

CONTEXTUALIZATION OF MUAMALAH HADITHS IN HADITH STUDIES LEARNING THROUGH THE ANALYSIS OF SHOPEE ACCOUNT TRANSACTIONS

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Abstract

This study aims to contextualize muamalah hadiths in Hadith Studies learning through the analysis of Shopee account transactions. The background of this study is the need to develop Hadith Studies learning that is not only textual and normative, but also contextual and relevant to contemporary digital economic practices. Shopee transactions, including online buying and selling, product descriptions, buyer reviews, vouchers, cashback, return policies, and PayLater features, represent modern muamalah practices that can be analyzed using hadith values. This study uses a qualitative descriptive approach based on library research and contextual analysis. The primary data consist of selected muamalah hadiths related to sale and purchase, honesty, amanah, gharar, riba, and consumer protection, while the secondary data are derived from literature on Hadith Studies, Islamic economics, fiqh muamalah, and digital transactions. The results show that Shopee account transactions can serve as relevant case studies in Hadith Studies learning. Hadith values such as mutual consent, transparency, honesty, trustworthiness, prohibition of deception, avoidance of gharar, and prohibition of riba can be connected to various transaction practices on Shopee. This contextualization helps students understand hadith not only as religious text, but also as an ethical and analytical framework for evaluating digital economic behavior. The study concludes that the integration of Shopee transaction analysis into Hadith Studies learning can strengthen students' Islamic economic literacy, ethical awareness, and academic competence in contemporary Islamic education.

INTRODUCTION

Hadith Studies is one of the essential subjects in Islamic education because hadith serves as the second primary source of Islamic teachings after the Qur'an (Salsabela & Sofa, 2025). Through Hadith Studies, students are introduced to the sayings, actions, approvals, and moral examples of the Prophet Muhammad (Martínez et al., 2024). The study of hadith is not only intended to strengthen students' understanding of Islamic doctrine, but also to guide them in responding to various problems of life, including social, ethical, and economic issues (Agustini & Sofa, 2025). Therefore, Hadith Studies should not be limited to textual understanding, but should also be developed through



contextual approaches that are relevant to contemporary realities (Maulidya & Sofa, 2025).

In many Islamic educational institutions, Hadith Studies is often taught through a normative and theoretical approach. Students learn about the definition of hadith, classification of hadith, sanad and matan criticism, the history of hadith compilation, and the authority of hadith as a source of Islamic law. This approach is important because it provides students with a strong methodological foundation. However, when learning only focuses on theory, students may find it difficult to connect hadith texts with contemporary problems, especially those related to digital economic practices (Hidayatingsih & Sofa, 2025).

One of the important contemporary issues that can be connected to Hadith Studies learning is online transaction practice. The rapid development of digital marketplaces has changed the way people buy and sell goods. Shopee, as one of the most widely used marketplace platforms, provides various transaction features such as product catalogs, online payment, vouchers, cashback, reviews, ratings, return policies, shipping services, and PayLater facilities. These features make transactions easier, but they also raise ethical and sharia-related questions, particularly regarding honesty, transparency, consumer protection, gharar, riba, and amanah (Nafila & Sofa, 2025).

Muamalah hadiths provide important values for evaluating economic transactions. Hadiths about sale and purchase emphasize mutual consent, clarity, and fairness between seller and buyer. Hadiths about honesty and amanah teach that business activities must be conducted responsibly and truthfully. Hadiths prohibiting gharar remind Muslims to avoid uncertainty and ambiguity in transactions, while hadiths prohibiting riba emphasize financial justice and the rejection of exploitative gain. These values are highly relevant to the analysis of Shopee account transactions because digital transactions require clear product information, honest reviews, fair prices, transparent payment systems, and responsible communication between sellers and buyers (Lathifah & Shofa, 2025).

