

Instructional Strategies Of The Last Prophet Muhammad (PBUH): Relevance And Adaptation Into Modern Teaching Practice

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ABSTRACT

The present study was aimed to review the instructional strategies used by the last Prophet Muhammad (PBUH) in educating and nurturing his followers, family, and friends and their adaptation to contemporary classrooms. The research employs a qualitative approach, analysing Ahadith to extract insights into the instructional strategies of the last Prophet Muhammad (PBUH). The findings discussed the Prophet Muhammad's (PBUH) use of teaching strategies such as Nano-learning, spaced repetition, Periodic Intervals, differentiated instructions, self-accountability, demonstrative teaching, learning through analogy, questioning, interest building, and nonverbal communication. By incorporating the instructional strategies of the last Prophet Muhammad (PBUH), teachers can create a conducive learning environment that fosters ethical, and spiritual development alongside academic growth, efficient learning and create transformative experiences for students. This study offers insight to practical applications for teachers seeking to optimize their teaching practices by drawing from the timeless wisdom of the last Prophet Muhammad (PBUH) to create an inclusive and effective learning environment.

Keywords: Instructional Strategies, Adaptation, Modern Teaching Practice.

INTRODUCTION

The study of the Qur'an and Hadith demonstrates that Allah Almighty endowed His Beloved Prophet Muhammad (PBUH) with profound knowledge and exceptional teaching skills, as affirmed by the blessed hadiths: "Allah Almighty has taught me manners; He has taught me excellent manners" and "Verily, I have been sent as a teacher" (Ibn Majah, 229). Furthermore, in the Holy Quran, Allah Almighty states, "He is the One who sent a messenger from among them, reciting to them His verses, purifying them, and teaching them the Book and wisdom" (Al-Qur'an 2:62). Moreover, the Prophet (PBUH) explicitly conveyed, "Surely, Allah did not send me to

admonish the people, but He sent me as a teacher to facilitate matters for them" (Muslim, 1478). These verses and hadiths elucidate that Allah Almighty introduced a comprehensive teaching methodology to the Prophet Muhammad (PBUH), which he implemented and established as a valuable and exemplary teaching approach.

British historian Robert Brafalt aptly acknowledged Inspired by Prophet Muhammad's (PBUH) remarkable educational achievements, that there has been no precedent, either in the past or present, of a ruling class within a vast empire displaying such fervent dedication to widespread intellectual pursuits. Brafalt's words encapsulate the overwhelming

thirst for knowledge that resonates within me as well. In his book, historian Robert Breffalt (2014) highlights that leaders would willingly leave the comforts of their palaces to visit libraries and places of study, where they eagerly attended lectures delivered by scholars. They embraced the challenge of solving mathematical problems, never shying away from intellectual growth. To foster this passion for learning, caravans laden with valuable manuscripts and books would traverse the route from Bukhara to the Tigris. Moreover, special envoys were dispatched to Constantinople and India with the specific purpose of acquiring books and recruiting teachers. The desire to obtain the works of exceptional mathematicians was driven by the need to gain reparation for war from other kingdoms. Notably, in this pursuit of knowledge, scholars were given preference over others without considering their race or religion.

The examination of the Prophet's biography revealed the fact that the advancements and innovations witnessed in the modern era are the outcomes of the teachings of the Holy Prophet. He serves as the originator of contemporary teaching strategies and an extraordinary educator. The practical exemplification of teaching provided by the Prophet Muhammad (PBUH) to the Ummah represents an everlasting lamp that continues to illuminate humanity's path. It is through this light that individuals persist in their journey through life.

Today, modern instructional strategies are widely regarded as a significant and distinctive achievement of our era. However, an examination of the educational aspects of the biography of the last Prophet Muhammad reveals that these strategies were originally introduced by this eminent educator of humanity. This represents an invaluable contribution that Islam made approximately fourteen centuries ago. Numerous instructional strategies, including Nano-learning, Spaced Repetition, learning through Analogy, Interest Building, Nonverbal communication, Periodic Intervals, Brainstorming, Progressive

Simplification, Questioning, and Demonstrative Teaching, were already comprehensively implemented in the teaching methodologies of the last Prophet Muhammad (PBUH). Incorporating these instructional strategies derived from the Prophet's teachings can significantly enhance and optimize the teaching and learning process.

The study also aimed to demonstrate that modern instructional strategies and methodologies are not contradictory with the Quran and Sunnah. Instead, the Prophet's teachings serve as their wellspring. He already has practiced them perfectly. modern instructional techniques and methodologies shouldn't be given up by thinking as the Westerners' outlet. Additionally, if one makes the intention of Sunnah, then it is also get reward by Almighty Allah.

