
EXAMINING EDUCATIONAL PRACTICES THROUGH THE LENS OF ISLAMIC TEACHINGS: A FOCUS ON TEACHING METHODOLOGIES

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ABSTRACT

This study explores teaching methodology from the perspective of the Qur'an and the Sunnah of the Prophet (peace and blessings of Allah be upon him). This study aims to understand the key elements of effective teaching and learning strategies and their application in contemporary educational settings. The findings show that the teaching methods used in contemporary educational settings are mostly teacher-centered and focus on imparting knowledge rather than promoting critical thinking, curiosity, and active learning. On the other hand, the teaching methods used during the Prophet (PBUH) were student-centered and focused on creating an interactive and engaging learning environment that fostered critical thinking, curiosity, and active learning. The study emphasizes how important the guidance of the Qur'an and Sunnah is for effective teaching methods. The study concluded that effective teaching and learning strategies should be based on the principles of the Qur'an and Sunnah. It should aim to create an interactive and engaging learning environment that fosters critical thinking and active learning. The study recommends integrating student-centered teaching methods in contemporary educational settings to enhance student learning outcomes. It is suggested that teaching methodology based on the Quran and Sunnah can play a significant role in the development of an individual's character and personality. This study highlights the need to develop a comprehensive framework for Islamic education that can be used in contemporary times. The research also highlights the need to develop a curriculum that integrates Islamic teachings and contemporary knowledge to prepare individuals to meet the challenges of the modern world.

KEYWORDS

Teaching methodology, Education, Quran, Sunnah, Pedagogy, Teacher

INTRODUCTION

Education is the cornerstone of social growth and development, shaping the minds and futures of individuals and communities alike. Throughout history, various philosophical and religious traditions have influenced educational practices, offering unique perspectives on teaching, curriculum, and the purpose of learning. One such tradition that has had a profound impact on the educational system and methodology is Islam. With its rich intellectual heritage and emphasis on the pursuit of knowledge, Islam provides a unique lens through which to examine educational practices.

This research seeks to explore educational practices through the lens of Islamic teachings, with particular focus on teaching methodology. By combining Islamic principles and contemporary pedagogical approaches, this study seeks to illuminate potential synergies and tensions between them, as well as their impact on educational outcomes. Islam, as a comprehensive way of life, encompasses guidance for all aspects of human existence, including education. The Qur'an, the holy book of Islam, emphasizes the importance of knowledge and learning in several verses. One such verse says, "Recite in the name of your Lord who created, He created man from a flat substance, recite, and your Lord is Most Merciful" (Qur'an, 96:1). This injunction to read and acquire knowledge illustrates how important Islam is to education as a means of personal and social improvement. Moreover, the life and teachings of the Prophet (peace and blessings of Allah be upon him) are practical examples of educational methods. His emphasis on dialogue, critical thinking, and experiential learning laid the foundation for a dynamic and interactive approach to teaching. The Prophet of Islam's famous saying, "Seek knowledge from the flower to the grave", encapsulates a lifelong commitment to the pursuit of knowledge in Islam. Against this background, the contemporary education system is grappling with various challenges ranging from technological advancements to cultural changes. In navigating these complexities, teachers often adopt a variety of teaching theories and methods to effectively engage learners. From traditional lecture-based approaches to experiential learning and inquiry-based instruction, educators are constantly adapting their practices to meet the evolving needs of students.

However, within this diversity of teaching methods, the question arises: How do Islamic teachings inform and shape educational practice? This research aims to address this question by examining the compatibility and possible tensions between Islamic principles and contemporary teaching methods. By critically analyzing existing literature, curriculum frameworks and educational initiatives, this study seeks to shed light on how Islamic teachings influence teaching practices in diverse

educational settings. At the beginning of this exploration, this research contributes to a deeper understanding of the relationship between religion and education, offering insights that can inform educational policy, practice, and research. Recognizing the diverse cultural and religious perspectives that shape educational practices, this study advocates an inclusive and culturally responsive approach to teaching and learning. The research will also shed light on the theoretical foundations of Islamic education, explore different teaching methods used in Islamic educational contexts, and critically examine the implications of integrating Islamic principles into a broader educational framework. Through this interdisciplinary inquiry, this study aims to foster dialogue on educational theory and practice and foster dialogue and collaboration across diverse communities and contexts.

