



## RESEARCH PAPER

## Developing Prophetic Inspirational Teaching Model (PITM) through the Content Analysis of the Prophetic Ways of Teaching (PWT)

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### ABSTRACT

The primary goal of this research is to develop a Prophetic Inspiration Teaching Model (PITM) on the basis of the Prophetic ways of teaching (PWT) which include teaching methods and his character as a teacher. The researcher tries to explore the Prophet Muhammad's ways of teaching. The study was qualitative in nature. Content analysis was used as a tool for collection of data. Interview of two respondents were conducted for probing of teaching methods of Prophet Muhammad's ﷺ teaching methods are almost the same but teaching techniques and tactics procedures in the contemporary age are vastly different from those used by prophetic ways of teaching. The contemporary age sociopolitical, cultural, and religious circumstances, as well as its educational system, are vastly different from the prophetic era. Learning and teaching methods were vastly different in the past than they are now. The final celestial revelation was bestowed upon him. In actuality, he was sent as a global teacher. As a result, his teaching approaches and methodologies must have some broad consequences and ramifications. Insha'Allah, the pragmatic and spiritual aspects of the Prophet Muhammad's ﷺ pedagogical methods will serve as a role model and inspiration for instructors and educators.

**Keywords:** Prophetic Inspiration Teaching Model (PITM), Prophetic ways of teaching (PWT), Teaching methods, Prophet Muhammad's ways of teaching

### Introduction

Teaching is an essential, respected, and well-regarded profession in every country and society. Professionally and personally, it is a rewarding career for people from many walks of life. It's also an interesting and difficult profession. Islam is a school, and Prophet Muhammad's ﷺ was a caring teacher and tutor whose words and lessons continue to guide, inspire, and instruct humanity.

"Prophet Muhammad's ﷺ not only taught us the basics of our religion but also how to apply the minor foundations and most difficult questions of Islam and its related teachings to our daily lives". Despite the fact that he was a spectator in this world, his entire existence serves as a paradigm for mankind in this life and enlightenment in the afterlife" (Ghudduh, 2003). Allah's Book mentions Ibrahim's (AS) plea for the welfare of humanity, and it was completed by sending a Messenger from his offspring. "This acceptable supplication from Ibrahim (AS) demonstrates that Prophet Muhammad's ﷺ was sent as a great teacher to all Jinns and mankind". (Ghudduh, 2003).

Prophet Muhammad's ﷺ was Allah's chosen messenger to deliver his message, which was recorded in the Qur'an, the Muslim community's founding text. Muslims consider Prophet Muhammad, ﷺ to be the final prophet of Allah (*Book of Muhammad B.Pdf*, n.d.).

Allah chooses Prophets to be messengers (*Rasul*) who deliver the message (*Risalah*). Allah communicates with these messengers in a variety of ways, the most

common of which is through a process known as inspiration. "In Arabic, the word prophet has two meanings: *rasul*, which means messenger, and *nabi*, which means prophesier. (*Prophecy and Revelation in Islam*, n.d.).

As a teacher the last messenger of Allah Prophet Muhammad's ﷺ possesses a lot of unique characteristics that can be divided into three categories:

*His character, speech, and actions. "In terms of his personality, he possessed mental calmness, sound judgment, and precise foresight" (Schools & Memon, n.d.). In the achievement of Hidaybiyah he forgives him. In the situation of hardship, he stayed solid and patient. In the face of adversity, he would not quail or yield. Even though his followers were incredibly faithful to him, he was humble in front of them. He never shied away from the fuqara', the underprivileged, and those in desperate need.*

The Prophet Muhammad's ﷺ also kept and fulfilled his commitments. In terms of his discourse, he was wise and knowledgeable (Al-Sheha et al., 2019). He was proficient in explanation and confident in his words. In fact, he never erred in speech. His ability to memories all that was revealed to him was a big factor in his proficiency. Often today, people emphasize less on the importance of memorizing. He also encouraged and actively promote excellent morals (Prophetic et al., 2017).

According to the first verses of the Holy Quran, Allah appointed Prophet Muhammad's ﷺ as a Prophet and a teacher to teach genuine guidelines to humankind and lead them down the right path. The Quran declares that Prophet Muhammad's ﷺ is an excellent role model who holds high moral standards and is Allah's last and last messenger. In Hadith, Prophet Muhammad's ﷺ has explicitly stated teacher related terms such as "I am here to answer your question," "Preaching," "Praying for knowledge," "Convey the knowledge," "Select a suitable time for teaching," "to memories," "Recognize and remember," "Repeating," "Write," and "Teach," among others, identifying and verifying Prophet Muhammad's ﷺ as a teacher (*Prophet Muhammad: A Successful Social Reformist / Daily News*, n.d.).

In Hadith, Prophet Muhammad's ﷺ uses terms like "I am here to answer your question," "Preaching," "Praying for knowledge," "Convey the knowledge," "Select a suitable time for teaching," "to memorize," "Recognize and remember," "Repeating," "Write," and "Teach," among others, to identify and verify Prophet Muhammad's ﷺ as a teacher. Within twenty-three years, Prophet Muhammad's ﷺ effectively taught and communicated the message of Allah to the Arab people, transforming people of all religions into ardent believers in Allah. The establishment of new world order and civilization as a result of Prophet Muhammad's ﷺ teachings altered the path of history (Rahman, 2018).

*"This is a Book that We have revealed to you, O Muhammad, in order for you to lead people out of the darkness and into the light, with the permission of their Lord, on the road of the Exalted in Might, the Praiseworthy" (The Quran 14:1) ("The Prophet Muhammad; A Preacher and a Social Reformer," 2020)*

All of the following duties are essentially teaching roles that Prophet Muhammad's ﷺ fulfilled during his life. These passages demonstrate the Prophet Muhammad's ﷺ role as a teacher who was tasked with delivering Allah's message. Indeed, the Prophet Muhammad's ﷺ has stated that teaching is his major responsibility as a Prophet, saying, "Prophet Muhammad's ﷺ also used to pray to Allah to improve his knowledge (Rifa'i & Marhamah, 2020).

The goal of developing instructional methods was to convey a message through. As revealed in the preceding Hadith, The Prophet Muhammad's ﷺ intention was to communicate the message of those who were not present here or elsewhere at the time and

were unable to hear the Prophet Muhammad's **words** firsthand. As a result, "the Prophet Muhammad's used a variety of teaching methods to impart "Allah's message" to the public."(Mushtaq& Rani, 2019).

### Conceptual Framework

In the field of research, a conceptual framework functions as a pictorial representation that facilitates the explanation of the expected relationships between different variables and their results. Often called a conceptual model or research model, it offers an organized depiction of the causal links and connections involved in research scenarios. In essence, it provides a visual aid to help appreciate how various components interact and have an impact on one another within the framework of research (Crawford, 2019).

