

## Prophetic learning methods using props and their psychological impact on students

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**Abstract:** The quality of learning outcomes is significantly influenced by the selection of appropriate teaching methods tailored to the learners' circumstances. Prophet Muhammad, in imparting knowledge, displayed a keen concern for employing teaching methods that were congruent with the characteristics of his students. This study endeavors to elucidate the diverse teaching aids employed by Prophet Muhammad during the instructional process, his rationale behind the selection of these aids, and their resultant psychological impacts on the students. The research methodology employed in this investigation is Library Research, employing documentation techniques. The findings of this study reveal a plethora of teaching aids employed by Prophet Muhammad, with careful consideration given to the complexity of the subject matter, the unique characteristics of the learners, and their psychological dimensions. Indeed, it is irrefutable that teaching methods involving the use of teaching aids exert profound psychological effects on students, encompassing facets such as enjoyment, self-reliance, attention engagement, stimulation of curiosity, enhancement of assertiveness in expressing opinions, and facilitation of the realization of students' aspirations. The novelty of this research lies in its interdisciplinary approach, amalgamating facets of psychology, education, and religion to gain insight into the pedagogical methods of Prophet Muhammad. Furthermore, this research identifies an array of teaching aids that were employed by Prophet Muhammad, offering a wellspring of inspiration for the development of innovative educational tools. Future research endeavors may be directed towards identifying the most efficacious and contextually relevant teaching aids for contemporary educational settings, thereby assisting educators in the judicious selection of teaching aids to enhance the overall quality of learning experiences.

**Keywords:** Prophetic Teaching Methods, Teaching Aids, Psychological Impact, Props

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### INTRODUCTION

Education is a fundamental human need that receives profound attention within the framework of Islam (Halstead, 2004). From an epistemological perspective, the concept of education in Islam derives its foundation from the Quran and hadith (Kadi, 2006). Therefore, Allah, the Most Gracious and Most Merciful, bestows immense appreciation upon a Muslim who possesses a scholarly ethos (QS. *al-Mujādalah*: 11). Similarly, Prophet Muhammad made the learning process an individual obligation for every Muslim (*fardhu 'ain*) as expressed in his statement: "Learning is the duty of every Muslim" (HR. al-Baihaqi dan Ibnu Majah). Islam

mandates every one of its followers to engage in learning to preserve the functioning of their intellect (Abud, 1977), and as part of human rights (Rasyidi, 2003).

The goals of Islamic education include developing human potential, serving Allah, and fulfilling the role of a caliph on earth (Hakim, 2020; Iqbal, 2021). Islamic education is distinct from other forms of education as it is based on the Quran and hadith and aims to align all aspects of life with the teachings of Islam (Nuryana, 2017; Said, 2016). It emphasizes the importance of intellectual and skills education, as well as the cultivation of good morals and behavior (Nowak, 2018). Islamic education seeks to transform individuals by exploring and developing their capabilities in accordance with the guidance of the Quran and Sunnah. Through education, Muslims are empowered to fulfill their duties as servants of Allah and as leaders in the world.

Prophetic learning methods refer to the teaching techniques used by the Prophet Muhammad to impart knowledge to his followers and companions (Prayitno et al., 2022; Sabki & Hardaker, 2013). These methods have been studied and analyzed to understand their effectiveness in modern-day education. One such technique is the use of props in teaching, which has been found to have a positive psychological impact on students. These methods include face-to-face lecturing, writing, question-answer sessions, teaching by practice, practical lessons, brainstorming, and drawing (Mohamed, 2021; Thani et al., 2021). The Prophet Muhammad employed these methods to effectively teach the foundations of Islam and spread his mission (Dilber-Özer & Baysal, 2022; Rosyad, 2019).

