fourth Grade: Five Hadiths.

Fifth Class: Twenty-eight Hadiths.

This brings the total number of Hadith texts to forty-nine (49).

**Branch 2: Explanation of the methodology of quoting the Hadiths in the books of the respective grades:**

In the first and second grades, the hadiths are mentioned in relation to the Prophet (peace be upon him) without mentioning the narrator or the collections of hadiths. In some cases, the Hadiths are mentioned without attributing them to the Prophet, such as supplications or remembrances, as seen in the supplication before sleep on page 100 of the first grade book. In the third grade, the phrase "noble hadith" is added at the end of each hadith. As for the fourth and fifth grades, there are places where the narrator of the hadith is mentioned. In the fourth grade, there are three (3) places numbered 1, 2 and 5 in the fourth branch of the first topic. In the fifth grade, there are nine (9) places numbered 1, 2, 10, 14, 16, 19, 21, 23, 28 in the fifth branch of the first topic. In other places, the narrator of the hadith is not mentioned, and these are the remaining two (2) places in the fourth grade and the remaining nineteen (19) places in the fifth grade. As for mentioning the compiler of the collection of hadiths in the fourth and fifth grades, in the fourth grade the compiler is mentioned in all five places, while in the fifth grade the compiler is mentioned in all places except for hadiths numbered 18 and 27, as stated in the fifth branch of the first topic.

**Branch 3: Classification of the mentioned hadiths according to their rulings:**

**First: Mutawatir Hadiths narrated by the two Sheikhs (Al-Bukhari and Muslim):** There are a total of seventeen (17) hadiths throughout the elementary years. These include all three hadiths in the first year, one hadith in the second year (number 6 in the second branch of the first topic), and five (5) hadiths in the third year (numbers 3, 4, 5, 6, 7 in the third branch of the first topic). There are no mutawatir hadiths in the fourth year, and there are eight

(8) hadiths in the fifth year (numbers 1, 2, 3, 7, 8, 12, 20, 24 in the fifth branch of the first topic).

**Second: Hadiths narrated by Al-Bukhari:** There are seven (7) hadiths, including hadith number 2 in the second year and hadith number 2 again in the third year. There are also five hadiths in the fifth year (numbers 4, 10, 11, 17, 23).

**Third: Hadiths narrated by Muslim:** There are eleven (11) hadiths, including hadiths 3 and 5 in the second year, the first hadith (1) in the third year, three hadiths in the fourth year (numbers 2, 4, 5), and five (5) hadiths in the fifth year (numbers 13, 14, 16, 21, 26).

**Fourth: Hadiths in the Four Sunans (Abu Dawood, At-Tirmidhi, An-Nasai, Ibn Majah):** There are eight (8) hadiths with the following numbers: 1 and 4 in the second year, 1 and 3 in the fourth year, and hadiths 6, 9, 22 and 25 in the fifth year. All these hadiths are accepted (sahih or hasan) as mentioned by Al-Albani and quoted in the first topic.

**Fifth: Hadiths taken from the remaining established books of the Prophetic Sunnah:** There are six (6) Hadiths, all of them in the fifth year. Their numbers are: 5, narrated by At-Tabarani; 15, narrated by Al-Bazzar; 19, narrated by Ahmad; and 27, narrated by Al-Bayhaqi. These four hadiths are accepted in terms of their rulings, as mentioned earlier. As for Hadith number 18 narrated by Ibn Ishaq in his biography (Sira), it is weak as mentioned earlier, and I have not found any ruling for Hadith number 28 narrated by Ibn Hajar in Al-Isaba.

In conclusion, the total number of accepted hadiths is forty-seven (47), of which thirty-five (35) are taken from the two Sahihis or one of them. As for the rejected hadiths, there are two, and Allah knows best.