The contextualization of muamalah hadiths in Hadith Studies learning is important because students need to understand hadith not only as a religious text, but also as an ethical and analytical framework for evaluating modern economic behavior. By analyzing Shopee account transactions, students can connect hadith values with real practices that are close to their daily lives. For example, students can examine whether product descriptions are clear, whether reviews are honest, whether cashback and vouchers are transparent, whether PayLater contains elements of riba, and whether return policies protect consumer rights (Hasanah & Sofa, 2025).

This approach can make Hadith Studies learning more relevant, practical, and interdisciplinary. It connects Islamic education, Hadith Studies, Islamic economics, fiqh muamalah, and digital literacy. Students are not only trained to memorize and explain hadith texts, but also to interpret their meanings and apply them to contemporary economic cases. Thus, the learning process becomes more meaningful because it helps students develop religious understanding, ethical awareness, critical thinking, and Islamic economic literacy (Sofa, 2025).

Based on this background, this study aims to contextualize muamalah hadiths in Hadith Studies learning through the analysis of Shopee account transactions. The study focuses on how selected muamalah hadiths can be used to analyze online buying and selling practices, product descriptions, customer reviews, vouchers, cashback, return

policies, and PayLater features. This study is expected to contribute to the development of contextual Hadith Studies learning in contemporary Islamic education and to strengthen students' understanding of Islamic economic values in digital transaction practices (Laili et al., 2026).

LITERATURE REVIEW

Hadith Studies in Islamic Education

Hadith Studies is a fundamental discipline in Islamic education because it introduces students to the sayings, actions, approvals, and moral examples of the Prophet Muhammad. As the second primary source of Islamic teachings after the Qur'an, hadith provides guidance not only for ritual worship, but also for social interaction, ethical conduct, legal relations, and economic activities. Therefore, Hadith Studies has an important role in shaping students' religious understanding, moral awareness, and ability to interpret Islamic teachings in various contexts (Ramdani & Ainiyah, 2025).

Traditionally, Hadith Studies focuses on several main areas, including the definition of hadith, the history of hadith transmission and compilation, sanad and matan criticism, hadith classification, and the authority of hadith as a source of Islamic law. These elements are essential because they provide students with a methodological foundation for understanding the authenticity and meaning of hadith. However, in contemporary Islamic education, Hadith Studies also needs to be developed through contextual approaches so that students can relate hadith texts to current social and economic realities.

A contextual approach in Hadith Studies does not abandon classical methodology. Instead, it strengthens classical understanding by connecting hadith values with actual problems faced by society. In this approach, students are encouraged to understand the textual meaning of hadith, identify the values contained in it, and apply those values to contemporary cases. This is important because Islamic education should not only transfer religious knowledge, but also develop ethical reasoning, critical thinking, and social responsibility.

Muamalah Hadiths and Islamic Economic Values

Muamalah hadiths are hadiths that discuss human interaction in social and economic life. These hadiths include teachings on sale and purchase, debt, wages, contracts, trade ethics, market behavior, honesty, trustworthiness, prohibition of fraud, prohibition of riba, and prohibition of gharar. Muamalah hadiths are highly relevant to Islamic economics because they contain normative and ethical principles that guide economic activities (Zahroh & Fattah, 2026).

One of the central values in muamalah hadiths is mutual consent. The hadith stating that sale and purchase must be based on mutual consent shows that economic transactions in Islam require the willingness of both parties. This value is closely related to fairness, clarity, and freedom from coercion. In online transactions, mutual consent can only be achieved when the buyer receives clear information about the product, price, payment method, shipping cost, and return policy.

Another important value is honesty. Hadiths on truthful trade emphasize that sellers and buyers must be honest and transparent in their transactions. Honesty includes providing accurate product information, explaining defects, avoiding exaggerated claims,

and fulfilling promises. In the context of digital marketplaces, honesty becomes very important because buyers often rely on product descriptions, photos, ratings, and reviews before making a purchase.

Muamalah hadiths also emphasize the value of amanah or trustworthiness. Amanah requires economic actors to be responsible in fulfilling obligations and protecting the rights of others. In business transactions, amanah appears in the seller's responsibility to deliver goods according to the order, the buyer's responsibility to complete payment, and both parties' responsibility to communicate honestly. This value is increasingly important in digital transactions where trust is mediated by platforms and online systems.