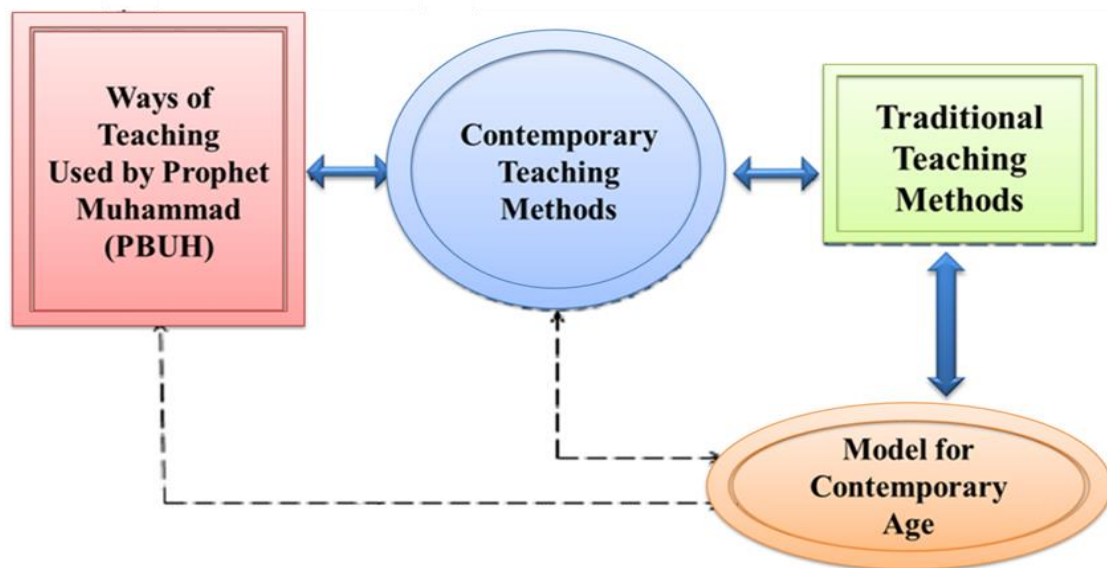


Figure 1 Conceptual Framework

In this research, the researcher used qualitative study the content analysis method to examine ways of teaching used by Prophet Muhammad's ﷺ. Results from the research led to the development of an emerging model for a contemporary age, how we implement ways of teaching used by Prophet Muhammad's ﷺ in contemporary educational Settings. This research takes into account the ways which are proper and able to be integrated within the current teaching techniques and easy to be implemented. Moreover, our research approach is concerned with the ways of teaching adopted by the Prophet Muhammad's ﷺ. Figure 1 Represents the conceptual framework of this research.

There are four main educational philosophies that fall within the field of epistemology, which explores the nature of knowledge and how humans come to possess it. All these ideas have connections to the broad general or universal philosophies that were covered earlier. These unique teaching strategies, which are based on philosophical viewpoints, are widely used in classrooms across the globe. In education, there are many distinct sorts of philosophies. Only the four primary types of philosophies will be discussed here in order to help you comprehend traditional and current teaching ideas, as well as teaching methodologies.

"Perennialism, Essentialism, Progressivism, and Reconstructionism are the four schools of thought". Table 1, shows how contemporary educational philosophies place a strong emphasis on "what" we should teach, or the curricular part. Over time, instructional methods have evolved tremendously. The traditional method of delivering education was

through recitation and memory techniques, whereas the new method uses interactive methods.

Islam, on the other hand, has given a distinctive and distinct view concerning the sources and nature of knowledge. The necessity of knowledge has been emphasized by the Prophet Muhammad's ﷺ His strategy was the best of all. He even announces a state of urgency for knowledge acquisition. His educational philosophy is shown in his thoughts and statements on the learnt. *Khulfa Rashida* took a step towards the dissemination of education, which is also reflected. If we analogy the views and theories of other experts and Muslim scholars we come to know that hadith holds a fundamental position of their educational thought. The think between hadith and the Quran are played a vital role in organizing Islamic educational values. So this is the need of the bear to adopt the educational thought presented by the prophet Muhammad's. The researcher developed a model in the light of Prophetic ways of teaching(PWT).

**Table 1**  
**Contemporary Educational Philosophies**

Category	Traditional	Contemporary
Philosophical Orientation	Realism and Idealism	Pragmatism
Theoretical Orientation	Perennialism and Essentialism	Progressivism and Reconstructionist
Direction in time	Preserving the past	Growth, reconstruct present, change, society, shape future
Educational Values	Fixed, absolute, Objective	Changeable, subjective, relative
Teaching Methods	Focus on teaching Teacher center learning	Focus on active self-learning Child center learning

Researcher review Prophetic ways of teaching and contemporary teaching methods from previous research. The following are a few studies that explored the same topic. This review of the literature focuses on the finding of the prior studies on the prophetic ways of teaching and contemporary teaching methods. The Prophet Muhammad's ﷺ did his best to convey knowledge to the people using every possible method and technique. In this research, Prophetic ways of teaching and the contemporary methods of teaching are reviewed scholarly.

It's important to note that today's teaching & learning books are replete with a variety of methods, of which the Prophetic ways of teaching have the distinction of being the first to pioneer, refer to, and implement in practice. We'll stop at ten of the points made by the author, may Allah pity him, to show how the Prophetic ways of teaching take precedence over them: A good example of this is what Ibn Masoud, may Allah be pleased with him, said: "A man among us, if he learns ten verses, would not transcend them until he knows their meanings, and acts upon them." He taught the laws gradually, giving priority to the most important, then the most important, and teaching little by little to be closer to understanding, and more stable in memory and understanding. Ibn Shihab advised, "Take knowledge little by little with the days and nights, for whoever seeks to take it in a phrase will leave it." The Prophet Muhammad, according to the author, was very considerate of the individual differences between the educated from the addressee and the questioners and he used to address each one according to his understanding and in a manner that suited his position, such as when he told a man, "Do not be angry," and he repeated it three times. When a different person arrived to pledge allegiance to him regarding jihad and immigration, he advised him to remain at home and keep company with his parents. When asked what he feared the most, he advised the other to keep quiet (Dadach, 2020a).

As in Gabriel's hadith and his query about Islam, faith, and kindness, teaching through discussion and inquiry is a tactic that removes the listener's boredom and pushes him to remember what he hears when it is right in front of him. The Prophet drew a line similar to this in front of him with his hand as we were seated and said: This is the path of Allah, the Almighty, and two lines on his right, two lines on his left, two lines on his right, two lines on his left, two lines on his right, two lines on his right, two lines on his left, two lines on his right, and two lines on his right, and two lines on his left, two lines on his right, and two lines on his right, and two He then recited this passage while putting his hand in the center of the queue and stating, "And this is my straight path, so follow it and do not follow the paths, for they will separate you from His path" (Buheji, 2020).

He then added, "This is Satan's route."

As he starts assisting Allah's believers without their asking, may Allah's blessings and peace be with him! The Prophet Muhammad, ﷺ may Allah's blessings and peace be upon him, used to teach his companions the response to suspicion before it occurred, lest it fall into their souls and settle down with it, doing its evil deed. This was especially true when it came to important matters that no one thought about until he was asked about them. Encouragement for the good doer in his answer (his test, may Allah's blessings and peace be upon him), and for the knowledgeable with some understanding to equal him with adoration if he is accurate. By using occasions (peace be upon him, he made the most of unplanned opportunities to teach), he connects the current event with the knowledge he wants to disseminate and share with the world, as in the tale of the dead Juday, while simultaneously downplaying the significance of the world with the remark, "By Allah, the world is more trivial to Allah than this for you." Peace and blessings of Allah be with him, he does not limit himself to force out of fear of alienation, nor does he limit himself to encouragement out of fear of sloth and abandonment of effort. The lesson, encouragement, and example are all contained in his instruction by the lesson (with historical tales and news) (Dadach, 2020b).

