

## Reactualization of Traditional Islamic Teaching Methods in the Development of Modern Islamic Education in Islamic Boarding Schools

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### Abstract:

The rapid development of technology, globalization, digitalization, and socio-cultural transformation has created significant challenges for contemporary education. Issues such as declining moral values, technological disruption, digital inequality, mental health concerns among students, and curriculum irrelevance require educational approaches that are not only academically oriented but also capable of fostering character and spiritual resilience. Within the broader discourse of educational theory, effective learning is influenced by the appropriateness of teaching methods in facilitating students' cognitive, affective, and psychomotor development. Therefore, educational methods that are adaptive, learner centered, and value-based have become increasingly important. This study aims to analyze the educational methods employed by the Prophet Muhammad (PBUH) and examine their relevance in addressing the challenges of modern education. The research employed a qualitative design using a library research approach. Data were collected from hadith collections, Islamic educational literature, scholarly books, and relevant academic journal articles, and were analyzed using descriptive qualitative techniques. The findings reveal ten major educational methods used by the Prophet Muhammad (PBUH), namely lecture, discussion, experiential learning, question and answer, demonstration, exemplary behavior (*uswah hasanah*), habituation, counsel (*mau'idzah*), analogy, and gradual instruction (*tadarruj*). These methods promote active learning, character formation, critical thinking, moral awareness, and spiritual development. The study concludes that the educational methods of the Prophet Muhammad (PBUH) remain highly relevant for contemporary educational practice and may serve as an alternative framework for developing holistic, adaptive, and value-oriented educational systems in the twenty first century.

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## INTRODUCTION

In the context of modern education, the success of the learning process is determined not only by educators' mastery of the subject matter, but also by their ability to select and apply appropriate teaching methods (Hattie, 2009). The reality on the ground shows that many teachers still use monotonous teaching methods, leaving students unmotivated to participate in learning (Schunk, 2020). This situation often makes the learning process tedious and prevents learning objectives from being fully achieved. When learning outcomes are low (Ryan, 2020), some teachers tend to assume that students lack the ability to understand the material, while students often believe that teachers are unable to convey the material effectively. Furthermore, advancements in technology, globalization, and social media have introduced new challenges in the world of education (Bond, 2021). Parents and educators are required to balance academic, moral, and religious education so that students not only excel intellectually but also possess strong character (Voogt, 2013, Lickona, 1996). Therefore, a relevant and effective educational approach is needed to address the various challenges of contemporary education.

Teaching methods play a crucial role in the educational process because they serve as a means to achieve learning objectives. Etymologically, the term "method" derives from the Greek word *methodos*, which is composed of *meta* (meaning "through") and *hodos* (meaning "path"); thus, a method can be understood as the path or approach taken to achieve a specific goal (Jumarnis et al., 2023). In the *Kamus Besar Bahasa Indonesia* (Great Dictionary of the Indonesian Language), method is defined as a way used to carry out a task so that it aligns with the expected goals (Wirabumi, 2020). (Meanwhile & Maesaroh, 2013) explains that a method is a tool used in the delivery of learning materials. Various studies also indicate that the inappropriate selection of methods can reduce students' motivation to learn and hinder the achievement of optimal learning outcomes (Adawiyah, 2021). Therefore, an educator is not only required to master the subject matter but must also possess adequate pedagogical competence in selecting and applying learning methods that align with students' characteristics and educational objectives.

Based on this background, this study aims to analyze how the educational methods applied by the Prophet Muhammad (peace be upon him) can serve as an alternative solution to the various educational challenges of the modern era. Unlike previous studies, which have primarily focused on the Prophet's methods of conveying the message and their implementation in general educational practice, this study specifically highlights the relevance of these methods in addressing contemporary educational issues. The research focuses on identifying the characteristics of the Prophet Muhammad's (peace be upon him) teaching methods, the forms of their application, and their potential in fostering students who are of good character, critical thinkers, and adaptable to the changing times. Through this study, it is hoped that a more comprehensive understanding can be gained regarding the contribution of Islamic education particularly the example set by the Prophet Muhammad (peace be upon him) in shaping an educational system that is not only oriented toward academic achievement but also toward strengthening the moral and spiritual values needed by today's generation.