LITERATURE REVIEW

Teaching Methodology-An Overview

Instructional methodology refers to the principles and strategies that teachers use to facilitate learning and instruction. It encompasses the various methods, approaches, techniques, and tools that teachers use to impart knowledge, skills, and values to students. The teaching methods used may vary depending on the subject matter, student age and ability, and learning objectives.

Views of Muslim Educationists

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Imam Ibn Sina (980-1037 CE)

Ibn Sina believed in a systematic approach to learning and teaching. He emphasized the importance of breaking down complex concepts into simpler parts and building them step by step. In his book "The Book of Healing" he discusses the importance of visual aids and diagrams to aid understanding, as well as the use of discussion and dialogue to improve and consolidate knowledge (Ibn Sina, 1999).

Imam al-Farabi (872-950 CE)

Al-Farabi believed in a holistic approach to education that included intellectual, moral, and physical development. He saw the role of the teacher as a guide and mentor who can help the student develop a love of learning and develop qualities such as wisdom,

courage, and self-control. In his book "The Principles of the Views of the Citizens of the Virtuous City" he discusses the importance of teaching students, how to think critically and make sound decisions (Al-Farabi, 2001).

Imam Ibn Rushd (1126-1198 CE)

Ibn Rushd believed in a rational approach to learning and teaching. He emphasized the importance of reason and logic in understanding the world and interpreting religious texts. In his book "The Incoherence of the Incoherence," he defends the use of philosophy and reason in Islamic thought and argues that there is no inherent conflict between reason and religion (Ibn Rushd, 2000).

Imam al-Biruni (973-1048 CE)

Al-Biruni believed in the importance of empirical observation and experimentation in learning and teaching. He saw science as a means of uncovering the mysteries of the natural world and, believed that knowledge gained through observation and experimentation was more reliable than knowledge gained through speculation. In his book "Book of Instruction in the Elements of the Art of Astronomy" he discusses the importance of observation in astronomy and the use of instruments such as astrolabes and sundials (Al-Biruni, 2016).

Imam al-Ghazali (1058-1111 CE)

A famous Muslim educationist who contributed to the development of teaching methodology is Imam al-Ghazali. Al-Ghazali was a philosopher, theologian, and jurist who lived in the 11th century and is considered one of the greatest scholars in Islamic history.

Al-Ghazali emphasized the importance of experiential learning and the role of the teacher in facilitating the learning process. In his book "The Alchemy of Happiness" he argues that the purpose of education is not only to impart knowledge but to change the character and behavior of the student (Al-Ghazali 1997). He believed that the teacher should act as a role model for the student, embodying the values and virtues they are trying to inculcate. Imam Ghazali believed in experiential learning and the role of the teacher as a role model. In his book "The Alchemy of Happiness" he emphasized that the purpose of education is not only to impart knowledge but also to change the character and behavior of the student (Al-Ghazali, 1997). He believed that the teacher should encourage the student to learn through practical experience and at the same time act as a moral guide for the student.

ii. Fethullah Gulen (born 1941)

Another Muslim educator who has contributed to the development of teaching methods is Fethullah Gulen. Gulen is a Turkish Islamic scholar and founder of the

Gulen movement, which has established a network of schools and educational institutions around the world. In addition, Golan emphasizes the importance of the teacher-student relationship in the learning process. He believes that the teacher should be compassionate and empathetic, building a relationship with the student that goes beyond the classroom (Gulen 2004). This relationship is considered important for student motivation and creating a positive learning environment.

He emphasizes the importance of comprehensive education that seeks to develop the intellectual, moral and spiritual dimensions of the student. He believes that the teacher should instill a love of learning and encourage the student to engage in lifelong learning. In addition, he emphasizes the importance of the teacher-student relationship in the learning process, where the teacher must establish a relationship with the student that extends beyond the classroom (Golan, 2004).

Syed Hussain Nasr (born 1933)

Syed Hussain Nasr emphasizes the importance of traditional knowledge in education. He believes that the transfer of knowledge from teacher to student has been a fundamental element of traditional education throughout history. In his book "Knowledge and the Sacred" he argues that traditional education is a process of initiation, where the teacher acts as a guide to lead the student to the depths of knowledge and understanding (Nasr, 1981).