As in the hadiths about the man and the thirsty dog and the woman holding the cat. He, peace be upon him, had more than fifteen authors write the Holy Quran from him, as well as other authors to horizons and rulers to preach Islam and call to it. He did this to protect information through writing (He, peace be upon him, utilized writing to instruct, inform, and so on). After citing thirty techniques, such as his interest in instructing and reprimanding women, his satisfaction with presentation and reference when instructing what he is ashamed of, his teaching by analogy and depiction, his recalling the question to convey an elaboration of the judgment, and his summing up and then describing in detail it to make it clearer and possible in memorization and understanding, he concludes by instructing with his honorable self, may Allah's bless May Allah's blessings and peace be upon him, he is a teacher with his honorable personality for every learner and a guide, in whom the goal of education is imparted by his many ways (Guhin, 2020).

Sharjeel Ahmed wrote a study paper titled " The Prophet Muhammad ﷺ as a Teacher (*Muallim*) " about Prophetic ways of teaching, Teaching is considered the mother of all vocations. The researchers in this article explore a few methods of teaching from the Prophet Muhammad's ﷺ *Seerah*. There is a dearth of literature on the topic of Islamic teaching methods. Of course, the few key articles gathered are outstanding and provide insight into ancient teaching methods (Ullah, Sani, & Zaheer, 2020).

Islamic methodology revolutionized and improved the current education system throughout the prophetic age in the initial periods of Islam. With the rise of religion, the system was first altered locally, then internationally. Education was viewed as a revolution by the Prophet Muhammad ﷺ. He was more than just the leader of a new society and a new religion's preacher. He was also a fantastic teacher and advocate of education. Islam is a knowledge-based religion, a religion of the holy book. Mosques served as not only places of

prayer, but also as the earliest Islamic schools and the principal center for the dissemination of Islamic education (*Prophet Muhammad (PBUH) As A Teacher - Da`wah Books, n.d.*).

A research article titled "Muhammad ﷺ as a Model for Teachers: A Historical Perspective" was written by Saima Mushtaq and Sammia Rani. In the Light of the Holy Quran" about Prophetic teaching methods, literature states that many of the Prophet Muhammad's ﷺ approaches that they included are still used in contemporary classrooms. The successful teaching-learning process, which is generally followed by teachers in all educational institutions, depends on choosing the most effective learning approach. Teaching was a passion for the Prophet Muhammad, ﷺ and he made just as much of an impact on education as he did on any other aspect of human endeavor. Prophet Muhammad ﷺ was a successful teacher in the subject of education all over the world due to his strengths in communication, teaching, and behavior. The educational, social, and ethical frameworks of Arabia were deliberately changed by the Prophet Muhammad ﷺ (Stehlik, 2018).

Faith in one Allah and the Day of Judgment were central to the teachings of the Prophet Muhammad, ﷺ. With these lofty ideas in mind, the Prophet Muhammad, ﷺ went out to establish his educational objectives. He established a school in Madinah, hired teachers, and assigned supervisors, and devised literacy-promoting tactics, demonstrating a methodical approach. The Prophet Muhammad ﷺ introduced new methods that were exceptional and extremely effective in both the spiritual and academic spheres. According to the Prophet Muhammad's, ﷺ educational initiatives "revolutionized the life and attitude of the Arabs, making them the torchbearers of a new civilization and equipping them with the capacity to lead others." (Rinawati, Kumaidi, & Harun, 2019).

The sayings of the Prophet Muhammad, ﷺ inspired a passion for knowledge, and his companions developed into excellent teachers. Within a century following the Prophet Muhammad ﷺ death, millions of people around the world had been impacted by his teachings. The Islamic world evolved as the global center for learning. All of this was accomplished thanks to the Prophet Muhammad's, ﷺ tireless efforts. The early Muslims underwent a new period of evolution as a result of adhering to the Prophet Muhammad's, ﷺ teachings, and they became experts in a variety of arts and pioneers in several academic fields (Mohamed, 2021).

It's a result of Prophet Muhammad's ﷺ efforts that the knowledge spread as soon as possible in all Muslim states and Muslims also learn the other knowledge. Prophet Muhammad ﷺ is the teacher of all mankind. So the person who wants to learn the skills of teaching, methods of teaching, sources of education, and manner of giving education, must develop a strong connection with the prestigious personality of Prophet Muhammad's ﷺ and get benefited from the teaching of Prophet Muhammad's ﷺ. In Pakistan, the traditional method is mostly followed in institutes. Being Muslim teachers we must take guidance from the teaching patterns of Prophet Muhammad's ﷺ, and adopt such teaching strategies that are useful in providing valuable knowledge to learners with great understanding (Samsudin, 2018).

The authors of a study article titled "The Teaching Methods and Techniques of the Prophet (PBUH): An Exploratory Stud" are Taofeek Muhammad Thani, Ibrahim Dahiruldriss, Adamu Abubakar Muhammad, and Hafsat Sulaiman Idris. The goal of this research is to review or dissect the various techniques the Prophet Muhammad, ﷺ employed to raise and educate his followers, family, friends, and adversaries alike. This study uses exploratory research to explore the Prophet's many teaching strategies and approaches from the Hadith, Sunnah, and Seerah of the Prophet, among other sources. The researchers made an effort to learn more about many areas by looking at strategies, applications, phases, procedures, etc. The researcher's next step was to provide a broad overview of the tactics and teaching strategies used by the Prophet in his all-encompassing approaches to education. This has been utilized as a technique to pinpoint some important connected

problems that could open the door to a new area of concentration for ongoing research. This study used a variety of instruments, including the investigation of documents, journals, books, university records, reports, interviews with Islamic educators, and observation. Additionally, a critical analysis is used to clarify the various teaching strategies employed by the Prophet Muhammad, ﷺ and their applicability to various pedagogical education approaches (Muhammed Thani et al., 2021).

In a study article titled "An Analysis of the Teachings of Prophet Muhammad's to Conceptualise National Professional Standards for Teachers: A Contemporary Issue," Muhammad Qasim Ali, Muhammad Asghar Javed, and Al-Azhari Muhammad Imran discussed prophetic teaching strategies. The results of this study show that the life of Prophet Muhammad, ﷺ is a light for all of humanity. Great education and skilled labor are the solutions to society's challenges in today's globe. The primary objective of the study is to investigate the teachings of Prophet Muhammad, ﷺ to create national professional standards for educators. The study's conclusions say that although Prophet Muhammad, ﷺ used real-life examples to instruct his followers and students, modern educators are pressed for time as they attempt to fulfill the syllabus and cover the required material. In essence, educators today don't prioritize their learners' or students' lifelong learning. The Prophet Muhammad, ﷺ used a range of educational techniques when teaching his followers. Prophet Muhammad, ﷺ set up a teaching-learning environment for the benefit of his followers, as evidenced by the example of his life. Additionally, it is obvious from Prophet Muhammad's, ﷺ life that he placed a high value on learning a foreign language (Partners, 2020).