Prophet Muhammad serves as an exemplary educator who employed a diverse range of teaching methods that can serve as models for emulation (Mogra, 2010). This significance becomes particularly pronounced when educators encounter challenges in selecting the most appropriate instructional methods for their students. Insufficient capacity to choose and tailor an effective teaching approach represents a critical issue in contemporary education. This is because the quality of education predominantly hinges on the educator's competence in method selection and determination (Nurdin, 2005).

Educational experts agree that each learner has diverse abilities, therefore the selection of a learning method must also be adjusted to the differences possessed by students. Because choosing the right learning method can have an impact on the quality of learning outcomes and student achievement (Mustofa et al., 2021). Despite the extensive discussion on the various teaching methods employed by Prophet Muhammad, there remains a notable research gap in understanding the contemporary applicability and effectiveness of these methods in modern educational settings. While the existing literature highlights the diversity and impact of teaching with visual aids, such as the use of stones, drawings, and demonstrations, there is a need for empirical research that examines how these methods can enhance learning outcomes, engage students, and address the diverse needs of learners in today's classrooms.

Additionally, limited attention has been given to the psychological aspects of these teaching methods, including their influence on students' motivation, attention span, and overall learning experience. Furthermore, there is a lack of studies that explore the potential integration of traditional teaching methods employed by Prophet Muhammad with modern educational technologies, which could provide valuable insights for contemporary educators. Consequently, this research aims to bridge these gaps by investigating the practicality, efficacy, and psychological implications of incorporating these traditional teaching methods into current educational practices, offering valuable guidance for educators and policymakers striving to improve the quality of education in Islamic contexts and beyond.

## METHODS

This research uses a qualitative approach with a focus on data analysis. The data that will be used comes from written sources such as journals, books, and documents related to Prophet Muhammad's learning methods using teaching aids. This approach will allow us to go in-depth in analyzing the learning methods used by the Prophet Muhammad with reference to authentic textual sources.

The data analysis technique uses the theory of Miles et al. (2014) with three stages, data reduction, data reduction, data presentation, and conclusion/verification. Data reduction will involve the process of collecting and organizing data from relevant text sources. Data presentation will refer to the presentation of findings resulting from data analysis, and conclusion/verification will ensure the validity and consistency of research findings.

Data collection focuses on determining the traditions related to the Prophet Muhammad's learning methods using teaching aids from hadith sources that are considered authoritative. At this stage, selection and classification of relevant data will be done to comprehensively understand the learning methods used by Prophet Muhammad.

The data analysis conducted in this study includes two important aspects. First, the analysis will involve a historical-sociological-anthropological approach to understand the historical and social context of the Prophet Muhammad's use of learning methods. Second, the analysis will include a generalization analysis to identify common patterns in the use of these learning methods in the context of various educational situations. Furthermore, the analysis will continue with a praxis approach that will contextualize the meaning of the traditions with the psychological aspects of learners, thus requiring objective analysis and contextual understanding of the hadith texts.

In its entirety this research underwent a structured and systematic process to understand and analyze the Prophet Muhammad's method of learning by using teaching aids (Ali, 2008). This approach allowed for deep insights and a better understanding of how these methods were applied in the educational context of the time as well as their relevance in the modern educational context (Abdullah, 1996).

## RESULTS AND DISCUSSION

Learning methods can be interpreted as an action plan consisting of a series of activities designed in the process of learning activities in order to achieve learning objectives (Jonassen & Rohrer-Murphy, 1999). The methods applied by the Prophet Muhammad in the learning process are quite diverse, One of them is the method of using teaching aids (*bi ad-Da'aim*) which is the focus of this research. In choosing a learning method, the Prophet Muhammad used several considerations, including; (a) adjusting to the conditions of his students, both related to aspects of intellectual ability, the needs of students, and their psychological aspects, (b) adjusting to the targets and learning objectives that have been set, (c) adjusting to the characteristics of the learning material to be delivered, (d) to change the habits of students in a better direction (Fariadi et al., 2022).