Gharar, Riba, and Consumer Protection in Digital Transactions

The prohibition of gharar is one of the important principles in Islamic economic transactions. Gharar refers to excessive uncertainty, ambiguity, or unknown risk in a contract. In traditional transactions, gharar may occur when the object of sale is unclear, the quantity is unknown, or the delivery is uncertain. In digital transactions, gharar may appear in unclear product descriptions, misleading photos, incomplete specifications, uncertain stock, hidden costs, or vague return policies (Hidayah, 2025).

The prohibition of gharar is relevant to Shopee account transactions because buyers cannot directly inspect the goods before purchasing. Therefore, clarity of information becomes essential. Product photos, descriptions, size charts, seller notes, shipping details, and return policies must be presented transparently to reduce uncertainty. If these elements are unclear, the transaction may create dissatisfaction, dispute, or injustice.

The prohibition of riba is also central in Islamic economics. Riba refers to unlawful increase or exploitative addition in financial transactions. In digital marketplaces, riba-related issues may arise in payment features such as installment systems or PayLater services. These features need to be analyzed carefully, especially when they involve additional charges, late payment penalties, or interest-like mechanisms. Hadith Studies learning can use this issue as a case study to help students understand how the prohibition of riba applies to contemporary financial practices.

Consumer protection is closely related to the values of justice, honesty, and amanah in muamalah hadiths. In online transactions, consumers need protection from fraud, misleading information, defective products, fake reviews, and unfair return policies. Muamalah hadiths provide ethical foundations for protecting consumer rights because they prohibit deception, encourage transparency, and require responsibility from sellers and buyers.

Shopee Account Transactions as Contemporary Muamalah Practice

Shopee account transactions represent a form of contemporary muamalah practice. The platform provides various transaction features, such as product catalogs, seller accounts, buyer accounts, product descriptions, ratings, reviews, vouchers, cashback, shipping services, return and refund systems, ShopeePay, and PayLater. These features make buying and selling easier, but they also create new issues that need to be examined from the perspective of Islamic economic values (Mardiah et al., 2025).

In Shopee transactions, product descriptions and photos are important because they become the main basis for buyer decisions. If sellers provide accurate descriptions, the transaction reflects honesty and transparency. However, if sellers use misleading photos, false claims, or incomplete information, the transaction may violate the hadith values of truthfulness and clarity. Therefore, product descriptions can be analyzed using muamalah hadiths on honesty and prohibition of deception (Hayati et al., 2025).

Reviews and ratings also play an important role in Shopee transactions. Buyers often use reviews to evaluate product quality and seller credibility. Honest reviews support transparency and consumer protection. However, fake reviews and rating manipulation may mislead other buyers and create unfair competition. This practice contradicts the hadith value that prohibits deception and encourages truthful economic behavior (Rizqia & Walker, 2024).

Voucher, cashback, and discount features can also be analyzed from the perspective of Islamic economics. These features are generally allowed when the terms are clear, the price is transparent, and there is no deception. However, if discount claims are misleading or the original price is manipulated, the practice may contradict the values of honesty and fairness. Therefore, Hadith Studies learning can use these features to discuss the importance of price transparency and ethical marketing (Ibrohim & Tarlam, 2025).

Shopee PayLater and installment payment systems require deeper analysis because they relate to debt and possible riba. If the payment system contains interest, exploitative additional charges, or unclear penalties, it may raise sharia concerns. This does not mean that every digital payment facility is automatically prohibited, but it must be examined based on its contract structure, fees, penalties, and transparency. This issue can train students to apply hadith values carefully and analytically.

Contextual Learning in Hadith Studies

Contextual learning is an approach that connects learning materials with real-life situations. In Hadith Studies, contextual learning allows students to understand hadith not only as a text to be memorized, but also as a source of values that can guide practical life. This approach is relevant to contemporary Islamic education because students live in a digital society where economic transactions are increasingly conducted online.