DewiSuryaniDjamduri and Mutia Dara Malinda wrote a study paper titled "The Prophet Muhammadﷺthe Wisdom of the Prophet's Miracles" about Prophetic teaching methods. According to this study, Prophet Muhammad's ﷺ is a role model for all Muslims. The marvels that Allah, the Almighty, bestowed upon him are confirmation of his Prophetic status. As Muslims, we must believe and learn from it since Allah, the Almighty has made all arrangements. This research is of high quality, with the goal of learning more about the Prophet's miracles and exploring teaching methods. It employs documentary research to determine the goal, and with study, it examines the passages of the Holy Quran, Hadiths, and prior research and literature. The miracles of Prophet Muhammad's ﷺ that have come from Allah, the Almighty, always have a cause, and from them, this article can learn a life lesson and be directed in Allah's path. The findings of this study are anticipated to aid all Muslims in better understanding and comprehending what the Prophet Muhammad's ﷺ communicated as Allah's Messenger (Malinda & Djamduri, 2021).

Dr. Rifai wrote a study paper titled "Teaching pedagogies of the Prophet Muhammadﷺ" about Prophetic teaching methods. According to this study, the major goal of this article is to investigate the Prophet Muhammad's ﷺ teaching pedagogies. Teaching methods and procedures in the modern era are vastly different from those used in the past. In some ways, comparing modern teaching pedagogies to prophetic ways of teaching is inappropriate. The modern world's sociopolitical, cultural, and religious circumstances, as well as its educational system, are vastly different from those of the mediaeval era (Abdullah, 2018).

Learning and teaching methods were vastly different in the past than they are now. Making a comparison would therefore be academically dubious, yet cognitive thinking, human reasoning faculties, and human sentiments have always been the same. The Greek philosophers are typically credited with introducing logical and reasoned debates, discussions, and teaching methods. Allah sent Prophet Muhammed ﷺ as the final divine messenger. The final celestial revelation was bestowed upon him. In actuality, he was sent as a global teacher, according to the Qur'an. As a result, his teaching approaches and methodologies must have some broad consequences and effects (Sulaiman Lebbe, 2021).

Arif Ahmad Fauzi and Adinda Kamilah wrote a study paper titled "The Implementation of Prophetic Education at Junior High School Level" about Prophetic teaching methods. According to this study, the existing educational process is changing from a monotonous, indoctrinating, teacher-centered, top-down, mechanical, verbal, and cognitive approach to one that is more mechanical, oral, and intellectual. However, there is a perception that current Islamic education practice is sterile in the context of reality, and hence unable to contribute to the different issues that arise. The data from social services reflects one of the educational issues that teenagers face. Juvenile delinquency accounts for five of the eight cases handled by the social agency for the protection of women and children. As a result, an understanding and reorientation, as well as a paradigm shift from present educational procedures, are required. As Muslims, we have the Prophet Muhammad ﷺ as a role model in terms of education (Fauzi & Kamilah, 2021).

Prophetic teaching tactics and procedures have the potential to transform eras and produce a masterpiece in the form of the ummah. Before studying the Qur'an, one of the goals of prophetic education is to increase faith. Prophetic education, too, has a foundation on which to build. The planning, organizing, implementing, and assessing procedures are all involved in the implementation of prophetic education. The purpose of this study is to look into the complete process of introducing prophetic education in secondary schools, specifically at SMP Bina Insan Boarding School. Field research and library research were employed as research methods. The data is then conceptually and philosophically studied to draw further findings (Gill & Kusum, 2017).

Ahmad Rifa'i and Marhamah Marhamah wrote a study paper titled "The Method of Messenger of Allah in Al Qur'an Learning" about Prophetic teaching methods. According to this study, Every Muslim has a responsibility to study the Qur'an. To fully and correctly grasp the Qur'an, one must replicate the Prophetic way of teaching the Qur'an to his companions. The Prophetic method was widely disseminated through his hadith, which was compiled in a number of scholarly hadith volumes. As a result, in-depth investigation into the Prophet's approach is required. The teaching of the Qur'an by the Prophet Muhammad ﷺ is the subject of this study. The goal of this study is to figure out how the Prophet Muhammad ﷺ taught the Qur'an so that it can be recreated and implemented in current life because the Prophetic ways of teachings were effective and successful. This paper uses descriptive qualitative methodology with a historical perspective and a literature review. The Qur'an and Hadith, as well as scholarly literature, are the primary data sources. The focus of this research is on the Prophet Muhammad's ﷺ manner of teaching the Qur'an to his companions. According to the findings of the research, Prophet Muhammad ﷺ ways of teaching is the best because in addition to teaching how to read the Qur'an, he also teaches content and assists companions in putting it into practice in daily life. (Rifa'i & Marhamah, 2020).

## Material and Methods

In this research, researcher use purely qualitative research design in which researcher gather data from conceptual content analysis process. "Qualitative research aims to bring researchers closer to reality by using natural methods and a flexible research design to suit the study." (Lambert & Lambert, 2013). This research is based on a conceptual framework that explores the ways of teaching used by Prophet Muhammad's ﷺ and its Implementation in the Contemporary age. "The data collected from primary and secondary sources directly or indirectly, the information collected scrutinized, analyzed, and critically assessed to comprehend and draw conclusions" at the end researcher develop a model for the contemporary age.

## Population

The Researcher used books related to Prophet Muhammad's ﷺ ways of Teaching, 50 Articles from different journals regarding prophetic ways of teaching and religious scholars



working in public sector educational institutions as a lecturer of Islamic studies were the population of this study.

### Sampling and Sample

The researcher used Non-probability type Purposive sampling in this study.

The purposive sampling methodology establishes a sample solely based on the researcher's decision and comprehension of the intended audience, as well as the study's objective. In this sample strategy, only those who meet the study needs are selected: only two books and two scholars regarding prophetic teaching methods were the sample of study. While the relevant articles were also the part of study.

**Table 2**  
**Respondents**

No	Name	Qualification	University	Age	Profession	Designation
01	Muhammad Qasim	PhD in Islamic Study	International Islamic University Islamabad	36	Teacher	Professor of Islamic Study At IIUI
02	Rana Zahid Mahmood	PhD in Islamic Study	Punjab University Lahore	43	Teacher	Lecturer of Islamic Study At University of Narowal

Two respondents were selected for the interviews from among the prominent religious educationists, both of them were senior faculty members one at International Islamic University Islamabad and the second from the University of Narowal as shown in table 2. As such it was purposive sampling. The researcher developed a Semi-structured interview guide that was initially pilot tested and modified. For probing the perceptions and concepts prophetic ways of teaching (PWT). The interviews were carefully transcribed and then coded using a format by which the main ideas of the interviewees could be clearly and easily deduced. The researcher derived the main ideas of the two respondents after deriving the main ideas of both respondents then compared these ideas with content analysis data and sort out a concept of model for the contemporary age. This analysis is based on six main themes posed through the interview to answer the questions.

### Research Instruments

In this qualitative research, researcher drives a data from documented material and through interview process. Interviews, on the other hand, were conducted for gather information based on facts, trust, feelings, and the research questions demands. A semi-structured interview was conducted where the questions were prepared in advance. Interview would allow the researcher the freedom to adapt the questions according to the situation and gain the desired response from there respondents. The interviews lasted 20 to 30 minutes each. The taped interviews were transcribed using Microsoft Word 2010. Interviews with religious scholars were conducted to support the legitimacy of my research finding.