The selection of the correct learning method can make the learning process more enjoyable and more effective in achieving the expected goals. Using the right learning method can make the relationship between teachers and students become more dynamic, because there is a dialogic and communicative communication pattern. This is certainly one of the important factors for the success of a learning process. Because using the right method shows that a teacher has considered the condition of his learners in transferring knowledge and good values that he expects. On the other hand, students do not feel that they are only used as objects of

learning which makes them feel pressured, not confident, boring and makes them not interested in participating in the learning process.

### The Urgency of Learning Methods in education

Weinstein explained that determining the type of method in the learning process is a crucial aspect for every educator. The significance of identifying the learning method type can be observed from both ideological, technological, psychological, and pedagogical perspectives (Weinstein et al., 1987). Ideologically, it is essential as it underscores that everyone possesses the same right to learn in accordance with their abilities and biological development. On a technological level, the various learning methods must remain pertinent to contemporary times and ongoing technological advancements. Simultaneously, from psychological and pedagogical viewpoints, the selection of diverse and suitable methods aligns with the complexity of knowledge that cannot be comprehensively conveyed through a single method (Hasan, 1996).

Similarly, as stated by Wegner et al., the selection of the right method is essential to develop learners' skills (Wegner et al., 2013), and represents a crucial factor in achieving educational objectives (Mariani, 2002). Consequently, learning methods constitute a vital component that bridges the gap between the competencies to be acquired and the process required to attain these goals.

Applying learning methods appropriately can also enhance the quality and motivation of students' learning. The greater the diversity and suitability of the learning methods employed, the more effective the learning process becomes, and the higher the motivation levels of students to engage in learning (Shi, 2017). Therefore, educators must display creativity when selecting and determining a method for the learning process they undertake (Fryer & Vermunt, 2018).

### Prophet Muhammad's Learning Method Using Props

The use of teaching aids offers several advantages, including: (1) the capacity to accommodate large classes, (2) providing equal learning opportunities to all students, and (3) the ability to furnish learning resources to students in alignment with the taught material and desired learning objectives.

Upon analyzing the traditions associated with Prophet Muhammad's teaching methods, it is evident that he employed a diverse range of instructional techniques. Abu Ghuddah identified forty different teaching methods utilized by Prophet Muhammad (Abū-Ġudda, 2016). However, upon closer examination, these 40 methods can be categorized into twelve distinct approaches. Among the various teaching methods employed, Prophet Muhammad predominantly favored those that engaged students' participation, thus rendering the learning process interactive and enjoyable, one of which was the utilization of teaching aids (Al-Fattāḥ & Ghuddah, 2017).

In the study of traditions concerning learning methods using teaching aids, it was found that Prophet Muhammad used a variety of teaching aids, including;

#### Using Gravel Stones

Buraidah reported that the Prophet said, 'Do you know what this is and what this is?' He threw two pebbles. The Companions replied, 'Allah and His Messenger know better.' He said, 'This one is like an ideal, and this one is like death.'" (HR. at-Tirmizi, nomor 2796).

### Using Pictures

Abdullah ibn Mas'ud reported, "The Messenger of Allah drew a line for us and said, 'This is the way of Allah.' Then he drew some lines on his right and left, and said, 'These are the paths, and on each path, there is a devil who invites him.' Then he recited the verse, 'And that which we command you is My straight path, so follow it, and do not follow other paths, for they divide you from the way' [QS. Al-An'am: 153]". (HR. Ahmad, nomor 3928, 4205, dan 14739)

This Hadith explains the Qur'anic verse Surah al-An'am verse 153, which talks about the path of Allah (the path of goodness) to follow and the path of Satan (the path of evil) to avoid. When explaining the verse, the Prophet (peace and blessings be upon him) used visual aids in the form of pictures as described in the narration of the Hadith, which is visualized in Figure 1.