The use of Shopee account transactions as learning cases can make Hadith Studies more concrete and meaningful. Students can observe real or simulated transaction features, identify ethical issues, connect them with muamalah hadiths, and formulate sharia-based conclusions. For example, students may analyze a product page to determine whether the description is clear, whether the seller is honest, whether the review system is trustworthy, and whether the payment method contains problematic elements (Bakar & Ridho, 2026).

This approach supports interdisciplinary learning because it connects Hadith Studies with Islamic economics, fiqh muamalah, digital literacy, business ethics, and consumer protection. Students are trained to read hadith texts, understand their meanings, and apply them to digital economic practices. As a result, Hadith Studies becomes more relevant to the academic needs and daily experiences of students (muda Nst & Nst, 2026).

Previous studies on Hadith Studies have generally emphasized hadith methodology, authenticity, sanad and matan analysis, and thematic interpretation. These

studies provide important foundations for understanding hadith as a source of Islamic teachings. Meanwhile, studies on Islamic economics have discussed values such as justice, honesty, transparency, prohibition of *riba*, and prohibition of *gharar* in economic activities. Studies on digital transactions have also examined e-commerce, online buying and selling, PayLater, consumer protection, and sharia compliance.

However, there is still a gap in connecting these areas into a learning model for Hadith Studies. Many discussions of muamalah hadiths remain normative and are not always linked to concrete digital transaction practices. On the other hand, many studies on Shopee transactions focus on legal or economic analysis, but do not specifically position them as learning materials in Hadith Studies. Therefore, this study offers a contextualization of muamalah hadiths in Hadith Studies learning through the analysis of Shopee account transactions.

This study contributes to the development of contemporary Islamic education by proposing that Shopee transaction practices can be used as contextual cases in Hadith Studies learning. Through this model, students can understand hadith values, analyze digital economic practices, and develop Islamic economic literacy. Thus, Hadith Studies can become more contextual, interdisciplinary, and applicable in responding to contemporary economic realities (Putri et al., 2026).

RESULTS AND DISCUSSION

The results of this study show that muamalah hadiths can be contextualized in Hadith Studies learning through the analysis of Shopee account transaction practices. Shopee transactions represent a form of contemporary digital muamalah because they involve online buying and selling, product descriptions, prices, shipping costs, vouchers, cashback, buyer reviews, store ratings, return systems, refund mechanisms, and payment facilities such as ShopeePay and PayLater. These practices can be analyzed using Islamic economic values derived from hadiths, such as mutual consent, honesty, trustworthiness, transparency, prohibition of deception, prohibition of *gharar*, and prohibition of *riba*.

The first finding indicates that Shopee transaction practices can be used as a contextual learning object in Hadith Studies. Hadith Studies should not only focus on the definition of hadith, classification of hadith, *sanad*, *matan*, and hadith authenticity. Students also need to understand how hadith functions as a source of values in modern life. Juwita argues that contextual hadith-based education can serve as an integrative approach to character formation because it connects hadith values with reflective learning and real-life situations. Therefore, Shopee transactions can be used as concrete examples to help students understand hadith not only as normative texts, but also as ethical foundations for digital economic practices (Journal & Vol, 2026).

The second finding concerns the principle of mutual consent in sale and purchase. In Shopee transactions, the contract occurs when the seller offers goods through a digital storefront and the buyer agrees to purchase them through the application system. Mutual consent can only be achieved when information about the product, price, shipping cost, payment method, voucher, and return policy is clearly presented. This principle is in line with the prophetic hadith: *إِنَّمَا الْبَيْعُ عَلَى تَرَاضٍ* (*Innamal-bay'u 'an tarāḍin*), which means “sale and purchase are valid only on the basis of mutual consent.” This hadith is narrated by Ibn Majah in *Sunan Ibn Mājah*, Kitab al-Tijārāt or al-Buyū‘, Hadith No. 2185. In the context of Shopee, this hadith emphasizes that digital transactions must be based on conscious consent, not consent caused by vague, hidden, or misleading information.