Tariq Ramadan (born 1962)

Tariq Ramadan emphasized the importance of critical thinking in education. He believes that the teacher's role is to facilitate the development of critical thinking skills in the student, which are necessary to navigate the complex world in which we live. In his book "Western Muslims and the Future of Islam" he argues that the teacher should create a learning environment that encourages questioning and independent thinking (Ramadan, 2005). In short, teaching methodology in Muslim education is guided by Islamic principles and values. Educators such as Al-Ghazali and Gulen have emphasized the importance of experiential learning, the role of the teacher as a role model, and the need for a holistic approach to education that addresses the intellectual, moral, and spiritual dimensions of the student.

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Thoughts of Non-Muslim Educationists

According to John Dewey, teaching methods should be based on the principle of experiential learning, which involves active, hands-on learning and problem-solving (Dewey 1938). He believed that students learn best by engaging in real-world experiences rather than simply memorizing information. Another influential educator, Jean Piaget, emphasized the importance of active learning and the use of discovery-based teaching methods. Piaget believed that children learn best when they actively explore and interact with their environment (Piaget 1952). He argued that teachers should provide opportunities for students to discover and construct knowledge through discovery and experimentation. In the 21st century, the use of technology in the teaching process has become increasingly important. Many educators advocate the use of digital tools and online resources to enhance student learning. For example, Seymour Papert was a strong proponent of the use of technology, particularly computer programming, to promote active learning and problem-solving (Papert 1980).

Some other academics have also contributed to the development of teaching methods. For example, Maria Montessori developed a teaching methodology that emphasized self-directed learning and the use of hands-on materials (Montessori 1912). Montessori believed that children learn best when they are free to explore and make their own choices in a carefully prepared environment. Lev Vygotsky proposed a sociocultural theory of learning that emphasizes the importance of social interaction and cooperation in the learning process (Vygotsky 1978). According to Vygotsky, learning occurs through interaction with others and is greatly influenced by cultural and social factors. He believed that teachers should create opportunities for students to work together, and collaborate to solve problems. More recently, Howard Gardner proposed a theory of multiple intelligences, which suggests that people have different types of intelligence that are not adequately measured by traditional standardized tests (Gardner 1983). Gardner's theory has had a significant impact on teaching methodology, as it emphasizes the importance of recognizing and developing different abilities and learning styles among students.

In short, teaching methodology is a complex and evolving field that is influenced by a variety of theories and approaches. Educators such as Dewey, Piaget, Papert, Montessori, Vygotsky, and Gardner have contributed valuable insights and approaches to teaching methods, highlighting the importance of active, experiential learning, the use of technology, social interaction, collaboration, and in recognizing

and developing diverse talents and learning styles in students.

Teaching methodology is a fundamental aspect of effective instruction. It covers a variety of methods and strategies, which can be tailored to meet the needs of individual students and subject areas. Educators such as Dewey, Piaget, and Papert have contributed valuable insights and ideas to the field of teaching methodology, emphasizing the importance of active, experiential learning and the use of technology.

Traditional teaching methodology and Its Key Elements

Traditional teaching methodology refers to a style of teaching that has been used for centuries in various educational institutions (Bain 2004). This approach relies heavily on a teacher-centered classroom where the teacher is responsible for imparting knowledge and directing student learning. One of the fundamental aspects of traditional teaching methodology is the reliance on lectures. Teachers are the main source of knowledge in this approach, and they provide students with a wealth of information through lectures. In this type of teaching, the teacher's role is to impart knowledge, and the students are expected to listen and take notes. Additionally, traditional teaching methodology emphasizes the use of textbooks and other printed materials to support the teacher's lectures. Another key element of traditional teaching methodology is the emphasis on memorization and rote learning (Cohen 1987). Students are expected to memorize information, and the teacher evaluates their understanding of the material through tests and quizzes. This approach can be effective for learning foundational concepts and establishing a solid knowledge base. However, it can be limiting in terms of developing critical thinking skills and creativity.

