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RESEARCH ARTICLE

[Article title in no more than twelve words]

[First Author][1]* and [Second Author][2]

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Abstract

[Write a single paragraph of 200–250 words in English. Introduce the research problem and its significance for hadith studies. State the research aim or question, identify the primary material or corpus, and describe the method of analysis. Present the principal findings specifically and conclude with the contribution to the field. Do not include citations, unexplained abbreviations, tables, or figures. Replace this instruction with the complete abstract.]

Keywords: [keyword one]; [keyword two]; [keyword three]; [optional keyword four]; [optional keyword five]

Abstrak

[Tuliskan abstrak bahasa Indonesia dalam satu paragraf sepanjang 200–250 kata. Jelaskan masalah dan tujuan penelitian, sumber atau korpus hadis, metode analisis, temuan utama, serta kontribusi penelitian. Pastikan informasi sejalan dengan abstrak bahasa Inggris. Ganti petunjuk ini dengan abstrak lengkap.]

Kata kunci: [kata kunci satu]; [kata kunci dua]; [kata kunci tiga]; [opsional empat]; [opsional lima]

Introduction

[Paragraph 1 – Social or general scholarly fact (maximum ≈150 words; no subheading; write in Point–Reason–Evidence–Conclusion order). Point: "[Topic] has become [issue or controversy] because [general reason]." Evidence: two to three mutually reinforcing citations from different angles, for example, research, policy, and institutions. Conclusion: "This tension calls for study in the context of [locus]." Cite with an automatically numbered footnote, as in the book-reference pattern here.[1]]

[1] [Given name Surname], [Book Title] ([City]: [Publisher], [Year]), [specific page].

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[Paragraph 2 – Specific fact in the research context (≈150 words; PREC). Point: "In [locus], the problem appears as [phenomenon]." Evidence: official figures or concrete cases dated by year, showing the paradox between norm and reality. Conclusion: "This paradox needs examination, because [academic reason]." For later citations of the same source, use a shortened note with the author's surname, a shortened title, and the page number.[2]]

[Paragraph 3 – Literature review and gap (≈150 words; PREC). Point: "Previous studies fall into three groups." Reason and evidence: one sentence per group stating who studied what, with six to ten citations in total; where many scholars have written on the topic, state how their positions differ rather than listing names and years. Conclusion: one explicit gap sentence, "However, no study has yet [examined / compared / tested] ...". The gap verb must be specific and must reappear unchanged in the abstract, the research aim, and the discussion subsections. Do not write a paragraph that only lists citations without an evaluative sentence.]

[Paragraph 4 – Aim and research questions (≈150 words; PREC). Point: "This study aims to [aim]." State the formal object (the lens) and the material object (what is studied). Evidence: two to three questions, no more than three: (1) descriptive, how ...; (2) critical, why or to what extent ...; (3) transformative, if needed, what are the implications .... Each question must be answered by exactly one discussion subsection. Conclusion: the theoretical and practical use of the study in a single sentence.]

[Paragraph 5 – Argument or proposition (≈150 words; PREC). Point: "This study argues that [proposition]." Give one main proposition that can be tested, as a provisional answer to the questions. Reason: a brief theoretical or empirical basis, without revealing all findings. Conclusion: "The argument is tested through [data]." Do not include long definitions here; they belong in the Conceptual framework.]

[Paragraph 6 – Research design and data (≈150 words; PREC). Point: state in one sentence that the study is qualitative, name the approach (library-based, textual, or field), and name the object of study, using the same key terms as the title and abstract. Reason: explain in one sentence why this approach fits the research questions, namely that the questions ask how a phenomenon is constructed or understood rather than how often it occurs, so close interpretive reading is needed. Evidence: write three distinct units in the order the research was carried out. First, identify the primary source, the edition used, the inclusion criteria, and the number of units selected (narrations, passages, or items). Second, describe how the data were located, which reference works or editions were used to verify them, and how each unit was recorded (for example, in a coding matrix with defined fields). Third, name the secondary scholarship or framework that supplies the benchmarks for reading the data, with citations.

[2] [Surname], [Short Book Title], [specific page].

Conclusion: state in one sentence that the documented source base, selection, and benchmarks make the material traceable and the interpretation open to scrutiny, then lead into the analytical procedure. Include only steps that were actually carried out, and mark any unverified source with [SOURCE TO BE VERIFIED].]