This study is based on the argument that the educational methods of the Prophet Muhammad (peace be upon him) are highly relevant to addressing the challenges of modern education because they are built on the principles of flexibility, setting a good example, effective communication, and the reinforcement of moral values. The Prophet Muhammad (peace be upon him) is known to have used various teaching methods, such as question-and-answer sessions, dialogue, discussion, storytelling, and setting a good example, which encouraged students to think actively and critically. He also adapted his delivery of material to the characteristics and level of understanding of his audience, ensuring that the message was

effectively received. This learner centered approach is highly relevant in addressing the dynamics of contemporary education, marked by technological advancements, socio cultural changes, and a crisis of values. By integrating the educational methods of the Prophet Muhammad (peace be upon him) into modern educational practices, students are expected to develop into individuals of noble character, possessing moral resilience, and capable of facing life's various challenges wisely without losing their Islamic identity and values.

## **RESEARCH METHODS**

The unit of analysis in this study is the concept and practice of the Prophet Muhammad's educational methods as documented in various sources of Islamic literature, particularly the Prophet's hadiths, books of hadith commentary, and academic literature on Islamic education. The study focuses on identifying the characteristics, principles, and forms of implementation of the teaching methods used by the Prophet Muhammad in educating his companions. This unit of analysis was selected because the Prophet Muhammad's educational methods are considered to possess universal pedagogical value and are relevant for application in various educational contexts (Bogen, 2009). In addition, this study also examines various educational challenges that have emerged in the modern era, such as the development of digital technology, socio-cultural changes, the decline of moral values, and the complexity of the learning environment. Thus, the analysis focuses on the relationship between the Prophet Muhammad's educational methods and contemporary educational needs in order to identify their relevance and contribution in addressing today's educational challenges.

This study employs a qualitative research design using a library research approach. This approach was chosen because the research subjects consist of ideas, concepts, and thoughts found in various written sources relevant to the study's theme (Creswell, 2024; Shenthon, 2004). Library research allows the researcher to conduct an in-depth examination of primary and secondary sources to gain a comprehensive understanding of the educational methods of the Prophet Muhammad (peace be upon him). Through a qualitative approach, the research is not oriented toward statistical measurement but rather toward the interpretation of meaning, understanding of context, and analysis of the relationships between concepts found in the literature. This research design is used to systematically describe the characteristics of the Prophet Muhammad's (PBUH) teaching methods and to explain their relevance in addressing various educational challenges in the modern era. Thus, the research results are expected to provide a deep and contextual conceptual understanding.

The data sources in this study consist of primary and secondary sources. Primary sources include hadith collections containing accounts of the Prophet Muhammad's educational activities and teaching methods in guiding his companions (Haryono, 2023). These hadiths serve as the primary foundation for identifying the forms of educational methods used by the Prophet Muhammad (peace be upon him). Meanwhile, secondary sources are drawn from books on Islamic education, scholarly articles, academic journals, previous research findings, and various publications discussing teaching methods, Islamic education, and the challenges of modern education. The selection of data sources was based on relevance, credibility, and their connection to the research focus. All sources used have been published and contribute academically to the development of Islamic education studies. The use of these various sources aims to enrich the analytical perspective and enhance the validity of the research findings obtained.

Data collection was conducted using a documentary study approach by examining various literature sources related to the research focus. The data collection process began with the identification and selection of relevant literature regarding the educational methods of the Prophet Muhammad (peace be upon him) and the challenges of education in the modern era. Subsequently, the researcher conducted an intensive review of the selected sources to identify

information relevant to the research objectives (Nowell, 1015). The data obtained was then recorded, classified, and organized based on specific themes, such as the question-and-answer method, dialogue, exemplary behavior, discussion, and the contextual approach used by the Prophet Muhammad (PBUH). Additionally, the researcher collected data on various contemporary educational issues found in academic literature. This documentation technique allows researchers to obtain in-depth and systematic data, thereby supporting a comprehensive analysis process.