Traditional teaching methodology also places a strong emphasis on discipline and classroom management (Bain 2004). Teachers are expected to maintain a strict classroom environment, and students are expected to follow rules and regulations. This approach can be effective for maintaining order in the classroom, but it can also stifle creativity and self-expression. Advocates of traditional teaching methodology argue that it provides a structured and disciplined learning environment, which is essential for effective learning (Bain 2004). This approach has been used for centuries, and it has proven to be effective for imparting knowledge and establishing a solid foundation for learning. However, critics argue that traditional teaching methodology can be limiting in terms of developing critical thinking skills and creativity. Overall, traditional teaching methodology is a widely used approach in education that emphasizes lectures, memorization, and discipline. While it has proven to be effective for imparting knowledge, it can also be limiting in terms of developing critical thinking skills and creativity (Johnson and Onwuegbuzie 2004). Educators should carefully consider the advantages and disadvantages of traditional teaching methodology and adapt their teaching methods to meet the needs of their students.

Teaching Methodologies in the Quran and Sunnah

The Qur'an and Sunnah are the primary sources of knowledge and guidance for Muslims, and their teachings are fundamental to Islamic education. According to Al-Qaradawi (1991), "the Qur'an and the Sunnah are the main pillars of Islamic education, and any educational system that ignores or undermines these sources is incomplete" (p. 44). The teachings of the Qur'an and Sunnah provide guidelines for teaching methods that promote critical thinking, creativity, and ethical values. According to Al-Attas (1985), the Qur'anic method of teaching emphasizes dialogue between teacher and student, where the student is encouraged to ask questions and acquire knowledge (p. 72). This method of teaching encourages students to think independently and develop a deeper understanding of the subject. Moreover, the Qur'an and Sunnah promote the importance of morality and ethics in education. According to al-Farqi (1982), "the Qur'anic method of teaching emphasizes moral development, and the teacher should pay attention to the student's intellectual development as well as his moral character" (p. 65). It highlights the importance of inculcating moral values in students to prepare them for responsible and ethical employment.

Quran and Sunnah guide Muslims in various aspects of life including education and employment. This section will review the literature on teaching methods in the Qur'an and Sunnah and their relevance to Islam's concept of human freedom and the prevailing system of employment. The Qur'an emphasizes the importance of acquiring knowledge and encourages Muslims to meditate on the signs of Allah in nature and the world around them. According to Al-Isfahani (2012), the Qur'anic teaching methodology includes a focus on reflection and experiential learning. This is evident in the way that the Holy Qur'an presents stories and parables to illustrate moral and ethical lessons. The Qur'an encourages critical thinking and reasoning by challenging readers to reflect on their beliefs and the world around them. This method of education is consistent with the Islamic concept of human freedom, which emphasizes the importance of using reason and reflection to make moral and ethical decisions. The Sunnah, which refers to the teachings and practices of the Prophet (PBUH), guides various aspects of life, including education. According to Al-Qarni (2014), the method of teaching Sunnah is based on the principle of modeling. Prophet Muhammad (pbuh) was known for his exemplary character, and his actions and teachings set a model for Muslims. This approach to teaching emphasizes the importance of practical application and experiential learning.

Teaching methods in the Qur'an and Sunnah have important implications for the concept of human freedom in Islam and the prevailing system of employment. According to Al-Khairi (2017), the Quranic teaching methodology emphasizes the importance of using reason and deliberation to make moral and ethical decisions, which is consistent with the Islamic concept of human freedom. This approach to

teaching can be applied in the workplace by encouraging workers to reflect on their values and principles and make ethical decisions in the workplace. Likewise, the Sunnah pedagogy, which emphasizes the importance of modeling, can be applied to the workplace by encouraging employers and leaders to model moral and ethical behavior. This approach can help create a workplace culture that prioritizes ethical behavior and promotes Islamic values of fairness and justice.

Overall, the teaching methodology in the Qur'an and Sunnah has significant implications for Islam's concept of human freedom and the prevailing system of employment. These approaches emphasize the importance of reflective and experiential learning, critical thinking, and modeling, which can help foster ethical behavior and create a workplace culture that values human freedom and justice.