#### **Fourth Grade Branch: Hadith Corrections in Primary School Books**

While studying the Hadiths within the curriculum, we have come across some instances where there are inaccuracies in the narration. It is necessary to correct these inaccuracies to ensure that they are in line with the scientific methodology related to the Hadiths. The corrections are as follows:

1. Hadith: "Your smile on your brother's face is charity..." This Hadith, numbered 3 in the Fourth Grade Book under the lesson "The Reward of Acts

of Charity", was not narrated by Al-Bukhari and Muslim as stated in the book. Instead, it was narrated by At-Tirmidhi from Abu Dharr, as mentioned above.

2. Hadith: "Whoever cheats is not one of us. This hadith, numbered 4 in the book of the fourth class under the lesson of "Avoiding Deception", was reported by Muslim from Abu Hurairah. However, in the book, it was taken from the Musnad of Ahmad and the Sahih of Muslim. The latter is the more reliable source.

3. Hadith: "The example of a good companion and a bad companion is like that of the seller of musk and the blower of bellows..." This Hadith, numbered 5 in the Book of the Fourth Class under the lesson "The Example of a Good Companion", was reported by Al-Bukhari and Muslim from Musa al-Ash'ari. However, in the book only Muslim was mentioned as the source.

4. Hadith: "Whoever relieves a believer's distress, Allah will relieve his distress on the Day of Judgment. This hadith, numbered 2 in the fifth book under the lesson "Relieving Distress", was narrated by Muslim alone from Abu Hurairah, not Al-Bukhari and Muslim.

5. Hadith: "O Allah, I seek refuge in You from inability and laziness." This hadith, which is numbered 7 in the Fifth Book under the lesson "Work diligently", was reported by Al-Bukhari and Muslim from Anas ibn Malik. However, Ibn Hibban was mentioned in the book, while Al-Bukhari and Muslim are the more reliable narrators.

6. Hadith: "A Muslim is a brother to a Muslim." This hadith, numbered 8 in the Fifth Grade Book under the lesson "Brotherhood between Migrants and Helpers", was reported by Al-Bukhari and Muslim from Abdullah ibn Umar. However, At-Tirmidhi was mentioned in the book, while Al-Bukhari and Muslim are the more reliable narrators.

7. Hadith: "If I command you with something, then do as much of it as you can." This Hadith, numbered 12 in the fifth-grade book under the lesson of "Praying while Sick," was narrated by Abu Hurairah and is mentioned by both Al-Bukhari and Muslim, not only Muslim as stated in the book.

8. Hadith: "Is not the soul..." This Hadith, numbered 17 in the fifth-grade book under the lesson of "The Prophet's Interaction with Non-Muslims," was narrated by Muslim from Qais ibn Sa'd and Sahl ibn Hunayf, not by Al-Bukhari.

9. Hadith: "Today is the day of mercy... O people of Quraysh, what do you think I will do with you?... Go, for you are free." This Hadith, numbered 18 in the fifth-grade book under the lesson of "The Conquest of Makkah: Forgiveness when Possible," was narrated by Ibn Ishaq in the Sirah. However, it is weak, as mentioned by Al-Albani in "Ad-Da'ifah" (3/307). Therefore, it is not appropriate to rely on this weak Hadith.

10. Hadith: "The worst of people to Allah on the Day of Resurrection is the one whom people leave fearing his evil." This Hadith, numbered 20 in the fifth-grade book under the lesson of "The Believer Does Not Insult," was narrated by both Al-Bukhari and Muslim from Aisha, not only by Al-Bukhari as mentioned in the book.

11. Hadith: "We went out with the Prophet ﷺ from Madinah to Makkah, and he would pray two Rak'ahs, two Rak'ahs until we returned to Madinah." This Hadith, numbered 23 in the fifth-grade book under the lesson of "Praying while Traveling," was narrated by Al-Bukhari from Anas ibn Malik, not only by Muslim.

12. Hadith: "No Muslim plants a plant or sows a seed, and then a bird, a person, or an animal eats from it except that it is considered charity for him." This Hadith, numbered 24 in the fifth-grade book under the lesson of "Caring for the Environment," was narrated by both Al-Bukhari and Muslim from Anas ibn Malik, not only by Al-Bukhari

13. Hadith: "Faith has about seventy branches, the highest of which is to testify that there is no deity worthy of worship except Allah, and the lowest of which is to remove harm from the road." This hadith, numbered 26 in the Fifth Grade Book under the lesson "Caring for the Environment", was narrated by Muslim from Abu Hurairah, not Al-Bukhari.