Data analysis was conducted using a descriptive qualitative approach through the stages of data reduction, categorization, interpretation, and drawing conclusions. The collected data was first selected and grouped based on themes relevant to the research focus (Crowe, 2015). Next, the researcher analyzed the relationship between the various educational methods of the Prophet Muhammad (PBUH) and the evolving educational challenges of the modern era. The analysis process involved comparing, connecting, and interpreting various concepts found in the literature. Through this approach, the researcher sought to uncover the meaning, relevance, and contribution of the Prophet Muhammad's (PBUH) educational methods in addressing contemporary educational issues. The results of the interpretation are then systematically organized to produce conclusions that explain how the Prophet Muhammad's educational methods can serve as an alternative solution in building an adaptive, character-based educational system grounded in Islamic values.

## RESULTS AND DISCUSSION

### Results

#### Teaching Methods of the Prophet Muhammad (PBUH)

This study reveals that the Prophet Muhammad (PBUH) employed a comprehensive and learner-centered educational approach. Analysis of hadith literature and Islamic educational studies identified ten major teaching methods consistently practiced by the Prophet Muhammad (PBUH): lecture, discussion, experiential learning, question and answer, demonstration, exemplary behavior (*uswah hasanah*), habituation, counsel (*mau'idzah*), analogy (*qiyas/tamthil*), and gradual instruction (*tadarruj*).

The lecture method was frequently utilized to communicate Islamic teachings in a structured and systematic manner. The Prophet Muhammad (PBUH) delivered messages using simple, clear, and concise language appropriate to the audience's level of understanding. However, unlike conventional teacher-centered lectures, his approach encouraged interaction and clarification, allowing learners to engage actively with the content. The discussion method played a significant role in fostering critical thinking and collective decision-making. Through consultation (*shura*), the Prophet Muhammad (PBUH) involved his companions in discussions regarding social, political, and military matters. This method promoted participation, responsibility, and collaborative problem-solving among learners. Experiential learning was another prominent method employed by the Prophet Muhammad (PBUH). Learning often occurred through direct experience, observation, and practical engagement in daily activities. Companions learned not only from verbal instruction but also from participating in real-life situations, thereby strengthening knowledge retention and practical skills.

The question-and-answer method served as an effective strategy for stimulating curiosity, assessing understanding, and encouraging reflective thinking. The Prophet Muhammad (PBUH) frequently posed questions to attract attention and provoke deeper contemplation, while also responding patiently to inquiries from his companions. The demonstration method was primarily applied in teaching practical acts of worship. The Prophet Muhammad (PBUH) demonstrated procedures such as prayer, ablution, fasting practices, and

pilgrimage rituals, enabling learners to observe and imitate correct performance. This approach ensured accuracy in the transmission of religious practices. Exemplary behavior (*uswah hasanah*) represented the foundation of the Prophet’s educational philosophy. His personal conduct embodied the teachings he conveyed, making him a living example for his followers. Through consistent demonstration of honesty, compassion, patience, and justice, learners were able to internalize Islamic values more effectively. The habituation method was used to cultivate desirable character traits and religious practices through continuous repetition. Regular engagement in acts such as prayer, remembrance of Allah, and ethical conduct helped learners develop positive habits that became integral to their character.

The counsel method (*mau'idzah*) addressed the emotional and spiritual dimensions of learning. Through advice, encouragement, and reminders, the Prophet Muhammad (PBUH) nurtured faith, morality, and personal development. This method strengthened the affective domain of education and motivated learners toward self-improvement. The analogy method was employed to explain abstract concepts through familiar and concrete examples. By relating complex ideas to everyday experiences, the Prophet Muhammad (PBUH) facilitated understanding and enhanced learners' ability to grasp difficult concepts.