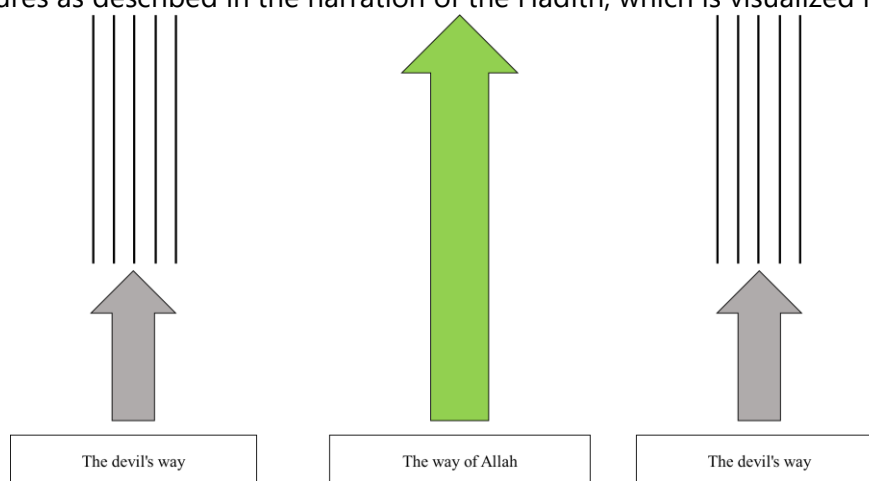


Figure 1. Props used by Prophet Muhammad

In another instance of teaching aids in the form of images, as narrated by Imam al-Bukhari from Abdullah ibn Mas'ud, Prophet Muhammad drew a rectangle and added a central line within it. He also drew an external line surrounding the rectangle and incorporated several smaller lines along the sides of the central line. Subsequently, he explained, "This represents a person, and this is the fate that envelops him. The outer line symbolizes his aspirations, while these smaller lines represent the obstacles he may encounter. If he errs, he will be affected by this line, and if he errs again, he will face consequences from this line" (HR. al-Bukhari, nomor 5938).

Ibn Hajar al-Asqalani visualizes the form of teaching aids as described in the hadith in Figure 2 (Al-Asqalāni, 2016). In the Hadith, Prophet Muhammad conveyed learning materials by employing props in the form of pictures to elucidate the concepts of ideals and the inevitability of death for all individuals. He motivated his students not to harbor excessive desires but to engage in more virtuous actions before their demise.

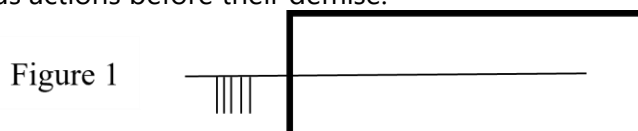


Figure 2. Visualizing Hadith Teaching Aids: Ibn Hajar al-Asqalani's Perspective

### Demonstrative Teaching

In addition to utilizing objects and images, Prophet Muhammad also instructed his students through direct practical demonstrations of the material being presented (demonstrative). This approach facilitated a more straightforward comprehension and application of the teachings. It was particularly employed in the context of practices such as prayer, ablution, Hajj, and others,

as elucidated in the following hadith: "Malik ibn al-Hawith narrated to us that we came to the Prophet ... and he said: ... and pray as you observe me praying" (HR. al-Bukhari, nomor 6705).

Certainly, there are various learning methods employed by Prophet Muhammad involving the use of props. Alongside the aforementioned teaching aids, Prophet Muhammad also utilized materials readily available within the community, including wood, stones, cloth, and other similar items.