The Role of Teachers in Islamic Education

In Islamic education, the role of teachers is significant as they are responsible for imparting knowledge and guiding students towards the right path. They serve as a role model and have a significant impact on the student's character development. According to Al-Abdali and Al-Shehri (2018), the Islamic education system focuses on the concept of Tawheed, which means the oneness of Allah. The teacher plays a crucial role in developing the student's understanding of Tawheed and inculcating Islamic values and morals. Teachers should be knowledgeable, and patient. They should have excellent communication skills to effectively communicate with students and guide them towards the right path. The teacher should also create a positive learning environment that motivates students to learn and actively participate in the learning process.

According to Al-Khathlan (2019), the Quran and Sunnah serve as the foundation of Islamic education, and the teacher should use them as the primary sources for teaching Islamic values and morals. The study emphasizes that the teacher should have a deep understanding of the Quran and Sunnah to effectively teach students and instill Islamic values in them.

Integration of Quran and Sunnah in Teaching Methodologies:

In the context of teaching methodology, Quran and Sunnah play an important role in incorporating Islamic values and ethics into the curriculum.

According to Ahmad (2021), the Qur'an and Sunnah should be included in the curriculum to develop students' understanding of Islamic values and ethics. The study highlights that the teacher should use examples from the Qur'an and Sunnah to explain concepts and inculcate Islamic values in students. Integrating the Qur'an and Sunnah into the teaching methodology also helps students develop critical thinking skills and

understand the relevance of Islamic values and ethics in their daily lives. Finally, the Qur'an and Sunnah serve not only as the foundation of Islamic education, but also as essential tools in teaching methods. A teacher must have a deep understanding of the Qur'an and Sunnah to effectively teach students and inculcate Islamic values in them. Integrating the Qur'an and Sunnah into the teaching methodology also helps students develop critical thinking skills and understand the relevance of Islamic values and ethics in their daily lives. Based on the literature review, the following questions will be answered.

RESEARCH OBJECTIVES

1. The teaching methods guided in the Qur'an and Sunnah of the Messenger of Allah (peace and blessings of Allah be upon him).
2. The traditional methods of teaching and their compatibility with Islamic values.
3. Challenges faced by teachers in integrating Islamic values into their teaching methods.

RESEARCH QUESTIONS

1. Which teaching methods are guided in the Qur'an and Sunnah of the Messenger of Allah (peace and blessings of Allah be upon him)?
2. What are the traditional methods of teaching and how can they be compatible with Islamic values?
3. What challenges do teachers face in integrating Islamic values into their teaching methods?
4. What can be suggested for teachers and educators to incorporate Islamic values into their teaching methods?

RESEARCH METHODOLOGY

Data was collected through a systematic review of primary and secondary sources. The data collection process involved conducting an extensive literature review, taking detailed notes on the relevant concepts and arguments presented in each source, and compiling a comprehensive database of information on the topic. Primary sources include the Holy Quran, Hadith, Islamic education, teaching methodologies, and the integration of religious teachings in pedagogy. Secondary sources include academic journals, books, and research papers, books, articles, Curriculum guides, lesson plans, and other relevant publications.

The study used a thematic analysis approach for data analysis. The process involved identifying patterns and themes in the data and interpreting their meaning and deducing the results.

RESULTS

Findings from the Quran

The teaching methodology from the Qur'anic perspective emphasizes interactive learning, the practical application of knowledge, and the need for teachers to be knowledgeable, pious, and just. The Holy Qur'an provides various teachings and guidance on teaching methods, which may be beneficial for teachers to incorporate into their teaching methods. The Qur'an emphasizes the importance of knowledge and learning in various verses, such as "Read in the name of your Lord who created" (96:1). The Qur'an emphasizes that knowledge should be acquired through study, observation and reflection. The Qur'an also encourages interactive learning and emphasizes the importance of asking questions and seeking knowledge, as seen in the verse "And asks those of knowledge if you do not know" (16:43).