Finally, the gradual method (*tadarruj*) reflected the Prophet’s awareness of learners' readiness and capacity. Islamic teachings were introduced progressively rather than abruptly, allowing individuals and communities to adapt and internalize new knowledge effectively. This method demonstrates a sophisticated understanding of educational psychology and learner development. Collectively, these methods formed an integrated educational framework that addressed cognitive, affective, and psychomotor domains simultaneously. The findings suggest that the Prophet Muhammad’s (PBUH) pedagogical practices remain highly relevant to contemporary educational theories emphasizing active learning, character formation, experiential engagement, and learner centered instruction.

**Table 1**

<b>Teaching Method</b>	<b>Cognitive Domain</b>	<b>Affective Domain</b>	<b>Psychomotor Domain</b>
Lecture	✓✓✓	✓	-
Discussion	✓✓✓	✓✓	-
Experiential Learning	✓✓	✓✓	✓✓✓
Question and Answer	✓✓✓	✓	-
Demonstration	✓✓	✓	✓✓✓
Exemplary Behavior	✓	✓✓✓	✓✓
Habituation	✓	✓✓✓	✓✓✓
Counsel	✓	✓✓✓	-
Analogy	✓✓✓	✓	-
Gradual Method	✓✓	✓✓	✓

**Note:** ✓ = Low contribution, ✓✓ = Moderate contribution, ✓✓✓ = High contribution.

### **Educational Challenges in the Modern Era**

This study reveal that contemporary education faces increasingly complex challenges driven by rapid technological development, globalization, and continuous social transformation. The educational landscape has undergone significant changes over the past decades, requiring institutions to adapt to new modes of teaching, learning, and assessment. As

societies become more interconnected and technology-dependent, educational systems are expected not only to transmit knowledge but also to prepare learners with competencies necessary to thrive in a dynamic and unpredictable world. Consequently, educators and policymakers are challenged to develop innovative strategies that balance technological advancement with humanistic and ethical values.

One of the most significant challenges identified is technological disruption. The emergence of artificial intelligence (AI), machine learning, automation, big data, and digital platforms has transformed the nature of work and learning. Many traditional occupations are being replaced or reshaped by technology, creating a demand for new competencies such as digital literacy, critical thinking, creativity, problem-solving, and adaptability. Educational institutions are therefore required to redesign learning processes and curricula to equip students with skills that remain relevant in the era of Industry 4.0 and Society 5.0. However, the rapid pace of technological innovation often exceeds the capacity of educational systems to respond effectively, creating gaps between educational outcomes and labor market expectations.

The study also highlights the persistent challenge of the digital divide. Despite significant advances in information and communication technologies, unequal access to digital resources remains a major obstacle in many regions. Students from rural areas, low-income families, and marginalized communities frequently experience limited access to reliable internet connections, technological devices, and digital learning platforms. These disparities became particularly evident during periods of online learning, where many students struggled to participate fully in educational activities. Furthermore, unequal levels of digital literacy among students, teachers, and parents contribute to educational inequality, limiting the effectiveness of technology-based learning initiatives.

Another important finding concerns the increasing prevalence of mental health issues among students. Academic pressure, high performance expectations, excessive use of social media, cyberbullying, and concerns about future career prospects have contributed to rising levels of stress, anxiety, and emotional distress. The digital environment, while providing numerous educational opportunities, also exposes students to information overload and social comparison that may negatively affect psychological well-being. These conditions demonstrate that educational success cannot be measured solely through academic achievement; rather, schools and universities must also prioritize students' emotional, social, and psychological development through comprehensive support systems and well-being programs.

Furthermore, the study found that educational curricula often struggle to keep pace with rapid social, cultural, economic, and technological changes. In many contexts, curriculum reforms occur more slowly than developments in society and industry, resulting in learning content that may no longer reflect current realities or future demands. As a result, there is growing recognition of the need for curricula that are flexible, interdisciplinary, and responsive to emerging global challenges such as digital transformation, environmental sustainability, multiculturalism, and global citizenship. Educational programs must therefore encourage lifelong learning and foster the ability to continuously acquire and apply new knowledge in changing circumstances.