## Discussions

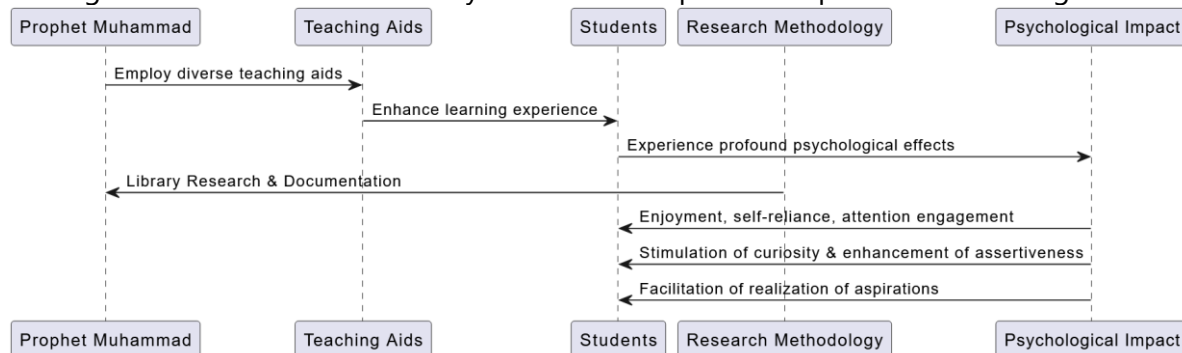
According to Muhadjir, the determination of strategies and methods must be planned and arranged in accordance with learning materials, conditions, and the psychological aspects of students, as well as differences in potential and the goals to be achieved (Muhadjir, 2002). In the perspective of educational psychology, Makmun explains that the factors that can affect the effectiveness and success of the educational process (Makmun, 2000), include the teacher's ability to choose a method that is right for the learners, namely; attention, interest and motivation. One way to attract the attention of students so that they want and can respond to the material presented by the teacher is to choose the right learning method, considering the situation, conditions and psychological aspects of the students. The same thing was also done by the Prophet Muhammad, he used various ways to attract the attention of his students, including by telling stories and giving anecdotes, inviting direct conversation while holding the shoulders of his students, asking questions (apperception), and by choosing the method that best suits the situation during the learning process such as by making pictures (using props).

Related to the interest factor, interest can arise both due to internal and external factors. A teacher can be an external factor to arouse the interest of his students so that they want to follow the learning process to the fullest by choosing the right learning method and in accordance with their psychological conditions and considerations. Because the success of the teacher in arousing the interest of his students has a huge impact on the success of the learning process. The subject matter taught becomes easier to understand and stored in the cognitive memory of students. The Prophet Muhammad made the interest factor one of the success factors of the learning process. Therefore, he tried to arouse the interest of his students by giving appreciation in the form of praise, gifts and so on, so that they became more passionate in following every learning process he did.

The third factor that is closely related to the teacher's ability to choose methods is the motivation factor. Because motivation not only arises from internal encouragement but can also arise due to external encouragement. Externally, a teacher has a very important and strategic role to arouse the motivation of his students so that they are successful in their studies. Because with strong motivation can encourage students to learn more optimally and help them to achieve their goals and hopes. The same thing was also done by the Prophet Muhammad, he always provided motivation (*at-targhib*) to his students in the form of praise, giving roles, giving gifts, and by giving promises in the form of rewards and heaven.

This research not only provides a deep insight into the psychological impact of teaching methods based on the teachings of prophet Muhammad, "Bi ad-da'aim," which utilize props, but also opens the door for the development of a framework that can serve as a reference for education in the future (Figure 3). This framework holds significant potential in guiding improvements in the education system and more effective teaching approaches. It is expected that this framework will serve as a foundation for further research and innovation in the field of education. By understanding how teaching methods inspired by the teachings of Prophet Muhammad can influence students' psychology, we can develop a more holistic approach to

education that focuses on the overall development of students. This is a positive step toward creating a more effective education system that has a positive impact on the future generations.