The third finding shows that the prohibition of gharar is highly relevant in evaluating Shopee transactions. Gharar may occur when product descriptions are incomplete, product photos do not match the actual goods, sizes are unclear, stock availability is uncertain, pre-order systems are not transparent, or return conditions are not properly explained. In *Ṣaḥīḥ Muslim*, Kitab al-Buyū‘, Hadith No. 1513, it is stated: عَنْ رَسُولِ اللَّهِ ﷺ (Nahā Rasūlullāhi ṣallallāhu ‘alaihi wa sallam ‘an bai ‘il-gharar wa bai ‘il-ḥaṣāh), which means “The Messenger of Allah ﷺ prohibited gharar transactions and hashah transactions.” This hadith serves as the basis for understanding that transactions involving unclear objects, hidden risks, or uncertainty that harms one of the parties contradict Islamic economic values.

In the context of Shopee transactions, the prohibition of gharar can be used to analyze practices such as mystery box sales, pre-orders, dropshipping, and product sales with incomplete information. Amelia’s study on mystery box transactions in the Shopee marketplace shows that such practices may contain uncertainty regarding the object of the transaction because buyers do not know exactly the type, quality, and specification of the goods they will receive. This condition may harm consumers and contradict the principle of clarity of the contractual object in fiqh muamalah. This finding strengthens the position of the hadith prohibiting gharar as an important basis for Hadith Studies learning through digital transaction cases (Amelia et al., 2026).

The fourth finding relates to the prohibition of deception in digital transactions. In Shopee, deception may occur through manipulated product photos, claims that counterfeit products are original, fake ratings, purchased reviews, exaggerated product descriptions, or concealment of product defects. In *Ṣaḥīḥ Muslim*, Kitab al-Īmān, Hadith No. 102, the Prophet said: مَنْ غَشَّائَنَا فَلَيْسَ مِنَّا (Man ghashshanā fa laisa minnā), which means “Whoever deceives us is not one of us.” This hadith shows that deception in transactions is not merely a business violation, but also an ethical violation in Islam. Therefore, fake reviews, rating manipulation, and misleading product information can be used as analytical materials in Hadith Studies learning.

The fifth finding shows that honesty and transparency are central values in Shopee transactions. In *Ṣaḥīḥ al-Bukhārī*, Kitab al-Buyū‘, Hadith No. 2079, it is stated: أَلْبَيْعَانِ بِالْخِيَارِ مَا لَمْ يَتَفَرَّقَا، فَإِنْ صَدَقَا وَبَيَّنَّا بُورِكَ لَهُمَا فِي بَيْعِهِمَا، وَإِنْ كَذَبَا وَكَتَمَا مُحِقَّتْ بَرَكَتُهُ بَيْعُهُمَا (Al-bayyi ‘āni bil-khiyārī mā lam yatafarraqā, fa in ṣadaqā wa bayyanā būrika lahumā fī bay ‘ihimā, wa in kadhabā wa katamā muḥiqat barakatu bay ‘ihimā). This means that “the seller and the buyer have the right of option as long as they have not separated. If they are honest and explain clearly, their transaction will be blessed. If they lie and conceal something, the blessing of their transaction will be erased.” This hadith shows that blessing in trade is not only determined by the formal validity of the contract, but also by honesty and openness of information.

In Shopee transactions, this hadith can be applied to the seller’s obligation to explain product condition, size, color, material, quality, warranty, estimated delivery time, and return policy honestly. Buyers also have an ethical responsibility to provide truthful reviews after receiving the product. If sellers hide product defects or buyers provide false reviews, the transaction loses the value of trustworthiness and blessing. Thus, Hadith Studies learning can guide students to understand that honesty in hadith applies not only to traditional markets, but also to digital marketplaces.