Overall, the findings suggest that addressing contemporary educational challenges requires a holistic and integrated approach. Technological innovation alone is insufficient to ensure meaningful educational improvement. Instead, educational systems must also emphasize character development, ethical awareness, critical thinking, collaboration, resilience, and social responsibility. In this context, learner-centered approaches that integrate cognitive, affective, and psychomotor dimensions become increasingly important. The findings indicate that future education should not only prepare students to compete in a technology-driven world but also

equip them with the moral values and emotional resilience necessary to navigate the complexities of modern society responsibly and effectively.

## **Discussion**

The research findings indicate that the educational methods of the Prophet Muhammad (peace be upon him) are highly relevant in addressing various challenges in modern education. The diversity of methods employed by the Prophet Muhammad (peace be upon him) demonstrates that the learning process was not carried out in a uniform manner, but was tailored to the characteristics, abilities, and needs of the students. This finding indicates that the Prophet Muhammad (PBUH) had already implemented the principle of student-centered learning long before the concept emerged in modern educational theory. The methods of lecturing, discussion, question-and-answer sessions, and demonstrations used by the Prophet Muhammad (peace be upon him) encourage active student engagement in the learning process and help them build understanding independently (Masykur & Yazid, 2025; Mursalin, 2024; Darmawan, 2020). This approach aligns with the educational needs of the 21st century, which emphasize critical thinking, communication, collaboration, and problem-solving as the core competencies students must possess to navigate rapid social and technological changes (Sirozi, 2025).

Research findings also indicate that the methods of setting a good example (*uswah hasanah*) and habituation are highly relevant educational strategies for addressing the moral crisis, which is one of the challenges of modern education. Contemporary education tends to be oriented toward academic achievement and technological mastery, while character-building aspects often receive insufficient attention. In this context, the Prophet Muhammad (peace be upon him) served not only as a transmitter of knowledge but also as a role model embodying Islamic values in daily life (Dia, 2025). Through consistent modeling and habituation, students gain firsthand experience in applying moral values in real-life situations. This finding reinforces the view that educational success is not only measured by cognitive aspects but also by the ability to foster character marked by integrity, responsibility, and a strong sense of spirituality (Mursid & Pratyaningrum, 2023).

In addition, the discussion and question-and-answer methods employed by the Prophet Muhammad (peace be upon him) are highly relevant to developing students' critical thinking abilities and communication skills. Research findings indicate that the Prophet Muhammad (peace be upon him) frequently provided his companions with opportunities to express their opinions, ask questions, and engage in deliberative processes to find solutions to issues (Pramono et al., 2021; Mursalin, 2024). This approach demonstrates that Islamic education is not merely focused on the transfer of knowledge but also on the development of students' intellectual capacities. In the context of modern education, critical thinking and communication skills have become crucial competencies given the rapid development of digital information and the increasing complexity of social issues. Therefore, the application of discussion and dialogue methods exemplified by the Prophet Muhammad (peace be upon him) can serve as an effective alternative learning strategy to prepare students to face the challenges of the 21st century (Abnisa, 2023).

Further findings indicate that demonstration and experimental methods play a significant role in enhancing students' conceptual understanding and practical skills. The Prophet Muhammad (peace be upon him) did not merely convey material verbally but also provided direct examples through acts of worship and real-life experiences, enabling his companions to understand and implement Islamic teachings more effectively (Putri, 2024; Putri & Ferianto, 2023). This approach shares similarities with the concept of experiential learning that has emerged in modern education learning that emphasizes direct experience as a means of building knowledge. In the digital age, characterized by advancements in technology and

artificial intelligence, practice-based learning is becoming increasingly important because it develops applied skills that cannot be fully replaced by technology (Sirozi, 2025).

This study also found that the methods of analogy and exhortation (*mau'idzah*) play an important role in facilitating the understanding of concepts and fostering moral awareness among students. The Prophet Muhammad (peace be upon him) often used parables drawn from daily life to explain abstract concepts, making them easier for his companions to understand (Masykur & Yazid, n.d.). On the other hand, the counsel method is used to address students' affective aspects through persuasive, wisdom filled communication that fosters self-awareness (Nurullail, 2024). In the context of modern education, which faces various issues such as moral degradation, misuse of social media, and low social empathy, these two methods can serve as effective strategies to strengthen character education and foster students' ethical awareness.