**Figure 3.** Framework of prophetic learning methods and their psychological impact on students

Psychologically, the utilization of teaching aids has a profound impact on the engagement of learners' emotions and feelings. It can evoke emotions and capture the learners' attention effectively. Additionally, it facilitates better retention and comprehension of the subject matter, stimulates imagination, fosters satisfaction, and adds an element of enjoyment. Moreover, it can offer both intrinsic and extrinsic motivation, enhancing learners' concentration on the material at hand (Izzan & Saehudin, 2016). Employing teaching aids proves highly effective in tailoring the learning process to individual interests and tendencies, fostering the development of their potential (self-actualization), and motivating students in their learning journey. The explanation and analysis of the psychological impact of the Prophet Muhammad's learning method using props can be summarized in Table 1.

**Table 1.** The Impact of the Prophet Muhammad Learning Method using Props on the Psychology of Learners.

Method	Psychological Impact on Students
Bi ad-da'aim	<ol style="list-style-type: none"> <li>1. Evoke emotions</li> <li>2. Easier to remember and understand the subject matter.</li> <li>3. Gives satisfaction and not boring (<i>enjoyment</i>)</li> <li>4. Happiness</li> <li>5. Invoke curiosity</li> <li>6. Students are motivated to be actively involved in the learning process (<i>attracting attention</i>).</li> <li>7. Make students more responsive to the material taught (<i>Responsiveness</i>)</li> <li>8. Develop the power to observe, perceive, remember, imagine, feel, and think.</li> <li>9. Develop the interests and potential of learners.</li> <li>10. It's easier to describe a problem that is less obvious.</li> <li>11. Give birth to pedagogical impact to stimulate the growth of ideas and imagination (<i>stimulation</i>).</li> <li>12. The atmosphere is conducive, so that students become more responsive (<i>responsiveness</i>).</li> <li>13. Assisting students in achieving <i>self-actualization</i>.</li> <li>14. Imprinted in the heart and memory (<i>impressive</i>).</li> <li>15. Bring out deep impressions and emotions.</li> </ol>

Table 1 provides a comprehensive examination of the psychological impact of Prophet Muhammad's teaching method, "Bi ad-da'aim," which utilizes props as educational aids. This method has been found to profoundly influence the psychology of learners in several ways. Firstly, it evokes emotions among students, making the learning process more emotionally

engaging and memorable. This emotional connection enhances comprehension and retention of the subject matter, ultimately contributing to a more satisfying and enjoyable learning experience. Additionally, it fosters happiness and curiosity, motivating students to actively participate in the learning process and become more responsive to the material taught.

Furthermore, the use of props in this teaching method develops various cognitive and sensory skills in students. It enhances their abilities to observe, perceive, remember, imagine, feel, and think, facilitating a deeper understanding of complex concepts. Moreover, the method stimulates students' interests and potential, encouraging them to explore the subject matter more deeply. It simplifies the explanation of intricate problems and fosters creativity and imagination, nurturing the growth of innovative ideas.

Overall, the "Bi ad-da'aim" teaching method's impact on learners' psychology is profound and multifaceted. It not only enhances their engagement and understanding but also leaves a lasting impression in their hearts and memories, evoking deep emotions and contributing to a positive and conducive learning atmosphere. Ultimately, it supports students in their journey towards self-actualization and self-development, making it a powerful and effective educational approach.

## CONCLUSION

This article concluded that Prophet Muhammad employed a variety of teaching methods, including the use of instructional aids. The Prophet Muhammad consistently selected the most suitable teaching method in accordance with the subject matter and the desired objectives. He frequently employed interactive teaching methods and prioritized student engagement, resulting in a learning process that was enjoyable, dynamic, effective, and highly productive. Additionally, Prophet Muhammad displayed a deep concern for the psychological aspects of his students, which played a pivotal role in his decision-making process when choosing and determining the appropriate teaching methods. Utilizing the correct methods had a profound impact on students, making the subject matter more comprehensible and eliciting strong psychological responses such as evoking emotions, providing satisfaction and enjoyment, fostering intrinsic and extrinsic motivation, and so forth.

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