Furthermore, the Qur'an emphasizes the importance of the practical application of knowledge. The Qur'an emphasizes the need to put knowledge into practice, as seen in the verse "For those who believe and do good deeds, there is forgiveness and a great reward" (35:7). The Qur'an also emphasizes that knowledge should be used to benefit society and help others, as seen in the verse "And whoever saves a life, it is as if he saved all mankind" (5:32). In terms of teaching methods, the Qur'an emphasizes the importance of storytelling and illustrations. The Qur'an uses stories and parables to illustrate moral and ethical values and to provide guidance, such as the story of Hazrat Yusuf (Yusuf) (12:3-102). The Qur'an also emphasizes the importance of group debate as seen in the verse "And do consult them in this matter" (3:159). Furthermore, the Qur'an emphasizes the importance of teachers being knowledgeable, pious and just. The Qur'an emphasizes that teachers must be knowledgeable in the subject they are teaching, as seen in the verse "And say: My Lord, increase my knowledge" (20:114).

The Qur'an also emphasizes the importance of teachers being pious and moral, as seen in the verse "O you who believe, stand firm in justice, be witnesses for Allah, whether it is against yourselves or your parents and relatives." (4:135). (4:135). In short, the teachings of the Holy Qur'an provide a valuable perspective on teaching methodology, emphasizing interactive learning, practical application of knowledge and the need for teachers to be knowledgeable, pious and just. Incorporating these teachings into teaching methods can lead to a more inclusive and value-based education system.

Findings from the Sunnah

The teachings of the Holy Prophet Muhammad, known as the Sunnah, provide a valuable perspective on teaching methodology, emphasizing the importance of a teacher's character, knowledge, and practical application of knowledge. The Holy Prophet Muhammad provided numerous examples and guidance on effective teaching methods that can be applied in modern education. The Sunnah emphasizes the importance of a teacher's character and behavior, known as 'adab'. The Holy Prophet Muhammad emphasized the importance of a teacher's behavior in teaching, stating "I

have been sent to perfect good character" (Al-Mouta' 1614). The Prophet's teachings emphasize that a teacher should be a role model for students to follow and that their character and behavior can have a profound impact on the student's learning experience. The Sunnah also emphasizes the importance of knowledge and the role of the teacher as a knowledgeable guide. The Prophet Muhammad encouraged learning and knowledge acquisition, stating that "the seeking of knowledge is obligatory upon every Muslim." (Ibn Majah) The Prophet also emphasized the importance of the teacher's knowledge and expertise, stating that "the scholars are the inheritors of the Prophets (Abu Dawud)."

The Sunnah also guides the practical application of knowledge. The Prophet emphasized the importance of action and practical application of knowledge, as 'Abdullah Ibn Mas'ood (Razi Allah-an-ho) said, "We would learn ten verses directly from the mouth of the Prophet, and we would not exceed that until we had learned their meaning and acted upon them. We learned knowledge and actions (Al-Bukhari)." The Prophet Muhammad also encouraged interactive learning and group discussions, often asking his companions to participate and engage in the learning process. Moreover, the Sunnah emphasizes the importance of a teacher's pedagogical skills. The Prophet Muhammad was known for using various teaching methods, including storytelling, question-and-answer sessions, and interactive learning. He often used parables and anecdotes to illustrate his teachings, making them relatable and memorable. In short, the teachings of the Holy Prophet Muhammad provide valuable guidance on teaching methodology, emphasizing the importance of a teacher's character, knowledge, and practical application of knowledge. Incorporating these teachings into teaching practices can lead to a more effective and impactful education system.

DISCUSSION

Prophetic Principles of Teachings

The Holy Prophet Muhammad's (PBUH) teachings provide valuable insights into the important principles of teaching methodology. Here are some of the key principles of teaching considered by the Prophet:

Importance of a Teacher's Character

The Holy Prophet (peace and blessings of Allah be upon him) emphasized the importance of the role and conduct of the teacher. He believed that teachers should not only have knowledge but should also be role models for their students. The Prophet (peace be upon him) said: "The best people are those who are most beneficial to others" (Al-Mustadrak ala al-Sahihayn, 2:196).

Emphasis on Learning and Knowledge Acquisition

The Holy Prophet (PBUH) also emphasized the importance of learning and acquiring knowledge. He believed that every Muslim should acquire knowledge and acquire it through all possible means. He said: "Acquiring knowledge is obligatory on every Muslim" (Sunan Ibn Majah, 1:45).