### Data Collection

This qualitative study utilized documentary material as data. Prophetic ways of teaching-related Books, Articles, Journals other documents, are interviews also added for data analysis as purposive sampling. Researcher extracted articles from seven electronic databases for this study: "Google Scholar, Bing, Semantic Scholar, Science Direct, Scopus,

Springer Link, Web of Science, and Pdf Drive for book downloads.” The researcher found 265 articles, the majority of which are unrelated. As a result, the retrieved articles were ordered by relevancy, with the most relevant (based on title) being included in the title/abstract screening process. “There are a total of 145 articles that have been returned. Researcher eliminated the duplicated articles, leaving us with 105 total”. Based on the “Scanning titles and abstracts”, 40 articles were eliminated. As a result, 95 items were left to be read in their entirety. At the full text reading stage, 50 of the 95 articles were eliminated: 30 articles matched prophetic ways of teaching, and 20 articles matched contemporary teaching methods. Two more additional books related to prophetic ways of teaching were added after scanning and review these two books.

### Data Analysis

The obtained data will be evaluated using content analysis, which may include computational analysis using Word Cloud or Manual content analysis. For conceptual content analysis, the researcher drive research question answers through the content data analysis from a large sample size which includes two Prophet Muhammad ﷺ ways of teaching related book, one topic-related electronic book, as well as topic-relevant supplemental literature. The researcher, on the other hand, was guided by the study questions when evaluating and sorting through the data collection. Data collection and data analysis are reiterative in descriptive data analysis. The researcher initially used open coding to examine the data, after this, in manual process coding was used to generate a comprehensive set of codes. Using the constant comparative method, researcher examined the connection between codes. Figure 2.1, illustrates the relationship between the coding makes categories or themes than the development model. Theoretical coding and focused coding led to the identification of two core conceptual categories, and their related themes and properties.

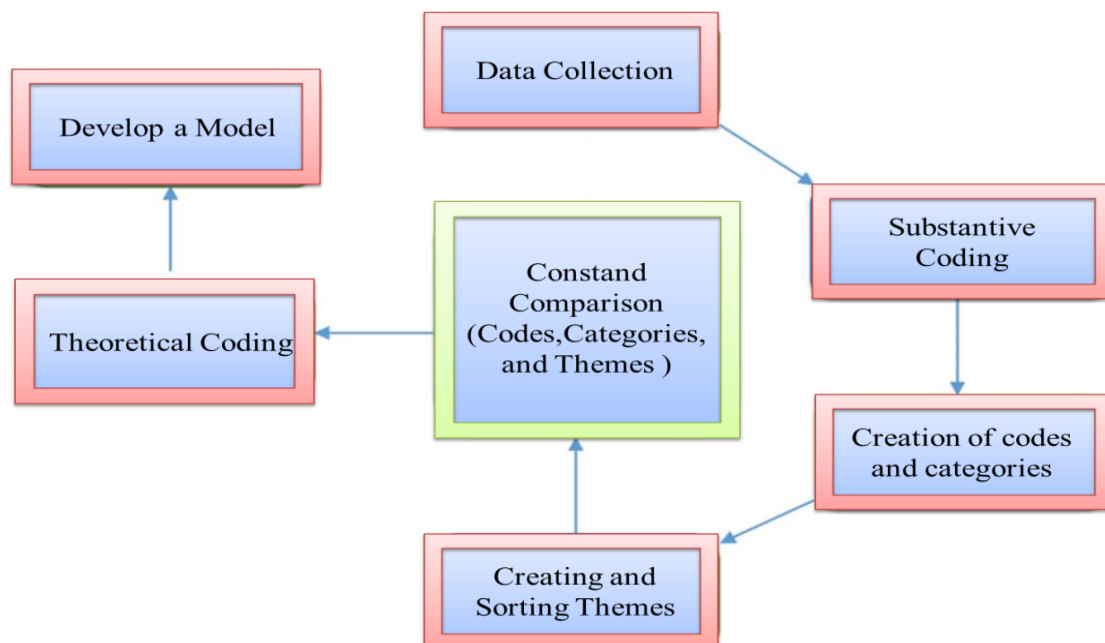


Figure 2 Procedure of Data Analysis

### Results and Discussion

#### Study Selection for Content Analysis

Researcher extracted articles from seven electronic databases for this study: “Google Scholar, Bing, Semantic Scholar, Science Direct, Scopus, Springer Link, Web of Science, and Pdf Drive for book downloads.” Table 3 lists the articles from each databases, as well as search fields and filtering options. The researcher found 265 articles, the majority of which are unrelated. As a result, the retrieved articles were ordered by relevancy, with the most relevant (based on title) being included in the title/abstract screening process. “There are a total of 145 articles that have been returned .Researcher eliminated the duplicated articles, leaving us with 105 total”. Based on the “Scanning titles and abstracts”, 40 articles were eliminated. As a result, 95 items were left to be read in their entirety. At the full text reading stage, 50 of the 95 articles were eliminated: 30 articles matched prophetic ways of teaching, and 20 articles matched contemporary teaching methods.

**Table 3**  
**Study Selection**

Data Base	Number of Articles	Search Fields	Refine by
Google scholar	65	Title, Abstract, and body	Research Articles and Journal
Semantic Scholar	55	Title, Abstract, and body	Research Articles and Journal
Bing	55	Title, Abstract, and body	Research Articles and Journal
Science Direct	13	Title, Abstract, and body	Conference Articles and research Journal
Springer Link	25	Title, Abstract, and body	Research Articles and Journal
Web of Science	40	Title, Abstract, and body	Research Articles and Journal
Scopus	12	Title, Abstract, and body	Articles and Journal
<b>Total</b>	<b>265</b>		

Two more additional books related to prophetic ways of teaching were added after scanning and review these two books. Table 4 Shows detail about these two books. These two books went through the same process of screening titles and content lists and assessing full-texts according to the eligibility criteria. Therefore, a total of 50 articles and two books were included in this content analysis. After all above mention population content analysis researcher conduct an interview (Purposive sampling) of two religious scholars and drive an idea for develop a prophetic teaching model for a contemporary age. Figure 3 summarizes the study selection process using flow diagram.

