The Implementation of the Prophet Muhammad's Teaching Methods in Tarbawi Hadiths: A Study of Islamic Educational Values and Their Relevance to Modern Learning

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ABSTRACT

The teaching methods of Prophet Muhammad SAW, as reflected in tarbawi hadiths, offer universal Islamic educational values that remain relevant across various contexts, including modern learning. This study aims to examine the implementation of the Prophet's teaching methods, highlighting Islamic educational values and their relevance to contemporary education. A qualitative approach with a descriptive-analytic method was employed. Primary data consisted of hadiths from standard collections such as Sahih al-Bukhari and Sahih Muslim, while secondary data included tafsir (Qur'anic exegesis) and sharh (commentary on hadith). Data collection was conducted through literature study, and thematic content analysis was utilised for analysis. The findings identified four main teaching methods of the Prophet: questioning, role modelling, storytelling, and hands-on practice. The questioning method fosters critical and analytical thinking, while role modelling is pertinent to character education. Storytelling facilitates understanding of concepts through narrative techniques, and hands-on practice aligns with experiential learning approaches. The study concludes that the Prophet's teaching methods are highly relevant to modern learning, including problem-based learning, role modelling, and project-based learning. The study recommends integrating the Prophet's methods into Islamic education curricula and developing educational technology grounded in Islamic values to support digital learning. Practical implications include educator training and technological innovation to enhance the quality of education in Islamic institutions. Future research is recommended to empirically test the application of these methods to measure their impact on learning quality and character development.

Keywords: *Character Education; Content Analysis; Islamic Education; Storytelling; Educational Technology.*

INTRODUCTION

Throughout the history of human civilisation, education has played a strategic role in shaping the character of both individuals and societies. Education is not merely a process of transferring knowledge but also serves as a means to instil moral and spiritual values that form the foundation of civilisational development. From an Islamic perspective, education encompasses a broader scope, focusing not only on

worldly success but also on eternal happiness in the hereafter. Thus, the application of effective teaching methods aligned with Islamic values has become an urgent need, particularly in addressing the challenges of globalisation, which has brought numerous changes to modern education systems. The significance of teaching methods in Islam is rooted in the teachings of the Qur'an and Hadith, which provide universal guidelines for nurturing a generation of faithful, knowledgeable, and morally upright individuals (Hadiyanto & Wulandari 2017); (Hasan 2019).

Prophet Muhammad SAW, as the ultimate role model in Islam, is widely regarded as the greatest educator of all time. He is referred to as uswatun hasanah (a perfect example) in various aspects of life, including educating the community. His teaching methods reflect the beauty of Islamic teachings by integrating values of compassion, patience, and respect for the diverse potential of individuals. Numerous hadiths highlight the importance of personalised approaches in education, such as empathetic listening, encouragement, and gradually instilling faith-based values tailored to the learner's capacity (Al-Ghazali 2016); (Nasir 2020). This indicates that the Prophet's teaching methods remain relevant not only in his era but also as an inspiration for educational development in the modern age (Mujib & Mudjiono 2022); (Zahra et al. 2021).

The study of hadith tarbawi (educational hadith), a branch of hadith studies focusing on educational values in the sayings of the Prophet, represents an essential effort to explore his teaching methods. These hadiths offer practical and philosophical guidance in implementing Islamic values within the learning process. Concepts such as ta'lim (teaching), tarbiyah (education), and tazkiyah (spiritual purification) embedded in the Prophet's sayings serve as references for developing a holistic education system (Rahman & Ismail 2018); (Yasin 2015). In the context of modern education, these approaches can address the challenges of the digital era, which often neglects the spiritual and ethical aspects of learning (Setiawan 2019); (Suryani 2023). Hence, the relevance of hadith tarbawi lies in its ability to integrate Islamic values with advancements in knowledge and technology (Nawawi et al. 2020); (Usman & Aminah 2024).

