

The Urgency of the Teaching Method of the Prophet Muhammad and Its Implications for Millennial Era Learning Models

Arlinda Ayu Diah Arfani

UIN K.H Abdurrahman Wahid Pekalongan, Indonesia

arlinda115xxx@gmail.com

Mochammad Iskarim

UIN K.H Abdurrahman Wahid Pekalongan, Indonesia

mochammad.iskarim@uingusdur.ac.id

Abstract

The Prophet Muhammad's attention to education extended to the development of a system, theoretical strategies, and teaching methods. Remarkably, many of the teaching methods he employed during his time remain relevant today. His insights into teaching methods have proven to be capable of addressing various educational challenges faced by humanity. Nevertheless, it is sometimes assumed that contemporary learning models are solely derived from Western influences, overlooking the significant contributions of the Prophet Muhammad in this regard. While methods refer to the means of acquiring knowledge, learning models are the outcomes of these teaching methods. Over time, the teaching methods imparted by the Prophet Muhammad have had a profound impact on contemporary learning models. The aim of this research is to analyze the urgency of the Prophet Muhammad's Islamic teaching methods and their contributions to contemporary millennial-era learning models. A qualitative approach, supported by library research, was employed as the research method. Data validity was ensured by reviewing relevant sources, including accredited journals, scholarly articles, and related books. This research demonstrates that the teaching methods of the Prophet Muhammad are of great significance and have substantial implications for millennial-era learning models. This is substantiated by the contemporary learning models that incorporate various teaching methods taught by the Prophet Muhammad, which have proven effective in addressing learning challenges in the millennial era. Consequently, it is crucial to consider appropriate and relevant teaching methods, similar to those imparted by the Prophet Muhammad, when developing a learning model.

Keywords: Learning models, millennial era, Prophet Muhammad's teaching methods

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Introduction

Prophet Muhammad is rightfully acclaimed as the ultimate model and teacher, given his exceptional abilities in educational management (Abdurrahman Mas'ud, 2020). It's noteworthy that Prophet Muhammad did not receive formal education in various centers like those in

ancient Greece or from renowned philosophers. However, his remarkable insights have transcended various educational challenges faced by humanity. His profound attention to education enabled the development of a comprehensive system, educational theories, teaching strategies, and methods. It is these teaching methods that warrant in-depth study, examination, revelation, development, and integration into the Millennial era (Usman DP, 2021).

Teaching methods refer to the means employed by educators to execute pre-designed learning plans with the objective of achieving predefined learning goals (Wildawati, 2022). In Islamic education, a wide array of teaching methods is employed, including lecture-based, dialogic, discussion-based, question-and-answer, analogy-based, storytelling, habituation, and memorization methods. Other literature also mentions the inclusion of demonstration and experimentation in Islamic education methods (Usman DP, 2021). Importantly, these methods were originally employed during the time of Prophet Muhammad and continue to be applied in the Millennial era (Elsa Lady Aulia and Fahrudin, 2022). This underscores the relevance and effectiveness of the teaching methods imparted by Prophet Muhammad in the Millennial era.

In fact, research on the teaching methods of Prophet Muhammad and those of the Millennial era has been conducted separately by earlier researchers. Some have explored the relevance of Prophet Muhammad's Islamic education methods in the context of modern education (Suriaji, 2018), while others have examined the methods used by Prophet Muhammad and their relevance to contemporary Islamic education (Sonin, 2021). There have also been studies on teaching methods, such as active learning in the style of Prophet Muhammad (Fajar Tresna Utama et al., 2021), as well as examinations of his teaching methods to his companions (Rudliyatush Solikhah and Muhammad Habibi Hamzah, 2021). Additional studies have delved into motivation-based teaching methods inspired by the Hadith (Salafudin, 2011), the perspective of Islamic education based on the Hadith of Prophet Muhammad (Fatimah Zam Zam, 2017), and the management of Islamic education in the time of Prophet Muhammad compared to the modern era (Elsa Lady Aulia and Fahrudin, 2022).