### **Topic Three: Indirect Prophetic Hadiths**

#### **Branch One: Indirect Hadiths in Meaning**

In the Basic Education Programme, there are some hadiths that are mentioned indirectly without attribution or indication that they are prophetic hadiths. Instead, their meanings are inferred and correspond to narrated hadiths of the Prophet Muhammad (peace be upon him). Specialists in the field of hadith discover these hadiths and they are used in lessons to extract their meanings. The following is a breakdown of where they appear in the textbooks:

- First grade: Seven hadiths found on the following pages: 32, 36, 68, 80, 84, 112, 116.
- Second Grade: Six Hadiths found on the following pages: 61, 110, 131, 145, 166, 173.
- Third Grade: Three Hadiths found on the following pages: 18, 45, 73.
- Fourth Grade: Four Hadiths found on the following pages: 32, 35, 41, 55.
- Fifth Grade: Two hadiths found on page 36 and page 68.

This brings the total number of these hadiths to twenty-two (22). They are not the main focus of the study, but rather supplementary material related to the prophetic hadiths.

### **Branch Two: Explaining and Understanding the Hadiths**

The method of explaining and clarifying the meaning of the Hadiths to the students varies from grade to grade. In the first grade, the teacher uses expressive pictures related to the meaning of the hadith. In the second grade, a narrative or events are used which are later linked to the meaning of the hadith. In the third grade, the focus is on explaining the unfamiliar vocabulary of the Hadith and the learning activities include questions that help the students derive the understanding and benefits of the Hadith. The same approach is used in the fourth grade, where sometimes a combination of pictures, stories, learning activities and questions are used to explain the Hadith. The fifth grade has the largest number of hadiths and is also the last year of primary education. Therefore, a more comprehensive explanation of the Hadith is provided, using various methods such as pictures, stories, explanation of unfamiliar vocabulary, highlighting the benefits of the Hadith and drawing lessons from the Hadith. It also teaches the overall meaning of the Hadith and then tests the learning through activities and exercises.

### **Conclusion:**

By the grace and guidance of Allah, we have reached the following results in this research:

1. We have come to understand the true nature of the presence of Hadith and its sciences in the primary stage from various aspects, such as the number and topics of Hadith lessons. This has formed the basis on which we judge the completeness or deficiency.

2. The number of narrations mentioned in each year of primary school is forty-nine (49), all of which are acceptable and authentic except for two unconfirmed and weak narrations.
3. There is a significant difference in the number of stories programmed from one year to another. For example, some years have three (3) narrations while others have twenty-eight (28), which is not consistent.
4. Overall, the number of narratives in primary is very limited. There are many issues relevant to students and children that are mentioned in the Prophet's Sunnah but are not included in the primary school curriculum.
5. There is an almost complete lack of knowledge of the terminology of the Hadith and some of its basic principles that can be taught to young students for their understanding and practice.
6. Several errors, mainly in attribution, have been found in Islamic textbooks for the primary level. These have been highlighted in the sixth section of the second theme.
7. The year with the highest number of narrations at the primary level is the fifth year with twenty-eight (28) narrations.
8. Two weak narratives are mentioned in the fifth grade book, an error that can lead children to acquire incorrect information from the beginning.
9. To understand the methodology of explaining narratives in this stage and to present their forms

Furthermore, it is useful to conclude this study by offering some of the recommendations and suggestions that emerged during its preparation. These are intended to benefit researchers in the field of Hadith and its sciences, to enhance Islamic studies in general, and to enrich Hadith studies in particular. Some of these recommendations are:

1. Increasing the presence of Prophetic Hadith and its sciences in educational curricula is necessary for the benefit of Muslim students, especially in the primary stage, as well as in all stages of education, given the age-specific stage and the diverse activities they experience.
2. Carrying out similar research in other stages of education on Hadith and extending it to the study of other Islamic sciences. The involvement of specialists in the review of Islamic education curricula is essential to make valuable and credible additions and to correct any errors.