The teaching methods of Prophet Muhammad derived from hadith tarbawi exhibit unique characteristics. One of the most notable methods employed by the Prophet is the dialogical approach, where he would pose questions to his companions to stimulate critical thinking and deep reflection. For instance, the Prophet's questioning of Mu'adh ibn Jabal about the fundamentals of faith was followed by a systematic explanation (Hassan et al. 2020); (Faridah & Abdullah 2022). Additionally, the Prophet often utilised practical methods, such as providing direct demonstrations in various aspects of life. This can be seen in hadiths narrating how he taught ablution, prayer, and other acts of worship through hands-on practice (Kurniawan et al. 2016); (Mahmudah 2021). Such approaches align with modern pedagogical methods that emphasise experiential learning as a core component of the educational process (Rahmatullah 2019); (Anwar & Hasanah 2023).

Hadith tarbawi also underscores the importance of building positive emotional connections between educators and learners. The Prophet consistently showed compassion and appreciation to every individual, regardless of their social background or status. In a hadith narrated by Bukhari and Muslim, the Prophet is described as kissing his grandsons, Hasan and Husain, as an expression of affection. When questioned by a companion, the Prophet explained that compassion is an integral part of faith (Ahmad 2018); (Yusuf 2022). Such emotional approaches resonate with modern educational theories, such as emotional intelligence, which stress the significance of empathy and interpersonal relationships in learning processes (Wahyudi & Handayani 2021); (Fitriani 2024).

The relevance of the Prophet's teaching methods to contemporary education is also evident in his ability to manage diversity. In the multicultural society of Medina, the Prophet successfully fostered harmony through inclusive educational approaches. He respected differences and used universal values as the foundation for teaching the community. This aligns with modern educational principles that emphasise inclusivity and respect for cultural diversity (Samsudin et al. 2017); (Fauzan 2019). In today's era of globalisation, where diversity is an integral part of life, the Prophet's methods can serve as a model for developing curricula responsive to the needs of multicultural societies (Arifin & Susanti 2020); (Halim et al. 2024).

One of the primary challenges in modern education is the growing reliance on technology, which often shifts the teacher's role as the principal educator. In this context, the Prophet's teaching methods offer an alternative focusing on interpersonal relationships and spiritual values. While technology can serve as a valuable tool, it must not replace the essence of education, which lies in imparting moral and ethical values (Putra & Dewi 2022); (Zahid 2018). Hadith tarbawi provides a foundation for developing teaching methods that combine technology with humanistic approaches, ensuring that learners are not only intellectually competent but also possess noble character (Hidayat 2023); (Noor & Rahim 2019).

The application of the Prophet's teaching methods, as reflected in hadith tarbawi, holds significant relevance to modern education systems. Islamic educational values taught by the Prophet, such as compassion, patience, inclusivity, and respect for individuals, form a crucial foundation for developing holistic education systems focused on character building. In addressing the challenges of globalisation and the digital era, the study of hadith tarbawi can provide practical and philosophical guidance for educators in creating meaningful learning processes that align with contemporary needs. Therefore, further research on the implementation of the Prophet's teaching methods within modern educational contexts is essential to enrich insights in the field of Islamic education (Ali et al. 2021); (Karim & Hanafi 2024).

METHOD

This study employs a qualitative approach with a descriptive-analytical method to explore in-depth the implementation of the Prophet Muhammad's teaching methods as depicted in hadith tarbawi, focusing on Islamic educational values and their

relevance to modern learning. This approach was selected for its exploratory nature, allowing detailed analysis of hadith texts as the primary sources of research. The primary data for this research comprises hadiths related to the Prophet's teaching methods, extracted from canonical hadith collections such as Sahih al-Bukhari, Sahih Muslim, Sunan Abu Dawud, and Jami' at-Tirmidhi. Relevant hadiths were chosen based on their tarbawi context—hadiths that include principles of education, teacher-student interactions, teaching strategies, and the Prophet's approaches in conveying Islamic teachings.