[Paragraph 7 – Analytical procedure and article map (≈150 words; PREC). Point: state the analytical tool and the number of stages in one sentence. Reason: explain in one sentence that the stages move from description to interpretation so that every claim rests on traceable evidence. Evidence: write three distinct stages in order, each with its purpose and output. Stage one covers how the data were coded or identified, which units and categories were used, and how they were grouped into themes or cases. Stage two covers how each group was read against the benchmarks from the Conceptual Framework, and what counted as convergence or deviation. Stage three covers how patterns were compared across sources, periods, or cases, and which validation measure was applied (triangulation, re-verification of sources, or peer review), with a citation for the analytical tool. Conclusion: close with the article map, stating which section answers which question: the Conceptual Framework sets the benchmarks; discussion subsections one to four answer research questions one to three and the main proposition; and the Conclusion closes by stating the contribution and its limits. Keep the stages consistent with the headings of the discussion subsections and use the same key terms as the title and abstract.]

Result and Discussion

Conceptual framework

[Three to four paragraphs. This section answers one question: with what tools will the data be read? It must be completed before the discussion begins so that the subsections can measure the data against benchmarks the reader already accepts. Do not include findings here. Begin from the tradition under study: for hadith studies, take the benchmarks from the accepted rules of hadith criticism and methods of understanding hadith, not from an external theory applied without explanation.]

[Paragraph 1 – Core concept (reused in discussion subsection 1). Definition and classification of the concept from primary or classical references, not only from secondary literature.]

[Paragraph 2 – Criteria and critical points (reused in subsections 1 and 2). The conditions or rules that make the concept valid, which also serve as the points of critique.]

[Paragraph 3 – Operational concept or new term (reused in subsection 3). Definitions from three directions (linguistic, epistemological, sociological) and a statement of what is not claimed. If no new term is introduced, replace this paragraph with an operationalization that

names concrete indicators of the concept used. Add one boundary sentence, for example: "This construct is an analytical tool, not a new category in the classical corpus."]

[Paragraph 4 – Indicators (reused in subsection 4, the main answer). Separate the theoretical lens from categories that can be observed, and present them in the indicator table below.]

Table 1. [Indicator table of the conceptual framework]

Aspect	Observable indicator	Example of data form
[Aspect 1]	[Indicator that can be observed]	[e.g., narration number, book and page, informant code]
[Aspect 2]	[Indicator that can be observed]	[Data form]
[Aspect 3]	[Indicator that can be observed]	[Data form]

Source: [Identify the source of the indicators, or state "Author's analysis."]

Findings and Analysis

[Three to four subsections. Findings and analysis are integrated here, with no separate Results section. Each subsection answers one research question in the same order as the Introduction, so the reader always knows where the argument stands. Write each subsection title as a claim, not a topic: for example, "A Chain That Looks Strong but Is Unverified" is better than "Isnād Analysis." Each subsection has three to four paragraphs in this order: claim, evidence, critical analysis, dialogue and bridge. Use hedged wording ("indicates," "can be understood as," "tends to") for interpretive claims and firm wording for proven facts. Direct criticism at patterns of reasoning, not at persons or institutions. Remove this note before submission.]

[Subsection 1 title: a claim answering research question 1 (descriptive)]

[Claim paragraph. The first sentence states the finding or argument of the subsection in one firm statement, followed by its basis in brief.]

[Evidence paragraph. Present data with traceable codes: narration number, book and page, informant code, or document code. Give at least three substantive pieces of evidence and, where possible, two citations for the same claim. Every quotation used as evidence cites a page checked directly from the source; if the page is unknown, do not write it. Follow the JoHS style guide for main-text quotations and transliteration, and check the journal's latest guide before submission.]

Evidence example (Arabic quotation): use the JoHS Arabic style, Sakkal Majalla 16 pt, right-to-left, as in the line below; give an accurate translation and cite the hadith collection, book or chapter, and hadith number from the edition used.

عَنْ أَنَسٍ رَضِيَ اللَّهُ عَنْهُ، أَنَّ رَسُولَ اللَّهِ قَالَ: مَا مِنْ مُسْلِمٍ يَغْرِسُ غَرْسًا أَوْ يَزْرَعُ زَرْعًا، فَيَأْكُلُ مِنْهُ طَيْرٌ أَوْ إِنْسَانٌ أَوْ بَهِيمَةٌ، إِلَّا كَانَ لَهُ بِهِ صَدَقَةٌ.

> Diriwayatkan oleh Anas ra. Rasulullah bersabda: "Setiap kali seorang Muslim menanam pohon atau menabur benih, lalu seekor burung, seseorang, atau seekor hewan memakannya, hal itu dianggap sebagai sedekah bagi mereka."[3]

[Critical analysis paragraph. Measure the finding against the benchmarks in the Conceptual framework. State the gap and explain why it appears (reflect on why). Place the concept label at the end of this paragraph, not at the beginning.]

[Dialogue and bridge paragraph. Compare the finding with one or two earlier studies: consistent, different, or complementary. The last sentence bridges to the next subsection.]