**Table 4**  
**Books Selection for Content Analysis**

Book Name	Auther	Translated by	Published Date	Publisher
Prophet Muhammad (PBUH)-The Teacher	Shaykh 'Abdul Fattah Abu Ghuddah	Maulana Mahomed Mahomedy	May 2003	ZamZam Publishers, Karachi-Pakistan
Prophet Muhammad:The Teacher	Dr.YasrabDawud Shah	Muhammad ZahibAbuGhuddah	January 2017	© Claritas Books Milpitas,California, United States

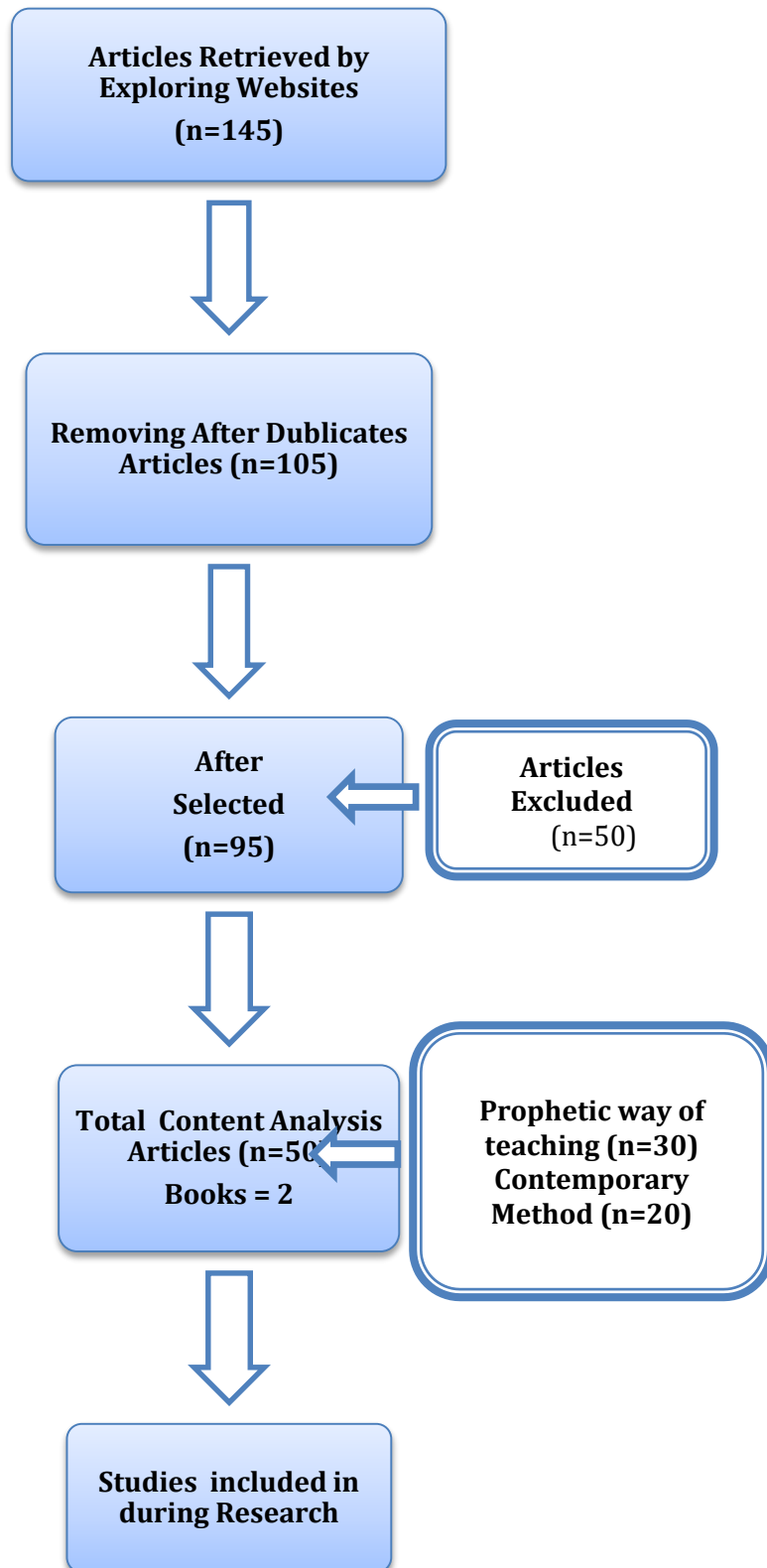


Figure 3 Sample Collection for Content Analysis

### Prophetic ways of teaching

After above mention sample collection for content analysis researcher derived themes through Word cloud and manual content analysis process. Prophet Muhammad's ways of teaching derive from His life and dealings with His family, friends, followers, and even adversaries, not only earned Him universal recognition as one of the best teachers of

all time, but also elevated Him to the level of a true exemplar of the concept of teacher. Figure 4 Shows word cloud content analysis and Table 5, Presents chosen examples of the Prophet Muhammad's ways of teaching with four main categories of teaching methods explore by content analysis method in an attempt to demonstrate the breadth of the Prophet's function as a teacher and *murabbi*. Despite the fact that he lived over fourteen hundred years ago, certain of the tactics used by the Prophet Muhammad's are less widespread in modern Western pedagogy, particularly those connected to *akhlaq* and spirituality. After Content analysis researcher create the themes and explore the ways of teaching in Table 5, there is a brief discussion and examples of certain prophetic ways of teaching practices. The researcher also use word cloud data analysis software, through word cloud researcher analyze prophetic ways of teaching developed a character building and enhance the Islamic values of the followers, under mention figure showed content analysis result.



Figure 4 Prophetic ways of teaching related content analysis data

**Table 5**  
**Prophetic Ways of Teaching Codes, Categories, and Themes**

1) Inspirational Ways of Teaching Group Collaboration & Partner Role play Method Inquiry Based Method	Public speeches and Giving lectures Use of non-verbal communication Consultation ( <i>Shura</i> ) Circle method ( <i>Halaqah</i> ) Debate and Discussion Storytelling with morals
2) Information Processing Inductive Method Deductive Method Memorization Techniques for creativity Problem solving Method Projects & Reports	Encouraging critical thinking Problem solving techniques Explaining with reasons and evidence Step by step approach Use of A.V aids & analogies Using drawings and figures Preparing the learner for the lesson Questioning techniques
3) Character Building Ways of teaching Indirect teaching Awareness training & values clarification Role modeling Self-reflection	Developing Good <i>Akhlaq</i> (Behavior & Values) Being an excellent role model ( <i>uswatanhasanah</i> ) by Presenting exemplary behavior ( <i>Akhlaq</i> ) Honesty, humility, boldness, practicing what you preach, equality, and minimizing bad language Sharing fun & jokes with learners Calling out and remaining silent Giving examples without mentioning names Giving good advice Applying fairness in assessment of learning <b>Spirituality</b> Making correct intentions Esincerity to Allah Almighty Inculcating faith ( <i>Iman</i> ) Engaging in reflection ( <i>Tafakkur</i> ) Greeting by giving salam
4) Behavioral Modification Direct instruction (Demonstration and Presentation)	Using demonstration for practical skills Prayer & <i>wudhu</i> Using gestures

Programmed instruction  
Simulations

Using physical contact when speaking  
Choosing suitable times for activities  
Not overburdening learners

**Educational Philosophies Content Analysis**

Educational Philosophy cultivates a broad perspective and aids in determining why schools exist, what courses are important, how students should learn, and what resources and methods should be employed. It aids educators in the formulation of beliefs, arguments, and assumptions, as well as the formulation of value judgments. In making decisions about education as a whole. The foundation is provided by philosophy. Curriculum development is centered on philosophy (Button, n.d.). For drive the contemporary teaching method researcher analyses the traditional and contemporary educational philosophies, there are four primary Within the epistemological framework, educational philosophies focus on comprehending the nature of knowledge and the methods by which it is acquired, each of which is connected to one or more of the general or global philosophies previously addressed (Buckingham, 2011).