Considering the literature presented above, it becomes apparent that there is a "gap" in research regarding the urgency of Prophet Muhammad's teaching methods and their implications for Millennial-era learning models. Thus, further research is needed to explore how Prophet Muhammad's teaching methods and their implications for learning models, particularly in the Millennial era, align. Consequently, there is a need for an in-depth study concerning the urgency of applying both sets of methods—those taught by Prophet Muhammad in his time and those applied in the Millennial era. This research is encapsulated in the title "The Urgency of Prophet Muhammad's Teaching Methods and Their Implications for Millennial-Era Learning Models." Through this research, it is hoped that Prophet Muhammad's teaching methods and Millennial-era learning models can collaborate as central methods and models of learning to address a myriad of educational challenges in the contemporary world.

Method

The research titled "The Urgency of Prophet Muhammad's Teaching Methods and Their Implications for Millennial-Era Learning Models" adopts a qualitative research approach, specifically using the descriptive-analytical literature research method, which is commonly known as library research. This approach emphasizes the examination and analysis of existing literature and written sources to explore and understand a specific topic thoroughly.

In this research, data validity is a critical aspect, ensuring that the information gathered is reliable and credible. To validate the data, the researcher relies on a diverse range of reputable

sources, including accredited academic journals, scholarly articles, and relevant books. These sources are trusted for their rigorous peer-review processes and scholarly contributions to the field of study.

The process of conducting this research involves several interconnected activities. First, the researcher conducts an extensive review of the literature by reading various publications that pertain to the research topic. This reading process aims to gain a comprehensive understanding of the subject matter and identify key concepts, theories, and findings.

Second, note-taking becomes an integral part of the research process. During the literature review, the researcher takes detailed notes on important information, such as key ideas, arguments, supporting evidence, and relevant quotations. This helps in organizing and synthesizing the collected information effectively.

Third, the collected data are subject to analysis. The researcher critically assesses the literature, identifies patterns, themes, and trends, and draws meaningful insights related to the research topic. This analytical phase involves a deep examination of how Prophet Muhammad's teaching methods are relevant to contemporary learning models, specifically in the Millennial era.

Moreover, this research can be likened to a systematic process of exploring information. It involves not only academic journals but also a wide range of written materials, including magazines, books, encyclopedias, and other relevant sources available in libraries. This comprehensive approach ensures that the researcher gathers diverse perspectives and a wealth of knowledge on the subject.

Lastly, it is important to note that data collection isn't limited to libraries alone. While libraries are a valuable source of information, the researcher may also explore other locations and repositories of knowledge, including online databases, digital archives, and academic institutions. This multifaceted data collection approach ensures that the research draws from a rich and varied pool of information to support its findings and conclusions.

In summary, this research methodology emphasizes a thorough and systematic examination of existing literature to uncover insights into the relevance of Prophet Muhammad's teaching methods in the context of modern education, particularly in the Millennial era. It relies on rigorous data validation and engages in a comprehensive exploration of written sources to build a strong foundation for the study's outcomes.

Results and Discussion

The Learning Method of the Prophet and the Learning Model of the Millennial Era

The following will be explained in the following table related to the various learning methods of the Prophet and various learning models of the millennial era.

Table1

Various Methods of the Prophet

No	Method Name	Explanation
1.	Tells	The Prophet apparently often conveyed his advice through stories and stories. For example: the story of the Prophet and the Messenger, Dhul-Karnain, ashabul Ka'f and others. This method is apparently contained in the Qur'an which has the aim of showing various facts where every surah in the Qur'an contains a story related to the previous person (either in a positive or negative historical sense) both will be taken a lesson.
2.	Discussion	The discussion method is a method that can be used to increase cooperation between students with one another. Cooperation between students includes: mutual understanding, helping each other by giving problems / problems for students to discuss.