Secondary data includes works of tafsir (Qur'anic exegesis) and commentary on hadith, such as Fath al-Bari by Ibn Hajar al-Asqalani, Sharh Sahih Muslim by Imam Nawawi, and classical Islamic educational texts like Ta'lim al-Muta'allim by Al-Zarnuji. These works were used to deepen understanding and provide historical and theological context to the primary hadith sources. Additionally, this research utilises modern educational literature discussing theories of learning, teaching strategies, and contemporary educational principles to highlight the relevance of the Prophet's methods to current educational needs.

Data collection was conducted through library research, involving the search, compilation, and analysis of primary and secondary literature sources. Content analysis with a thematic approach was employed for data analysis. The validity and reliability of the data were ensured through source triangulation by comparing the analysis of hadiths with interpretations in tafsir, hadith commentaries, and relevant Islamic educational literature.

Thematic analysis results are presented as comprehensive descriptions explaining the Prophet's teaching methods, the educational values they encompass, and their relevance to modern learning. Through this approach, the research aims to provide a significant academic contribution to integrating Islamic values into modern educational practices, serving as a reference for developing teaching methods aligned with Islamic principles and contemporary needs.

FINDINGS AND DISCUSSION

Hadith tarbawi refers to the sayings of the Prophet Muhammad SAW that directly relate to the principles, methods, and values of Islamic education. The term tarbawi is derived from tarbiyah, which means education, nurturing, or upbringing. According to (Hasan 2019), hadith tarbawi encompasses teachings that provide guidance in educating individuals in spiritual, intellectual, and moral aspects. The scope of hadith tarbawi includes moral cultivation, intellectual potential development, instilling faith-based values, and shaping individual character. These hadiths also illustrate how the Prophet interacted with his companions, children, and the wider community, showcasing a humanistic, inclusive, and holistic approach to nurturing learners (Yusuf 2020). As the second source of Islamic law after the Qur'an, hadith tarbawi plays a pivotal role in shaping educational paradigms in alignment with Islamic teachings (Ahmad 2018).

The Prophet Muhammad SAW is renowned as an exemplary educator, and his teaching methods have been preserved in numerous hadiths. Some of the teaching methods employed by the Prophet, which remain relevant to modern education, include: Dialogical and Participatory Methods; Exemplary Role Modelling; Practical and Experiential Learning; Motivational and Individualised Approaches. The hadiths of the Prophet encompass various principles of Islamic education that are applicable to contemporary education systems. These principles include: Compassion and Gentleness; Justice and Inclusivity; Self-Actualisation; Moral and Character Education; Lifelong Learning.

Hadith tarbawi provides a comprehensive guide to developing an education system grounded in Islamic values. The Prophet's teaching methods, such as dialogue, exemplary conduct, and individual approaches, along with principles like compassion, justice, and character formation, strongly resonate with modern educational theories. A thorough examination of hadith tarbawi not only enriches Islamic educational perspectives but also contributes significantly to creating meaningful and relevant learning experiences suited to the demands of the contemporary era.

This study aims to examine the implementation of the teaching methods of Prophet Muhammad SAW as depicted in tarbawi hadiths, highlighting the Islamic educational values embedded within them and their relevance to modern learning. The findings of this study are based on thematic analyses of relevant hadiths, supported by exegeses, hadith commentaries, and literature on Islamic and modern education. The study identifies four primary methods employed by the Prophet: questioning, role modelling, storytelling, and direct practice. Each method is critically analysed using recent literature to highlight its strengths and potential applications in modern education.

The questioning method is one of the techniques frequently used by Prophet Muhammad SAW to stimulate critical and reflective thinking. For instance, the hadith about a young man seeking permission to commit adultery (narrated by Ahmad and Abu Dawud) illustrates how the Prophet used rhetorical questions to guide the young man in reflecting on the moral implications of his actions. This approach fosters critical and analytical thinking among students, resonating with constructivist approaches in modern education, where teachers act as facilitators in helping students construct their understanding.

Role modelling was central to the educational methods of the Prophet. A hadith such as "The best of you are those who are best to their families, and I am the best among you to my family" (narrated by Tirmidhi) illustrates how the Prophet not only provided advice but also exemplified noble character in daily life. This modelling is vital in shaping students' character, which, in modern contexts, is often implemented through role-modelling-based learning approaches.

