

The Teaching Methods of the Prophet Muhammad to His Companions and Their Relevance to Islamic Religious Education in Schools

Ahmad Yasin^{1*}

¹*Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia*

*Corresponding Author: Ahmad Yasin E-mail: ahmadyasinmtaha@gmail.com

ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	The teaching methods of Prophet Muhammad ﷺ to his Companions serve as the foundation of Islamic education, which remains relevant to be applied in the context of Islamic Religious Education (PAI) in schools. The Prophet did not merely convey knowledge theoretically but also through exemplary conduct, dialogue, question-and-answer sessions, demonstrations, repetition, and direct practice. This study aims to examine the teaching methods of the Prophet and their relevance to Islamic education in modern schools. It employs a library research method by analyzing both classical and contemporary literature. The findings reveal that the Prophet's methods—such as role modeling (uswah hasanah), consultation (musyawarah), storytelling, direct practice, and habituation—can be integrated into PAI learning in schools to foster students' cognitive understanding, religious attitudes, and worship skills. Therefore, the Prophet's educational model can serve as a reference for PAI teachers in developing more interactive, contextual, and meaningful learning experiences.
KEYWORD Prophet's Methods, Companions, Islamic Religious Education, School	

1. Introduction

Islamic education during the time of Prophet Muhammad ﷺ had distinctive characteristics that set it apart from other educational models. The Prophet taught Islam to his Companions not merely by delivering material, but by instilling values through direct experience and exemplary conduct. This concept aligns with the objectives of Islamic Religious Education (PAI) in schools, namely to shape students into individuals who have faith, piety, noble character, and the ability to practice Islamic teachings in their daily lives.

In the context of modern education, PAI teachers in schools face challenges such as technological developments, moral crises, and students' lack of interest in religious studies. Therefore, an inspirational, relevant, and applicable learning model is required. The teaching methods of the Prophet ﷺ to his Companions can serve as a reference for PAI teachers in designing more effective learning strategies.

2. Literature Review

Studies on the teaching methods of Prophet Muhammad ﷺ to his Companions have become a significant concern in Islamic education literature, as they link classical sources (the Qur'an, Hadith, and Sirah) with modern pedagogical reconstruction.

*Ahmad Yasin is a Student Candidate of Islamic Religious Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 4th International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2025, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

The main focus is to understand the Prophet's instructional patterns—such as role modeling, gradual learning, dialogue, direct practice, and habituation—and to explore their relevance in Islamic Religious Education (PAI) in schools. The main characteristics of the Prophet's methods that have been widely studied include *uswah hasanah* (teacher role modeling), gradual delivery of knowledge, the use of questioning and discussion, the application of worship demonstrations, and the cultivation of religiosity through collective activities. Empirical findings indicate that schools implementing these patterns have succeeded in enhancing students' religious attitudes and participation, although they face challenges such as overloaded curricula, limited practice time, and varied teacher quality.

When compared to modern educational theories, the Prophet's methods align with role modeling (social-cognitive theory), problem-based learning, and experiential learning (Kolb). This emphasizes that Prophetic pedagogy can be integrated with modern instructional approaches to create PAI learning that is both informational and transformational. Nevertheless, research gaps remain, particularly the scarcity of longitudinal quantitative studies, the lack of standardized measures for teacher role modeling, and the challenge of adapting these methods to secular or multireligious environments. Further research is needed to better test the effectiveness of these methods. Practically, Islamic Religious Education (PAI) teachers are recommended to:

- a. Strengthen their role as role models.
- b. Integrate worship practices into the learning process.
- c. Encourage dialogue and classroom discussions.
- d. Deliver materials gradually in accordance with students' developmental stages.
- e. Conduct action research to examine the implementation of Prophetic methods in schools.

3. Methodology

This type of research is a library study. The author analyzes various classical literatures (Hadith collections, *Sirah Nabawiyah*) as well as contemporary sources (journals, books, and scientific articles from 2018–2025). The data were analyzed using a descriptive qualitative approach through the following steps:

The steps of data analysis include:

- a. **Data collection:** examining primary sources such as the Qur'an, Hadith, and the Prophet's *Sirah*, as well as secondary sources in the form of books and journals on Islamic education.
- b. **Data reduction:** selecting relevant information related to the teaching methods of the Prophet and their application in Islamic Religious Education (PAI).
- c. **Data analysis:** comparing the Prophet's teaching methods with instructional practices in schools.
- d. **Conclusion:** formulating the relevance between the Prophet's teaching methods and Islamic Religious Education in schools.