3.	Habituation	Habituation is a practical effort in the formation and formation of children. The result of habituation carried out by educators is the creation of a habit for students. Habituation in religious education should begin as early as possible.
4.	Memorize	The Prophet applied the memorization method considering the <i>culture</i> and social setting that developed at that time, where pre-Islamic Arabs liked and glorified memorization over others. In the past, both since the ancient era, Arab people used to memorize verses and compete. By looking at this cultural background, it was obtained that the culture of memorizing Arab society at that time had been honed. The Prophet asked his companions to memorize and write down revelations from Allah.
5.	Ask Answer	The question-and-answer method is a method that is used by nothing else to hone thinking. As the story in the hadith, questions did not only come from friends as disciples of the Apostle, but from him himself to hone the thinking of his disciples. The Prophet SAW often asked various questions to his companions with the aim of attracting attention, activating and also stimulating the mind (Suriadi, 2018).
6.	Parable	According to Samsul Nizar and Zaenal Efendi, as quoted by Ujang Saefuddin Rosyid (2020) stated that this method is a teaching method which is often used in the field of the Qur'an and Hadith of the Prophet SAW. Usually this method is also used no other to form good morals / noble morals of students. When the Prophet (peace be upon him) wanted to talk about amar ma'ruf nahi mungkar, the Prophet likened it to the story of the people who boarded the ship, then a lottery was carried out, until some of them got a part of the ship and also the bottom of the ship.
7.	Talk	The lecture method is interpreted as a method in which a teacher presents the lesson through oral narration or explanation directly to his students (Sonin, 2021). The apostle applied this method to his companions as disciples so that they would have knowledge of what his companions did not yet know. Through this method there is a <i>transfer of knowledge</i> from the teacher to his students.
8.	Experiment	This one method is done by conducting an experiment on what material is studied. Each process and the results of the experiment are carefully observed. This method was apparently approved by the Apostle, when the Prophet said that date palm trees do not need to be "mated" to produce them. It turned out that the Apostle's information was not proven, so an experiment was conducted.

A learning model is a fundamental and systematic framework that outlines the procedures and methods used to facilitate the process of education and learning. It serves as a guiding blueprint for educators, acting as a foundation upon which they can design and implement effective learning experiences for their students. In essence, a learning model provides a structured approach to teaching and learning, ensuring that educational objectives are met and that the learning process is purposeful and efficient.

Educators rely on learning models to structure their lessons, activities, and assessments, ensuring that they align with specific learning goals and objectives. These models offer a structured path that educators can follow, allowing them to create a coherent and organized learning experience for their students. By using established learning models, educators can design curricula that are well-sequenced, clear, and conducive to student understanding.

Furthermore, learning models play a crucial role in achieving consistent and targeted learning outcomes. Mahmud Yunus emphasized the significance of learning models in ensuring that education is not just a haphazard process but a deliberate and purpose-driven one. Learning models help ensure that educational efforts are directed towards specific learning objectives, and they enable educators to assess whether these objectives are being met effectively.

There exists a variety of learning models, each tailored to different educational contexts and goals. These models encompass a range of teaching strategies, methodologies, and

instructional techniques. Educators can select and adapt these models based on their specific teaching objectives, the subject matter they are teaching, and the needs and preferences of their students. Some common examples of learning models include the experiential learning model, problem-based learning model, constructivist learning model, and many others.