Significance of the Study

This research is significant in the educational field as it studied the instructional strategies employed by the last Prophet Muhammad (PBUH) and their potential adaptation into modern teaching practices. This study offers valuable insights and practical applications for contemporary classrooms. By examining the teaching techniques of the Prophet (PBUH). The study also contributes to bridge the gap between traditional teachings and modern education systems. It demonstrates that many teaching methods and strategies commonly introduced in the present era were already practiced and presented by the last Prophet Muhammad (PBUH). This realization emphasizes the importance of exploring and understanding the teachings of the Prophet (PBUH), as they provide a wealth of knowledge and guidance that can greatly enhance contemporary educational practices. By incorporating the instructional strategies employed by Prophet Muhammad (PBUH), teachers can create an environment that nurtures the moral, ethical, and spiritual development of students alongside their academic growth. Teachers can create

impactful and transformative learning experiences for students, while also upholding the timeless wisdom and teachings of the last Prophet Muhammad (PBUH).

Objectives of the Study

- To review the instructional strategies employed by the last Prophet Muhammad (PBUH)
- To extract implications out of instructional strategies of the last Prophet (PBUH) for contemporary classrooms

Research Questions

- What are the instructional strategies employed by the last Prophet Muhammad (PBUH)?
- What are the implications of instructional strategies of the last Prophet Muhammad (PBUH) for contemporary classrooms?

METHODOLOGY

The present study employs a qualitative research design, specifically adopting an analytical and descriptive approach to investigate the instructional strategies employed by the last prophet Muhammad (PBUH), and their relevance and applicability in modern teaching practices. Qualitative research and an analytical and descriptive approach align with the nature of the topic being investigated. The qualitative approach allows for a contextual interpretation of the Ahadith and their implications for modern teaching practices.

The primary data for this research is gathered through a comprehensive review of Ahadith (narrations) that specifically discuss the teaching techniques employed by Prophet Muhammad (PBUH). To ensure a systematic and rigorous analysis, the data obtained from the Ahadith review is subjected to content analysis, a widely recognized method in qualitative research. This method allows for a thorough examination of the textual content,

enabling researchers to extract meaningful insights and provide a description of instructional strategies utilized by Prophet Muhammad (PBUH).

Nano-learning:

In this revolutionary era of information technology, students find themselves overwhelmed with a deluge of information, while their attention spans remain limited. To address this challenge, a contemporary paradigm of learning has emerged known as nano-learning, also referred to as the "Futuristic Approach to Learning." Nano-learning is a highly focused and goal-oriented method that aims to help learners grasp concepts efficiently within a short period of time, using minimal inputs. By adopting this approach, the teaching and learning process is strengthened, and students' ability to retain information is intensified. It is important to note that nano-learning does not seek to reduce the duration of learning; rather, its objective is to ensure the fulfilment of learning objectives effectively (Aburizaizah & Albaiz, 2021). Interestingly, this Futuristic Approach to Learning aligns with the teachings of the last Prophet Muhammad (PBUH). Hazrat Aisha (RA) narrated that the Prophet of Allah, Muhammad (PBUH) didn't speak quickly, rather He spoke slowly and clearly enough for his listeners to grasp and remember what He said. He (PBUH) was a "Jawama Al-Kalam" who used to express complex and lengthy ideas in brief phrase. He (PBUH) rarely delivered lengthy sermons. The majority of them were brief, thorough, and concise (Shamail Tirmidhi. 222).

Spaced Repetition:

Spaced repetition as an instructional strategy implies reviewing lessons at intervals to assure that essential material is well-remembered, well-grasped and interconnected. Spaced-repetition reinforces learning as well as allows the students to fill the learning gaps in each session until the material is completely grasped,

interconnected and well-remembered. According to the study carried out by Smith & Scarf (2017), teaching a concept and then reviewing it several times over the course of days or weeks significantly improves students' retention power and understanding of the concepts. The Prophet used to repeat the same matter twice, thrice and even more times in the same gathering, considering the importance of something. Apart from this, it is also demonstrated from Prophet's biography that he used to explain the same thing in different sittings over the space of day and weeks (Arfi, 2009).

Enhancing Self-Accountability:

Self-accountability, in a broader sense, refers to the willingness to accept responsibility for one's own life occurrences or to account for one's own actions. A person with Self-Accountability does not blame his failures on external factors or others rather he understands that his life occurrences are ultimately the result of his own actions. Being accountable leads to the self-regulatory behaviour (Dhiman et al., 2015). In this way, Self-Accountability plays a significant role in one's success. The last Prophet (PBUH) said: "A wise person is one who takes account of himself (self-control) and does good deeds for the sake of the Hereafter, and a humble one is one who pursues the desires of his soul and Hope for reward from Allah the Exalted in the Hereafter" (Al-Tirmidhi, 2459). The above Hadith describes that individual who exercises self-control and introspection during their earthly existence, thus ensuring that they hold themselves accountable before they are held accountable on the Day of Judgment. This implies a proactive approach to evaluating one's actions and behaviour in order to rectify and improve oneself in accordance with moral and ethical principles.