The Prophet frequently used stories as an educational medium, such as the story of three men trapped in a cave (narrated by Bukhari and Muslim). This method not only conveyed moral values but also facilitated understanding of complex concepts

through illustrative narratives. In modern learning, storytelling strategies are employed to enhance memory retention and motivate students to learn.

Direct practice is another method demonstrated by the Prophet, as seen in the hadith on the manner of prayer (narrated by Bukhari). The Prophet performed the prayer in front of his companions, teaching them the correct practices directly. This method aligns with experiential learning approaches in modern education, which emphasise student engagement in learning processes through simulations or hands-on activities. The teaching methods of the Prophet have significant relevance in the context of modern learning. The following table summarises their relevance:

Table 1. The Prophet's Teaching Methods and Applications in Modern Learning

No	Teaching Methods of the Prophet	Application in Modern Learning
1	Questioning	Enhancing critical thinking skills through interactive discussions and problem-based learning
2	Role Modelling	Integrating moral values into character education
3	Storytelling	Employing storytelling strategies to simplify abstract concepts
4	Direct Practice	Engaging students in simulations, experiments, or project-based learning

In modern learning, the questioning method is applied through problem-based learning techniques, where students are encouraged to solve problems through critical dialogue. This technique has proven effective in enhancing students' analytical skills, as highlighted by (Suharto et al. 2020) in their study on developing critical thinking skills through interactive discussions.

Teacher role modelling remains a cornerstone of character education. In contemporary contexts, role modelling encompasses not only moral behaviour but also teachers' professionalism in education. (Asri 2019) found that teachers who model moral and academic excellence have a positive impact on students' character development.

The Prophet's storytelling method is implemented in modern education through storytelling strategies. This technique aids students in understanding difficult material in an engaging and emotionally relevant manner. (Rahmawati 2021) revealed that storytelling in religious education increased students' memory retention by up to 30%.

The direct practice method can be applied in project-based learning, where students are involved in practical tasks to understand concepts. For instance, simulating acts of worship in Islamic education lessons helps students practice what they learn, reinforcing their understanding and skills.

This study has several limitations. Firstly, the primary data are limited to standard hadith collections without incorporating contextual analyses of the Prophet's educational history. Secondly, the analysis of the relevance of the Prophet's teaching

methods to modern learning remains conceptual and lacks robust empirical data. Future studies could involve direct observation of the implementation of the Prophet's teaching methods in modern Islamic educational institutions and develop technology-based applications integrating these methods to enhance digital learning effectiveness. This research contributes significantly by bridging the values of classical Islamic education with modern educational needs, serving as a foundation for further development in value-based education.

CONCLUSIONS

The findings of this study demonstrate that the teaching methods of Prophet Muhammad SAW, as described in tarbawi hadiths, are significantly linked to enhancing the effectiveness of learning in the modern era. The Prophet's questioning method effectively encourages critical and analytical thinking, aligning with problem-based learning approaches widely adopted today. His role modelling in daily life is relevant to character-based education models, while his use of storytelling as a means of conveying moral values supports storytelling-based teaching strategies. Furthermore, the Prophet's direct practice method aligns with experiential learning approaches, which emphasise active student engagement to improve understanding and skills.

This study recommends the implementation of the Prophet's teaching methods in Islamic educational institutions to create more value-based learning experiences. Islamic educational institutions are encouraged to integrate these methods into their curricula by developing learning activities that involve interactive dialogues, role modelling, storytelling, and project-based learning. Additionally, training educators is essential to ensure their capability to optimally apply tarbawi hadith methods. Developing technology-based learning programs can also adapt the Prophet's teaching methods to remain relevant in the digital era.

Practically, this research emphasises the need for technological innovations that integrate the values of the Prophet's teaching methods to support digital learning in Islamic educational institutions. Such innovations could provide interactive, inspiring, and value-driven learning experiences. Further research is needed to empirically test the application of these methods in various Islamic educational institutions to measure their broader impact on learning quality and character development.

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