Table 2

Millennial Learning Model

No	Model Name	Explanation
1.	PBL	The Problem Based Learning (PBL) learning model is one of the learning models which is based on problem solving. The learning model begins with problems (problems) and uses instructors. The instructor is a metacognitive training and ends with the presentation and analysis of students. This PBL model is based on cognitive psychology. Thus, the main focus of teaching is not so much on what the students do, but rather on what the students think when doing the activity. The role of the teacher in this model is as a guide and facilitator. With this, students learn to think and solve their own problems. According to Nur as quoted by I Nyoman, this model usually consists of 5 stages starting with (1) student orientation to the problem to be discussed according to the material (2) organizing students. The organization is so that students can learn, (3) guides inquiry (both individual and group). (4) develop and present works (5) analyze and evaluate a problem-solving process (I Nyoman Wirata, 2019).
2.	Cooperative	According to Slavin in Isjoni, as quoted by Ance Eripiiana Tambunan, cooperative learning is a learning model where students are required to learn in groups collaboratively. The group in question is a heterogeneous small group with a number of members ranging from 4-6 students. The characteristics of this model are: (1) Each member has a role. (2) There is interaction among students. (3) Each member of the group has a responsibility, both to his learning and to his group friends. (4) Group personal skills are developed by the teacher. (5) The teacher interacts with the group only when necessary. The jigsaw type of cooperative learning is a type of cooperative learning which encourages students to be active and work together, helping each other to master the subject matter (Ance Eripiiana Tambunan, 2019).
3.	CORE	Suyatni, as quoted by Putu Vanny Prima Dewi et al (2019) explained that Connecting Organizing Reflecting Extending or commonly known as CORE is a learning model which includes 4 aspects of activities: Connecting, Organizing, Reflecting and Extending. This learning model focuses more on the activeness of students to explore, find ideas in a lesson. In the connecting activity, students will be invited to be able to connect various new knowledge with old ones. In organizing, students are helped to organize their knowledge. In reflecting, students will be trained to be able to explain back what information has been obtained. The extending activity is in the form of a process of how to expand a student's knowledge through discussion. Through these four stages, students will be given the opportunity to actively argue, in order to build their knowledge as well as find solutions. Usually in order for learning to be more effective and efficient, the CORE model is collaborated with media in the form of concrete media. The media is expected to help students better understand the material. This learning model is suitable for use in science (Natural Science) material or subjects considering that MAPEL refers to various systematic collections of theories, in general their application is limited to natural phenomena, born and developed through scientific methods: for example through observation and experimentation.
4.	Inquiry	This model is designed to make students think, intelligent and have broad knowledge. The purpose of this model is none other than so that students can research, explain various phenomena that exist. Furthermore, you can find out the essence / essence or meaning of the problem obtained and its solution through the scientific method. The characteristics of this model have 6 stages in the form of: Formulating problems, proposing hypotheses, designing and conducting experiments, collecting and processing data, Interpretation of analysis results and discussion, conclusions (Fifi Sapitri et al, 2022).

5. JIDI	Jigsaw Discovery (JIDI) is a learning model resulting from the development of the jigsaw model. This model guides inter-group cooperation with intensive teacher assistance. Each group is required to actively discuss and help each other understand the learning material, then the teacher guides student discussions so that there are no misunderstandings. The teacher teaches correct and complete concepts, the material taught by students is understood as a whole and concretely with the same perception. (Yuyun Affandi et al, 2021)
6. Quantum Teaching	Is a combination model of various interactions in a learning. This model increases the ability to collaborate, focuses on the learning process, gives students freedom both freedom to communicate and access learning resources. This type of model is apparently in line with UNESCO's education pillar of "learning to know, learning to do and learning to live together" and demands critical, collaborative, communicative, creative students (Syamsu Nahar et al, 2022).

The method of storytelling remains relevant in the millennial era, particularly in early childhood education institutions. Previous research has demonstrated that storytelling can be effectively used by teachers to instill religious and moral values in students (Devi Yusnita Sinaga et al., 2022). Storytelling can also enhance students' listening skills (Wildawati, 2022) and contribute to language development (Nur Syamsiyah and Andi Hardiyana, 2022). All three of these studies were conducted in 2022, indicating the continued urgency and relevance of storytelling as a teaching method.

Storytelling serves as an effective tool for nurturing religious and moral values, especially when the stories shared convey relevant moral and religious messages. Additionally, it contributes to language development as children exposed to stories encounter new vocabulary. However, in the contemporary millennial era, the implementation of storytelling has evolved. Supportive elements such as illustrated storybooks and digital media, such as animated story series, have become integral. Moreover, storytelling has gained significance in higher education, with courses dedicated to storytelling methods in early childhood education programs. This emphasis on storytelling highlights its importance as both a teaching method and a subject of study.