Another aspect highly relevant to the challenges of modern education is the gradual approach (*tadarruj*). Research findings indicate that the Prophet Muhammad (peace be upon him) conveyed Islamic teachings gradually, in accordance with the readiness and capacity of the recipients (Uno et al., 2023). This approach demonstrates a deep understanding of the psychology of learning and the process of human behavioral change. In modern education, the principle of *tadarruj* is highly relevant because the learning process cannot be forced instantly but must be adapted to the developmental level of the learners. Furthermore, the flexibility inherent in the *tadarruj* method can assist educational institutions in designing curricula that are more adaptable to rapid social, cultural, and technological changes (Astuti et al., 2023; Jaya et al., 2023).

Overall, the findings of this study confirm that the educational methods of the Prophet Muhammad (peace be upon him) constitute a pedagogical model that is holistic, humanistic, and adaptive. These methods not only contribute to the development of students' intellectual abilities but also to character building, the strengthening of spirituality, and the enhancement of social skills. Amid the challenges of modern education including technological disruption, the digital divide, mental health crises, and dynamic social changes the Prophet Muhammad's educational approach offers a comprehensive and sustainable learning framework (Abnisa, 2023; Aldris, 2024; Sirozi, 2025). Therefore, integrating the values and educational methods of the Prophet Muhammad (PBUH) into contemporary educational systems has the potential to produce a learning model that strikes a better balance between mastery of knowledge, 21st-century skills, and character development grounded in moral and spiritual values.

## CONCLUSIONS

The findings of this study demonstrate that the educational methods employed by the Prophet Muhammad (PBUH) constitute a comprehensive, adaptive, and learner-centered pedagogical framework. Through a literature-based analysis, ten principal teaching methods were identified, namely lecture, discussion, experiential learning, question and answer, demonstration, exemplary behavior (*uswah hasanah*), habituation, counsel (*mau'idzah*), analogy, and gradual instruction (*tadarruj*). These methods collectively address cognitive, affective, and psychomotor dimensions of learning while accommodating learners' diverse characteristics and developmental needs. The study also found that modern education faces significant challenges, including technological disruption, digital inequality, mental health concerns, and curriculum relevance. The analysis reveals that the educational practices of the Prophet Muhammad (PBUH) remain highly relevant in addressing these contemporary challenges through holistic, participatory, and value-based learning approaches.

The significance of this study lies in its contribution to the growing discourse on Islamic educational thought and its relevance to contemporary educational challenges. By

systematically examining the teaching methods of the Prophet Muhammad (PBUH), this study highlights the compatibility between Prophetic pedagogy and modern educational paradigms such as student-centered learning, character education, experiential learning, and personalized instruction. The findings provide a conceptual framework that may assist educators, curriculum developers, and policymakers in integrating moral, spiritual, and intellectual dimensions within educational practice. Furthermore, this study contributes to the literature by demonstrating that Prophetic educational methods are not merely historical practices but also represent enduring pedagogical principles capable of fostering critical thinking, ethical awareness, social responsibility, and lifelong learning in the twenty-first century.

Despite its contributions, this study has several limitations. As a library research study, the findings are primarily based on the interpretation of textual sources and existing literature, without empirical investigation in actual educational settings. Consequently, the effectiveness of the identified teaching methods has not been directly measured through classroom implementation or field-based observation. Future research is therefore recommended to employ qualitative, quantitative, or mixed-method approaches to examine the practical application of Prophetic teaching methods in contemporary educational institutions. Comparative studies involving different educational levels, cultural contexts, and learning environments may also provide deeper insights into their effectiveness. In addition, future investigations should explore the integration of Prophetic educational principles with digital learning technologies to address emerging educational challenges in an increasingly technology-driven society.

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