4. Results and Discussion

4.1 The Teaching Methods of the Prophet Muhammad ﷺ to His Companions

Several key methods employed by Prophet Muhammad ﷺ in educating his Companions can be identified. First, role modeling (*uswah hasanah*), in which the Prophet served as a direct example in worship, morality, and social conduct. Second, dialogue and question–answer, where he often gave his Companions opportunities to inquire, as illustrated in the famous Hadith concerning faith, Islam, and ihsan. Third, the use of stories and parables, which helped simplify complex concepts, such as the story of the People of the Cave (Ashab al-Kahf) and the narratives of earlier communities. Fourth, habituation and repetition, whereby the Prophet consistently encouraged his Companions to engage in congregational prayer, remembrance (dhikr), and good character. Fifth, demonstration and direct practice, for example, when he personally showed how to perform prayer, ablution (wudhu), and other acts of worship. Finally, motivation and gentle admonition, where the Prophet not only inspired and motivated his Companions but also corrected their mistakes with wisdom and compassion.

4.2 Relevance to Islamic Religious Education in Schools

Guru PAI dapat mengadopsi metode tersebut dengan cara: Menjadi teladan dalam sikap religius di sekolah. Menggunakan diskusi kelas dan metode tanya jawab untuk menumbuhkan pemikiran kritis. Mengintegrasikan kisah Qur'ani dan hadis ke dalam materi pembelajaran. Membiasakan siswa praktik ibadah, seperti wudhu, shalat dhuha, membaca Al-Qur'an.

Memberikan motivasi dan penguatan karakter Islami dalam keseharian siswa. Penerapan metode Rasulullah ini dapat meningkatkan keaktifan, pemahaman, dan penghayatan siswa terhadap ajaran Islam, sehingga pembelajaran agama tidak hanya bersifat kognitif tetapi juga afektif dan psikomotorik.

4.3 Challenges and Limitations of Implementation

The implementation of the Prophet's teaching methods in modern schools faces structural challenges (curriculum and assessment), personal challenges (teacher competence), and cultural challenges (influence of environment and media). Therefore, innovative learning models, professional development for teachers, and supportive educational policies are required to strengthen students' religious character.

4.4 Kerangka Pengembangan Kurikulum PAI Berbasis AI.
Based on the literature analysis, this study integrates teaching methods by highlighting that the implementation of the Prophet's instructional approaches in modern schools still encounters structural, personal, and cultural barriers. Therefore, innovative learning models, teacher capacity building, and supportive policies are necessary to strengthen the development of students' religious character.

5. Conclusion

The teaching methods of Prophet Muhammad ﷺ to his Companions were based on the principles of role modeling, dialogue, direct practice, habituation, and motivation. These methods are relevant to be applied in Islamic Religious Education (PAI) in schools to instill values of faith, morality, and worship in students. PAI teachers should take inspiration from the Prophet's methods in designing interactive and contextual learning strategies..

References

- Ahmad, M. (2022). *The educational methods of the Prophet and their implications for modern education*. *Jurnal Pendidikan Islam*, 14(2), 123–138.
- Al-Bukhari, M. bin Ismail. (2023). *Sahih al-Bukhari*. Riyadh: Maktabah Darussalam.
- Muslim, I. bin Hajjaj. (2023). *Sahih Muslim*. Riyadh: Maktabah Darussalam.
- Rahman, F. (2025). *The relevance of the Prophet's methods in Islamic Religious Education (PAI) learning in the digital era*. *Jurnal Inovasi Pendidikan Islam*, 7(1), 45–60.
- Ramayulis. (2021). *Islamic education science*. Jakarta: Kencana.
- Suryadi, A. (2024). *Strategies of Islamic religious education in schools*. Bandung: Remaja Rosdakarya.
- Zuhairini, et al. (2020). *Philosophy of Islamic education*. Jakarta: Bumi Aksara.