The method of discussion is also highly relevant, especially in the context of constructivist philosophy in Islamic education. In this philosophy, teachers are no longer the central figures; rather, students take an active role in their learning. Discussions in the classroom often involve posing questions for students to deliberate on, followed by group discussions to facilitate better understanding. Research by Ni Ketut Sri Ratnadi (2019) has shown that this method improves student learning outcomes and equips students with the ability to express their opinions, agree, or disagree with others in a respectful and rational manner.

The habituation method, commonly employed in the current era, includes practices like congregational Duha prayers, Quranic recitation, and rote memorization, particularly in Islamic educational institutions emphasizing Quran memorization. Even in public schools, congregational Dhuhr prayers and the recitation of specific supplications before classes are common. In early childhood education settings, children are encouraged to greet their teachers, learn and memorize prayers and short chapters from religious texts. Previous research, such as M. Taufiqi Rachman et al. (2022), has indicated the positive impact of this method on students' behavior and psychological well-being, especially concerning Islamic content.

The memorization method is still relevant in the millennial era, especially in Islamic educational institutions where students are required to memorize the Quran and Hadith. Memorization of the Quran is considered foundational for a deep understanding of various subjects (Bambang Triyoga and Anjar S, 2021). Even in higher education, particularly in Islamic State Universities (PTKIN), memorizing at least 30 chapters is a graduation requirement. This method remains relevant for sharpening students' cognitive abilities.

The question and answer method, a practice utilized by Prophet Muhammad, remains applicable in the millennial era. While the fundamental concept of questioning and answering remains consistent, its application has evolved with the introduction of multimedia elements. For example, teachers now incorporate visual and audio aids before engaging in question and answer sessions, particularly in primary and secondary education. In early childhood education, questions are often intertwined with songs and rhymes, providing an engaging and interactive learning experience. In higher education, this method is commonly employed during presentations, oral exams, comprehensive exams, and other assessment activities.

The analogy method, where a teacher presents material and then offers analogies or examples, remains relevant in the millennial era. This method simplifies complex concepts by providing relatable comparisons directly to students.

The lecture method, despite being teacher-centered, is still relevant and widely used in modern education. While it may be considered conventional, it remains effective, especially when complemented with multimedia resources.

The experiment method, primarily employed in science subjects, remains relevant as it allows students to witness processes and outcomes firsthand. For example, in early childhood education, students might mix colors to understand how blue and yellow create green. In higher education, especially in medical faculties, experimentation is frequently used for testing purposes.

Implications of Prophet Muhammad's Teaching Methods for Millennial-Era Learning Models

When examining the essence of Problem-Based Learning (PBL) models, which focus on problem-solving and position teachers as guides or facilitators, it becomes clear that these models are an outcome or implication of Prophet Muhammad's teaching methods. Specifically, the method of discussion aligns with PBL, as both encourage students to engage in discussions to solve problems. In the application of PBL, discussions often occur within small groups, each addressing different aspects of the problem. The results of these discussions are then presented, allowing students to appreciate and respect diverse viewpoints. This model promotes respectful dialogue, a crucial value in diverse societies.

Similarly, Cooperative Learning models emphasize small heterogeneous groups working together to understand course material. This cooperative approach aligns with the methods of discussion, dialogue, and question-and-answer that were employed during the time of Prophet Muhammad. In these methods, students discuss, share ideas, and answer questions, ensuring comprehensive understanding, particularly in heterogeneous groups. This model is highly relevant in diverse societies like Indonesia.

The CORE model, focusing on active exploration, idea generation, and expanding knowledge through discussion and collaboration with concrete media, can also be traced back to Prophet Muhammad's teaching methods. The methods of discussion, dialogue, question-and-answer, analogy, and experimentation all contribute to this model's essence. In this model, students actively participate in discussions, explore ideas, and work collaboratively, reflecting the cooperative spirit encouraged by Prophet Muhammad.

The Inquiry-Based Learning model, centered on enabling students to explain various phenomena and problem-solving using scientific methods, also resonates with Prophet Muhammad's teaching methods. Specifically, the experimentation method aligns with this model, as students employ scientific procedures to address problems. This model promotes critical thinking, curiosity, and independent learning.