These philosophical approaches to teaching are currently being implemented in education all around the world. Perennials, Essentialism, Progressivism, and Reconstructionist are the four schools of thought. These educational ideologies place a strong emphasis on the curriculum, or what we should teach (Hall & Grenier, 2017). After all of these educational philosophies content analysis researcher explore the traditional and contemporary teaching methods under mention flow chart Figure 5 show traditional and contemporary educational philosophies and their methods. Researcher explain some major traditional methods of teaching because these also match with the methods of teaching who used by Prophet Muhammad’s ﷺ but researcher briefly explain contemporary methods of teaching.

In contemporary educational setting pragmatism philosophy are implemented. After data content analysis through word cloud and manual content analysis researcher drive contemporary methods of teaching on the basis of contemporary educational philosophy of pragmatism. Figure 5 shows in contemporary teaching learning process used these methods of teaching like leaning by doing method, Problem solving method, Project method, Experimental method, inquiry method, demonstration Method etc.

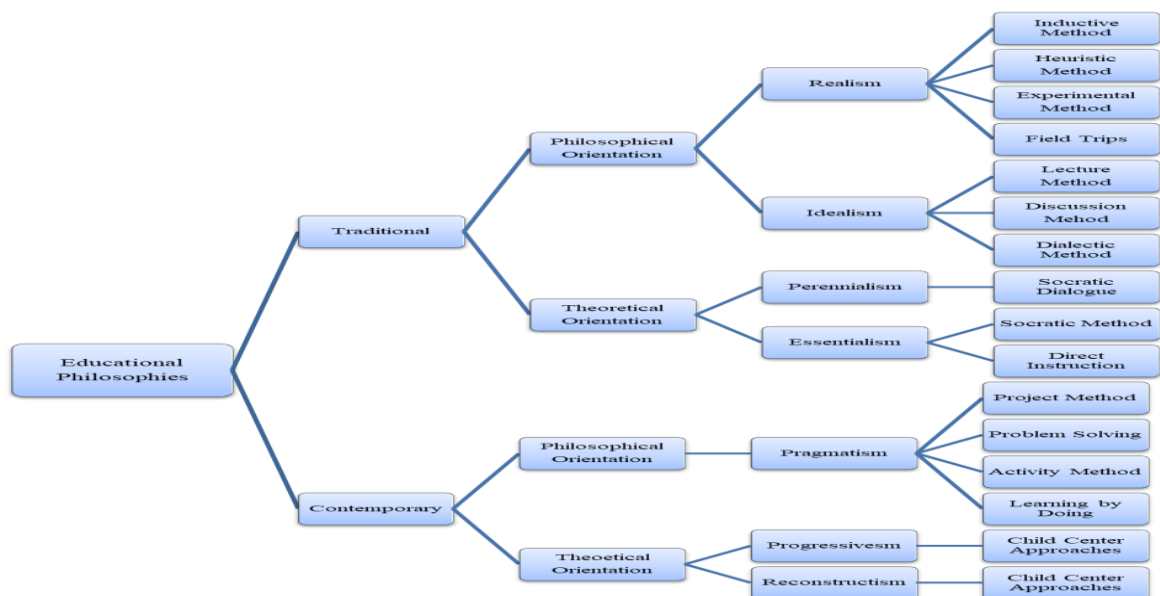


Figure 5 Flow Chart of Traditional and Contemporary Methods of Teaching

## Interview Content Analysis for Sort out Prophetic Teaching Model

After meeting the above first and second research questions, the researcher conduct semi-structured interviews to sort out the result of the third research question through interview data content analysis.

The basic objective of this purely qualitative research was to develop Prophetic ways of teaching-related model for the contemporary age, for this purpose researcher conduct semi-structured interviews probing the perceptions and concepts of prophetic ways of teaching. Two respondents were selected for the interviews from among the prominent religious educationists, both of them were senior faculty members one at International Islamic University Islamabad and the second at the University of Narowal. Table 6 Shows details of both religious educationists.

**Table 6**  
**Details of Both Religious Scholars**

No	Name	Qualification	University	Age	Profession	Designation
01	Muhammad Qasim	PhD in Islamic Study	International Islamic University Islamabad	36	Teacher	Professor of Islamic Study At IIUI
02	Rana Zahid Mahmood	PhD in Islamic Study	Punjab University Lahore	43	Teacher	Lecturer of Islamic Study At University of Narowal

The researcher devised a semi structured interview, which was first piloted and then tweaked. The interviews were meticulously transcribed so that the interviewees' essential points could be deduced clearly and quickly. The researcher creates codes as part of the content data analysis procedure. The interview codes of both respondents are compared, and themes are developed to guide the research conclusions. The researcher created six key themes based on both interviews and data content analysis. The following themes were generated based on the interview research questions:

**Table 7**  
**Themes**

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Prophetic Values	Prophetic Character	Motivation And Inspiration	Role Model	Sunnah Intention	Practical Demonstration

This Prophetic Inspiration Teaching Model develop posed through the answers of first and second main research questions and seven sub interview research questions.

## Findings

### The Prophetic Inspirational Techniques for teaching

From the data analysis, we can draw a variety of mechanisms for embedding Prophetic teaching ideas. There are a few techniques, however, that teachers should reconsider:

#### The First Level

- Getting to know kids on a more intimate level
- Developing a more personal contact with pupils

- Instilling a strong faith in Allah and understanding why Allah created them
- Seeing themselves as potential human beings and appreciating their own existence
- The teacher serves as a *murabbi* and a role model (*qudwah*) for the students.
- Instructing kids on proper learning etiquette
- Encouraging students to exercise excellent manners in accordance with Islamic Principles on a regular basis.

### The Second Level

- Creating a continuous developing a small unit or small group activity.
- The prophetic teaching values are adopted by the teacher and create their own character based on the prophetic character.
- Teachers use PWT to teach with the purpose of following the *Sunnah*.

### The Third Level:

1. Creating an environment in which “Islamic principles” and norms are supported in classrooms, such as the culture of seeking knowledge, the culture of respect, and behavior that are incompatible with Prophetic teachings.
2. Maintaining a constant eye on students’ progress and inspiring them in a positive way.

The following diagram Figure6 under mention depicts a Prophetic Inspirational techniques for teaching that derived from Prophetic ways of teaching (PWT):