3. We propose that specialised researchers undertake the completion of theses and university dissertations related to the study of the Prophetic Hadith in the curricula of all three educational levels, covering topics, attribution, explanation and other aspects.

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Footnotes :

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<sup>1</sup>- My book in Arabic, Islamic education and civic education for the first grade of elementary education: Title: [Unknown], Publisher: National Printing Press for School Publications, Year: 2021/2020, Pages: 48

<sup>2</sup>- The previous reference, Page: 100

<sup>3</sup>- The previous reference, Page: 128

<sup>4</sup>- My book in Arabic, Islamic education and civic education for the second grade of elementary education, Title: [Unknown], Publisher: National Printing Press for School Publication, Year: 2019/2018, Pages: 19

<sup>5</sup>- The previous reference, Page: 34

<sup>6</sup>- The previous reference, Page: 40

<sup>7</sup>- The previous reference, Page: 47

<sup>8</sup>- The previous reference, Page: 103

<sup>9</sup>- The previous reference, Page: 152

- <sup>10</sup> - Islamic Education Book, Third Grade, Primary School, Publisher: National Printing Press for School Publications, Year: 2019/2018, Pages: 8
- <sup>11</sup> - The previous reference, Page: 14
- <sup>12</sup> - The previous reference, Page: 28
- <sup>13</sup> - The previous reference, Page: 38
- <sup>14</sup> - The previous reference, Page: 48
- <sup>15</sup> - The previous reference, Page: 62
- <sup>16</sup> - The previous reference, Page: 66
- <sup>17</sup> - Islamic Education Book, Fourth Grade, Primary School, Publisher: National Printing Press for School Publications, Year: 2020/2021, Page: 12
- <sup>18</sup> - The previous reference, Page: 28
- <sup>19</sup> - There was an error in the quotation in the textbook; it was attributed to the correct sources but not properly cited. The correct information has been given in the text.
- <sup>20</sup> - Islamic Education Book, Fourth Grade, Primary School, Page: 52
- <sup>21</sup> - The previous reference, Page:69
- <sup>22</sup> - The previous reference, Page: 74
- <sup>23</sup> - Islamic Education Book, Fifth Grade, Primary School, Publisher: National Printing Press for School Publications, Year: 2022/2021, Pages: 11
- <sup>24</sup> - The previous reference, Page:13
- <sup>25</sup> - The previous reference, Page:24
- <sup>26</sup> - The previous reference, Page:31
- <sup>27</sup> - The previous reference, Page:34
- <sup>28</sup> - The previous reference, Page:34
- <sup>29</sup> - The previous reference, Page:34
- <sup>30</sup> - The previous reference, Page:40
- <sup>31</sup> - The previous reference, Page:42
- <sup>32</sup> - The previous reference, Page:50
- <sup>33</sup> - The previous reference, Page:54
- <sup>34</sup> - The previous reference, Page:55
- <sup>35</sup> - The previous reference, Page:58
- <sup>36</sup> - The previous reference, Page:60
- <sup>37</sup> - The previous reference, Page:64
- <sup>38</sup> - The previous reference, Page:67
- <sup>39</sup> - The previous reference, Page:67
- <sup>40</sup> - The previous reference, Page:69
- <sup>41</sup> - The previous reference, Page:79
- <sup>42</sup> - The previous reference, Page:80
- <sup>43</sup> - The previous reference, Page:81
- <sup>44</sup> - The previous reference, Page:82
- <sup>45</sup> - The previous reference, Page:86
- <sup>46</sup> - The previous reference, Page:88
- <sup>47</sup> - The previous reference, Page:88
- <sup>48</sup> - The previous reference, Page: 89

<sup>49</sup> - The previous reference, Page: 90

<sup>50</sup> - The previous reference, Page: 92