The sixth finding concerns the practice of selling goods that are not yet owned or controlled. In Shopee transactions, this issue may appear in dropshipping or pre-order practices when the stock, ownership, delivery time, and seller responsibility are unclear. In *Sunan Abī Dāwūd*, Kitab al-Buyū‘, Hadith No. 3503, it is stated: لَا تَبِعْ مَا لَيْسَ عِنْدَكَ (*Lā tabi‘ mā laisa ‘indaka*), which means “Do not sell what you do not possess.” This hadith does not mean that every pre-order or ordering system is automatically prohibited. Rather, it emphasizes the importance of clarity in contract structure, object of transaction, delivery time, and responsibility of the contracting parties.

Feny’s study on pre-order practices in e-commerce explains that pre-order transactions in marketplaces such as Shopee and Tokopedia can be analyzed through the concepts of salam and istishna’ contracts as long as product specifications, delivery time, price, and obligations of each party are clearly stated. This shows that Hadith Studies learning should guide students not to make simplistic judgments, but to distinguish between transactions that contain uncertainty and transactions that have a valid contract structure in fiqh muamalah (Feny et al., 2026).

The seventh finding relates to the potential of riba in digital payment features, especially PayLater, installments, additional charges, and late payment penalties. In *Ṣaḥīḥ Muslim*, Kitab al-Musāqāh, Hadith No. 1587, there is a hadith concerning the exchange of ribawi commodities: وَالذَّهَبُ بِالذَّهَبِ، وَالْفِضَّةُ بِالْفِضَّةِ، وَالْبُرُّ بِالْبُرِّ، وَالشَّعِيرُ بِالشَّعِيرِ، وَالتَّمْرُ بِالتَّمْرِ، وَالْمِلْحُ بِالْمِلْحِ. This hadith is one of the foundations for discussing riba in financial transactions because it emphasizes equality and caution in the exchange of ribawi commodities. In the context of Shopee PayLater, students can be guided to analyze whether there are interest-like additions, late payment penalties, or payment mechanisms that may contain elements of riba.

Kamaluddin’s study on the maqāṣid sharia review of Shopee PayLater states that riba elements in installment systems and late payment fees are among the reasons why the feature is not fully in line with sharia principles. Another study on the Shopee PayLater mechanism also emphasizes the need to analyze its conformity with Islamic economic principles, particularly regarding the prohibition of riba and consumer protection. Therefore, PayLater can be used as an important case study in Hadith Studies learning so that students understand the relationship between hadith texts on riba and contemporary digital financing practices (Kamaluddin & Sulton, 2026).

The eighth finding shows that the value of amanah is very important in Shopee account transactions. In *Jāmi‘ al-Tirmidhī*, Kitab al-Buyū‘, Hadith No. 1209, it is stated: التَّاجِرُ الصَّدُوقُ الْأَمِينُ مَعَ النَّبِيِّينَ وَالصِّدِّيقِينَ وَالشُّهَدَاءِ (*At-tājir aṣ-ṣadūq al-amīn ma‘an-nabiyyīn waṣ-ṣiddīqīn wasy-syuhadā’*), which means “the honest and trustworthy trader will be with the prophets, the truthful, and the martyrs.” This hadith shows that trading has a high spiritual and moral dimension when it is conducted with honesty and trustworthiness.

In Shopee practices, amanah is reflected in the seller’s responsibility to deliver goods according to the order, maintain product quality, respond to complaints, and fulfill promises stated in the product description. Amanah also applies to buyers, such as completing payment, not abusing return features, and providing honest reviews. Thus, digital transactions do not only require a reliable application system, but also honest and responsible economic actors.

The ninth finding shows that using Shopee transactions as a learning object can reconstruct Hadith Studies into a more applicable subject. Students can be invited to read hadith texts, understand key terms such as *al-bay'*, *tarāḍin*, *gharar*, *riba*, *amanah*, *ṣidq*, and *ghish*, and then connect them with real cases in digital marketplaces. This process makes learning more meaningful because students do not only memorize hadiths, but also use them as analytical tools for examining digital economic problems.