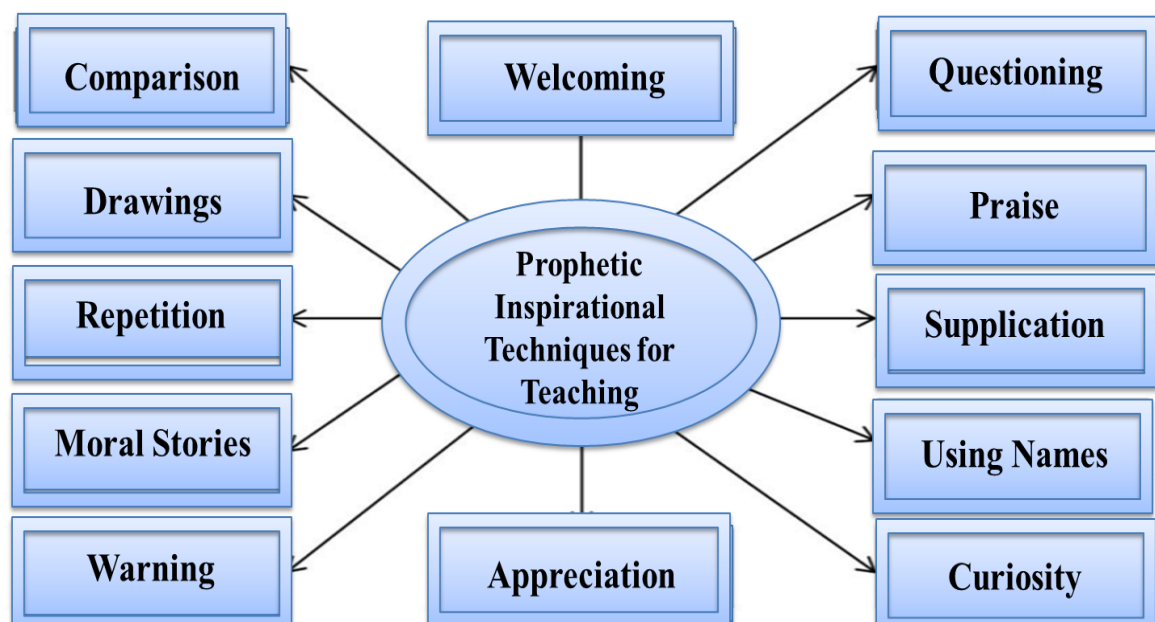


Figure 6 The Prophetic Inspirational Techniques for teaching

“In the First stage, intellectuals and educators must examine strategies in order to manage any issues that arise, such as student lack of discipline. Second, a strategy must be executed by teachers in class, not merely on paper. In the third stage, in dealing with student growth and development as well as the formation of good behavior, the technique used should be balanced between spiritual, social, and physical factors.” In actuality, (PWT) has long been outlined for the educational system, The primary purpose of (PWT) developing a noble and virtuous character in accordance with Islamic teachings (Dadach, 2020b). On the basis, of all he above discussion researchers sort a prophetic inspirational teaching model



for the contemporary age, Figure 7 shows the full conceptual finding of this research i.e. Prophetic Inspirational Teaching Model (PITM).

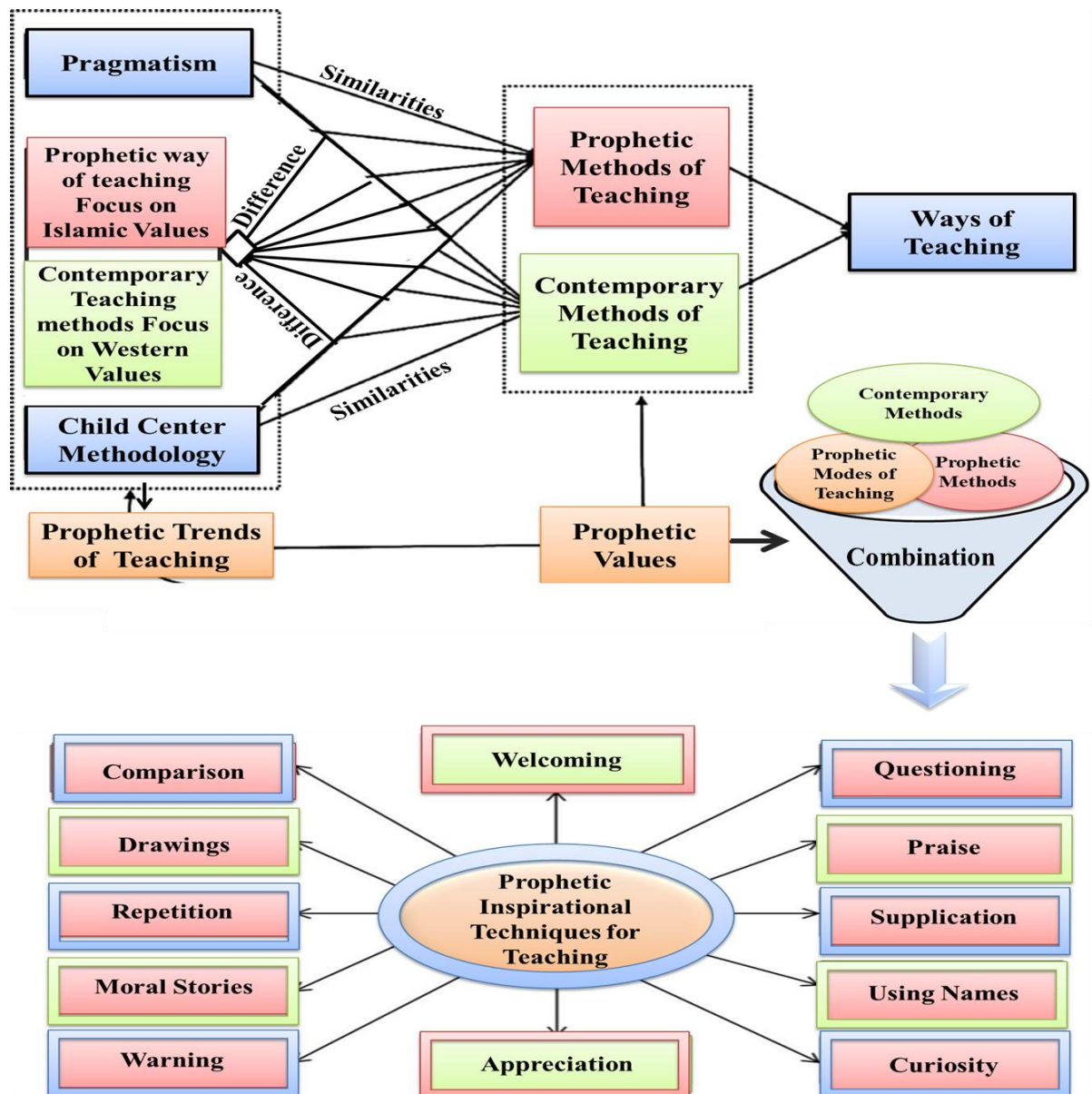


Figure 7 Prophetic Inspiration Teaching Model (PITM)

### Recommendations

The Researcher recommends the following after completion of the study:

- 1) **Reforming Contemporary Teaching Practices:** Reform of the contemporary ways of teaching according to the sunnah of the prophet ﷺ and also conduct teacher training to promote the prophetic teaching values and modes of teaching, ensure that before instructing and teaching the youth, teachers are well-equipped with sufficient knowledge and comprehension of the prophetic philosophy of teaching. This is possible through rigorous teacher training undertakings to instill prophetic teaching principles and practices.
- 2) **In-depth study of Prophet Muhammad's life:** teachers may engage in extensive research on the life of Prophet Muhammad, Peace be upon Him, to receive him as the model of teaching, preaching, motivation, counseling, and advising. His life is

filled with exemplary teachings for all Muslims, particularly in the context of teaching and learning.

- 3) **Utilization of various teaching and preaching practices:** The Qur'an observes different approaches that Prophet Muhammad used in teaching and preaching. Contemporary scholars may be researching and adopting these methods and strategies and insert them in modern-day teaching.
- 4) **Governments' cooperation in teacher training:** Teachers may be fully familiar with the Prophetic Ways of teaching; government may offer continuous training, seminars, workshops at reasonable intervals. Government ensures that the teachers acquire the requisite knowledge and they are well positioned to stimulate the intellectual and moral character of the students.

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