[Subsection 2 title: a claim answering research question 2 (critical)]

[Claim paragraph. State the gap between norm and practice, or between text and interpretation, in one firm statement.]

[Evidence paragraph. Coded, traceable data that show the gap (at least three substantive pieces of evidence, with a second citation where possible).]

[Critical analysis paragraph. Measure the data against the criteria in the Conceptual framework, state the distance, and explain why it arises. End with the concept label.]

[Dialogue and bridge paragraph. Compare with one or two earlier studies; the last sentence leads to the next subsection.]

[Subsection 3 title: a claim answering research question 2 or 3 (structural causes)]

[Claim paragraph. State the structural factor or cause behind the gap in one firm statement. If only three subsections are used, merge Subsections 2 and 3.]

[Evidence paragraph. Coded, traceable data for the structural factors.]

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[3] Lihat hadiis riwayat no. 2320 Abu Abdullah Al-Ju'fi Muhammad bin Isma'il bin Ibrahim bin Al-Mughirah bin Bardizbah Al-Bukhari, *Ṣaḥīḥ Al-Bukhārī*, 1st ed., vol. 3, ed. Dr. Muḥammad Zuhair al-Nāṣir (Beirut: Dar Ṭawq al-Najah, 1422), 103.

[Critical analysis paragraph. Explain why the pattern occurs, using the operational concept or new term from the Conceptual framework.]

[Dialogue and bridge paragraph. Compare with earlier studies; bridge to the final subsection.]

[Subsection 4 title: the main answer, a claim that tests the proposition in the Introduction]

[Synthesis paragraph. Rewrite the findings of the previous subsections as a single chain of argument. The concept is operationalized through the indicator table and compared with the findings. State the status of the proposition: proven, limited, or revised. Do not introduce data that appears here for the first time.]

[Counter-evidence paragraph. Name one finding that does not fit the argument, then reposition the argument accordingly. This increases credibility. Present the synthesis in the table below rather than in long prose.]

Table 2. [Synthesis of findings mapped to the concept indicators]

Indicator (Table 1)	Finding with data code	Status of proposition
[Indicator 1]	[Summarize the finding and its code]	[Proven / limited / revised]
[Indicator 2]	[Summarize the finding and its code]	[Proven / limited / revised]

Source: [Identify the source, or state “Author’s analysis.”]

[Optional figure: insert a synthesis diagram here. Keep the image within the text area and use a legible resolution.]

Figure 1. [Descriptive figure caption]



Source: [Identify the image source and any required permission.]

[Comparison paragraph. Compare with the findings of other researchers and state clearly what is new in this article.]

[Recommendation paragraph. Give a recommendation or action only if the research questions include a transformative question; otherwise omit this paragraph.]

Conclusion

[Three to four paragraphs, about 300–400 words in total, with no new data and no new citations. The first sentence must stand alone as a one-sentence abstract of the answer; avoid sentences such as "This study has discussed ..." that only repeat the topic without an answer.]

[Paragraph 1 – Answer. Restate the answer to each research question in a new sentence, together with the status of the proposition (proven, limited, or revised).]

[Paragraph 2 – Novelty and contribution. One sentence on what is new, then the theoretical and empirical contributions stated separately.]

[Paragraph 3 – Implications. Numbered recommendations addressed to different parties, for example hadith researchers, educational institutions, or policy makers.]

[Paragraph 4 – Limitations and further research. Two or three limits of the study (corpus, method, region), then one specific agenda for further research.]

Acknowledgments

[Acknowledge relevant assistance, or remove this section if it does not apply.]

Funding and competing interests

[Identify the funding body and grant number, or state that the research received no specific funding. Disclose relevant competing interests, or state that none exist, as appropriate to the actual research.]

Author contributions

[For a manuscript with multiple authors, describe each author's actual contribution. Remove this section if the journal does not request it.]

Bibliography

Minimum 30 references. Arrange entries alphabetically by author surname with a hanging indent, in Turabian, ninth edition, notes and bibliography, following the latest JoHS guide. Every listed work must be cited in the manuscript, and no work that has not been opened and read may be listed.

Recommended composition:

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[Surname], [Given name]. "[Article Title]." *[Journal Title]* [volume], no. [issue] ([year]): [full page range]. https://doi.org/[DOI].

[Surname], [Given name]. *[Book Title]*. [City]: [Publisher], [Year].

[Surname], [Given name]. "[Chapter Title]." In *[Edited Book Title]*, edited by [Editor Name], [chapter page range]. [City]: [Publisher], [Year].

[Classical Author]. *[Title of Classical Work]*. Edited by [Editor]. [Edition], [volume]. [City]: [Publisher], [Year].

[Author or Organization]. "[Title of Document or Regulation]." [Website Name]. [Publication or revision date]. Accessed [access date]. [URL].

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