Use of Practical Examples

The Holy Prophet (PBUH) often used practical examples to help His students understand complex concepts. He believed that providing practical examples could help students learn better and retain information longer. He said: "I have been sent as a teacher to make things easier" (Sahih Muslim, 4:179).

Encouragement of Interactive Learning

The Holy Prophet (PBUH) encouraged interactive learning and group discussion. He believed that encouraging students to participate and engage in the learning process could lead to better understanding and retention of knowledge. He said: "Whoever is asked a question and does not know the answer will be rewarded for trying to find the answer" (Sunan Abi Dawud, 3:99).

Use of Stories and Anecdotes

The Holy Prophet (PBUH) often used stories and anecdotes to illustrate his teachings. He believed that using illustrations and stories could make complex concepts more relatable and memorable. The Prophet (peace and blessings of Allah be upon him) said: "A good thing is like a good tree whose roots are strong and whose branches reach the sky" (Sahih Muslim, 4:2143). In short, the teachings of the Holy Prophet Muhammad provide valuable insights into the key principles of teaching methodology. Incorporating these principles into teaching practices can lead to a more effective and impactful education system.

The Role of Teachers in Islamic Education

The Qur'an and Sunnah emphasize the importance of education and the role of teachers in imparting knowledge to students. According to renowned Islamic scholar Al-Ghazali (1999), the teacher's role is to lead students to the truth, and in doing so, the teacher must embody that truth (p. 60). This shows that teachers play an important role in guiding students to the path of goodness and they should embody the teachings of Islam. Furthermore, according to Al-Attas (1985), another prominent Islamic scholar, the teacher must be a model of knowledge, ethics and perfection (p. 62). This suggests that teachers should not only impart knowledge but also apply this knowledge in their behavior and practice.

The role of teachers in Islamic education is also highlighted in the hadiths, where the Messenger of Allah, may God bless him and grant him peace, said: "Allah, His angels,

the people of the earth, the heavens, even the ant (in its hole) and the fish (in the sea), pray for mercy on those who teach people. (Tirmidhi, 2606) This hadith indicates the high status, excellence, and importance of teachers in Islamic society. As a whole, the role of teachers in Islamic education and the importance of the Quran and Sunnah in the teaching method are important in understanding the concept of human freedom in Islam and the prevailing system of employment. The Qur'an and Sunnah provide guidelines for teaching methods that promote critical thinking, creativity, and ethical values. Furthermore, the role of teachers in guiding students to the path of goodness and serving as models of knowledge and practice is emphasized. By following the teachings of the Qur'an and Sunnah, Islamic education can prepare individuals to become responsible and ethical employees while maintaining human freedom.

The purpose of the present study was to investigate teaching methods from the perspective of the Qur'an and Sunnah. The findings from the literature review indicated that the role of teachers in Islamic education is important because they play an important role in shaping students' behavior and personality. Moreover, the study highlighted the importance of the Qur'an and Sunnah in teaching methods, as they provide a comprehensive and comprehensive framework for education. The research design consisted of a qualitative approach using content analysis techniques. Data was collected from various sources including Quran, Hadith, and secondary sources. The results of the Qur'an and Sunnah show that the teaching method used by the Holy Prophet (PBUH) emphasized the importance of individual freedom and autonomy. Furthermore, the Holy Prophet encouraged his followers to acquire knowledge and use it for the betterment of society. Implications of the study indicate that teaching methods based on the Qur'an and Sunnah can play a significant role in the development of an individual's character and personality. The present study highlights the need to develop a comprehensive framework for Islamic education that can be used in contemporary times. Furthermore, the findings suggest that teachers should be trained in the principles of Islamic education to promote a holistic approach to education.

RECOMMENDATIONS

The findings of the study suggest the need for developing a comprehensive framework for Islamic education that can be used in contemporary times.

Teachers should be trained in the principles of Islamic education to promote a holistic approach to education.

The present study has highlighted the need for developing a curriculum that integrates Islamic teachings and contemporary knowledge to prepare individuals to meet the challenges of the modern world.

Further research should be conducted to explore the impact of teaching methodologies based on the Quran and Sunnah on the development of an individual's character and

personality.

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