This model is in line with the needs of Islamic education in the digital era. Intania (2026) explains that digital transformation in Islamic education opens opportunities for learning innovation, but it also creates ethical risks if it is not grounded in Islamic educational philosophy (Sofa et al., 2024). Therefore, Hadith Studies learning based on Shopee transaction cases can serve as a form of ethical strengthening in digital learning. In addition, Marlina (2026) emphasizes that Islamic economics learning in the digital era must be adaptive to technological development while remaining consistent with Islamic principles (Marlina et al., 2026). These two studies strengthen the argument that integrating muamalah hadiths with digital transaction practices is an important need in contemporary Islamic education (Intania, 2026).

The tenth finding shows that Hadith Studies learning through the analysis of Shopee transactions encourages an interdisciplinary approach. Hadith is not only read as a religious text, but also connected with Islamic economics, fiqh muamalah, digital literacy, consumer protection, business ethics, and marketplace user behavior. Students can understand that muamalah hadiths have broad relevance in evaluating modern economic practices. Therefore, Hadith Studies is no longer separated from social reality, but becomes a space for developing critical, ethical, and applicable thinking.

Based on the discussion above, the contextualization of muamalah hadiths through the analysis of Shopee account transactions contributes significantly to contemporary Islamic education. First, this model connects hadith texts with students' digital experiences. Second, it strengthens Islamic economic literacy through the values of honesty, trustworthiness, transparency, prohibition of *riba*, and prohibition of *gharar*. Third, it trains students to analyze digital transactions critically based on Islamic sources. Fourth, it makes Hadith Studies more relevant, practical, and responsive to the development of the digital economy.

Thus, the results of this study indicate that Shopee should not only be understood as an online buying and selling platform, but also as a space for contemporary muamalah analysis in Hadith Studies learning. Hadiths found in *Sunan Ibn Mājah*, *Ṣaḥīḥ Muslim*, *Ṣaḥīḥ al-Bukhārī*, *Sunan Abī Dāwud*, and *Jāmi' al-Tirmidhī* can serve as normative foundations for evaluating digital transactions. When these hadiths are connected to Shopee practices, students can understand that the teachings of the Prophet remain relevant in guiding modern economic activities, including transactions conducted through digital marketplaces.

CONCLUSION

This study concludes that the contextualization of muamalah hadiths in Hadith Studies learning through the analysis of Shopee account transactions is relevant to contemporary Islamic education. Shopee transactions represent modern digital muamalah practices that involve buying and selling, product descriptions, reviews, ratings, vouchers,

cashback, return policies, and payment features such as ShopeePay and PayLater. These practices can be analyzed through Islamic economic values derived from hadiths, including mutual consent, honesty, trustworthiness, transparency, prohibition of deception, avoidance of gharar, and prohibition of riba.

The findings show that muamalah hadiths from *Sunan Ibn Mājah*, *Ṣaḥīḥ Muslim*, *Ṣaḥīḥ al-Bukhārī*, *Sunan Abī Dāwud*, and *Jāmi‘ al-Tirmidhī* provide strong normative foundations for evaluating digital transaction practices. The hadith on mutual consent emphasizes the importance of clear information in online buying and selling. The prohibition of gharar guides students to identify uncertainty in product descriptions, pre-order systems, and unclear return policies. The prohibition of deception strengthens the ethical critique of fake reviews, rating manipulation, and misleading product claims. Meanwhile, the hadiths on honesty, amanah, and riba help students understand the moral and financial dimensions of digital transactions.

This contextual learning model makes Hadith Studies more practical, interdisciplinary, and applicable. Students are not only trained to understand hadith texts, but also to apply prophetic values in analyzing real economic practices in digital marketplaces. By using Shopee transactions as case studies, students can develop Islamic economic literacy, ethical awareness, critical thinking, and academic competence.

Therefore, the integration of Shopee account transaction analysis into Hadith Studies learning can strengthen the relevance of Islamic education in the digital era. Future research is recommended to develop a complete teaching module based on muamalah hadiths and to test its effectiveness in improving students' understanding of hadith, Islamic economic values, and ethical decision-making in digital economic practices.

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