The Jigsaw Discovery model, which involves students actively cooperating within heterogeneous small groups, engaging in discussions, and receiving guidance from the teacher to ensure a shared and accurate understanding, is another implication of Prophet Muhammad's teaching method. Methods such as discussion, dialogue, and question-and-answer are fundamental to this model. Students collaborate effectively, regardless of their backgrounds, fostering unity and mutual understanding—essential values in diverse societies like Indonesia.

Quantum Teaching, focusing on students' creative, critical, collaborative, and communicative thinking while granting them freedom in learning, aligns with the essence of Prophet Muhammad's teaching methods. This model includes various methods such as discussion, question-and-answer, experimentation, habituation, and storytelling. Students actively engage in the learning process and are encouraged to think independently and express their ideas—a reflection of the values upheld by Prophet Muhammad.

Conclusion

The teaching methods employed by Prophet Muhammad during his time encompass a wide range of strategies, reflecting his pedagogical versatility. These methods included storytelling, discussion, habituation, memorization, question and answer, analogy, lectures, and experiments. Despite the centuries that have passed since then, these methods continue to hold great relevance and urgency in the millennial era. Here's a more detailed exploration of why these teaching methods remain pertinent:

Storytelling is a timeless method for conveying moral lessons and engaging learners. Prophet Muhammad used parables and narratives effectively to impart wisdom and ethical principles. In the millennial era, storytelling remains a powerful tool to convey complex ideas and values, especially in early childhood education.

Engaging in discussions encourages critical thinking, debate, and the exchange of ideas. Prophet Muhammad's dialogues and discussions with his companions were instrumental in imparting knowledge. In the millennial era, discussion-based learning is highly valued as it fosters collaborative problem-solving and diverse perspectives.

Habituation involves instilling good habits and routines. In modern education, this aligns with the development of discipline, time management, and positive behaviors among students, which are essential skills for success.

Memorization was a crucial method for preserving and passing down religious texts during Prophet Muhammad's time. In the millennial era, it remains relevant, especially in Islamic education and in disciplines like medicine and law, where memorizing foundational texts is common.

The Socratic method of questioning and answering used by Prophet Muhammad encourages active participation and helps learners internalize concepts. In contemporary education, this method is foundational in promoting critical thinking and problem-solving skills.

Analogies facilitate understanding by drawing parallels between known concepts and new ones. Prophet Muhammad's use of analogies in teaching religious concepts laid the groundwork for using analogy as a cognitive tool in the millennial era.

Although often considered a traditional method, lectures remain a valuable means of delivering content efficiently. In modern education, they are supplemented with multimedia and interactive elements for enhanced engagement.

The Prophet's practice of conducting experiments, such as testing the effects of certain substances, can be seen as an early form of hands-on learning. In the millennial era, experiments play a crucial role in science and technology education.

The question and answer, discussion, and experimentation methods align with PBL, where students solve real-world problems collaboratively. Prophet Muhammad's emphasis on discussions and group dynamics is consistent with cooperative learning models, which promote teamwork and shared learning. The CORE model's focus on connecting, organizing, reflecting, and extending knowledge can be traced back to the Prophet's emphasis on reflection, habituation, and discussion.

The use of questions and experiments in Prophet Muhammad's teachings reflects an inquiry-based approach, fostering curiosity and exploration in modern learners. The Jigsaw Discovery model, which emphasizes collaborative problem-solving, draws parallels with the discussions and question-and-answer sessions led by the Prophet. This learner-centered model resonates with Prophet Muhammad's approach of involving students actively in their learning through discussions, analogies, and question-and-answer sessions.

In conclusion, Prophet Muhammad's teaching methods continue to be relevant and influential in the millennial era's diverse educational landscape. His legacy as an educator serves as a valuable guide for educators, and the methods he employed provide a rich source of inspiration for designing effective and engaging learning experiences.

Conflict of interests

The authors declare that they have no conflict of interest.

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