Demonstrative Teaching:

The prestigious attribute of the Prophet Muhammad (PBUH) was that He consistently

followed the instructions which he gave to others. Holy Prophet Muhammad (PBUH) also advised the Muslims to first follow by themselves which they advise others (Arfi, 2009). The paramount quality of an effective teacher is to first follow the instruction himself which he gives to his students. This is an ethical as well as makes a good impact on the students' behavior. The Quran forbids Muslims from teaching others what they do not practise on themselves. "O you, who have believed! why do you advise what you do not follow?" (Quran 61: 2).

Learning through demonstration is crucial in the classroom because students observe the practical aspects of concepts, which improves students' retention power. The last Prophet (PBUH) therefore provided the best example of demonstration by putting his entire life into action. The Holy Qur'an mentions; "Indeed, in the Prophet of Allah you have an excellent example for whoever has hope in Allah and the Last Day, and remembers Allah often" (Quran, 33:21). He put it into practice by presenting its practical interpretation, so that the Muslim Ummah can easily take it into consideration and be able to solve their problems. Likewise, the hadith Sharif describes "offer the prayer as you see me praying" (Al-Bukhari, 6008)

He presented the excellent demonstration of prayer and other duties and commands. His life was free of contradiction in sayings and deeds. His words were his actions and his actions were his words, so he performed the prayer himself before ordering the prayer, endured hunger and thirst before explaining the obligation of fasting. Prior to commanding the Hajj, he underwent the rigours of travel and the Hajj, and he engaged in Jihad himself. He set the excellent demonstration for teaching and learning about all aspects of life, including marriage and divorce, sales and purchases, and daily living and nutrition.

Learning through Analogy:

According to Oxford dictionary, Analogy refers to the comparison between the two things based on similarity of a specific aspect, usually for the reason of understanding or clarification. As a cognitive process, Analogy involves switching meaning or characteristics of one subject to another. Such as, the president is elected as the head of a state just as the governor is elected as the head of a province. Numerous researches illustrated that using analogy as an Instructional Strategy produces significantly higher understanding of scientific concepts compared to the conventional instruction. It also supports the students to integrate their knowledge effectively (Samara A. H., 2016; Kawthar, 2012; Al-Agha, 2007). The Prophet Muhammad (PBUH) often used analogies to make complex or abstract ideas more understandable to his followers in his teachings.

Prophet Muhammad (PBUH) often employed analogies and metaphors to stimulate their engagement and imagination. These linguistic devices were instrumental for clarity and helping the listeners to understand better the topic discussed. For example, once the Prophet Muhammad (PBUH) posed a question to his followers utilizing a metaphorical scenario: "If there was a river located just outside the home of any one of you, and he took a bath in it five times a day, would any filth remain on his body? The followers responded "Not a trace of dirt would be left". The Prophet then used this analogy to illustrate the significance of the five daily prayers prescribed by Allah. He (PBUH) explained that just as the act of washing five times a day would cleanse a person physically, the five prayers serve as a means to cleanse and erase wicked deeds spiritually (Al-Bukhari, 528). This metaphor helps to convey the idea that regular prayer is a purifying and spiritually uplifting practice. By employing such analogies and metaphors, Prophet Muhammad (PBUH) aimed to engage his listeners (students), facilitate their understanding, and make the teachings more relatable and accessible to them.

Likewise, Abu Musa al-Ash'ari (RA) narrated that the Prophet of Allah, (PBUH) said: "The example of a believer who recites the Qur'an is like an orange whose fragrance is good and it is also good. The example of the believer, who does not recite the Qur'an is like a date which has no fragrance but it is sweet in taste. And the example of the hypocrite who recites the Qur'an is that of a fragrant plant whose smell is good but its taste is bitter. And the example of a hypocrite who does not recite the Qur'an is like a bitter fruit, which neither smells good nor tastes good" (Al- Tirmidhi, 2865).

Questioning:

Questioning is particularly an effective Instructional strategy in teaching learning process. It stimulates motivation and promote the abilities of critical and creative thinking among the students. It also assists the students to engage actively in learning and helps them in developing higher order thinking skills (HOTS). Additionally, Teachers can get feedback easily from their students regarding their understanding of the subject (Shanmugavelu et al., 2020).

In addition to the followers asking questions of the Prophet Muhammad (PBUH), He (PBUH) also occasionally questioned the followers in an effort to inspire them, maintain their interest in learning, boost their mental awareness, or promote greater learning. In this way, The students' mental capacity and tendencies can be best identified and they can practise focusing on the subjects in accordance with their tendencies and aptitudes. Therefore, while teaching, He (PBUH) frequently asked the series of questions and answers to the students in order to maintain their attention. sometimes he used to start his sermons with questions.

Prophet engaged his followers by posing thought-provoking questions. When he asked, "Who values their heirs' wealth more than their own?" His (PBUH) followers vehemently denied it. The Prophet responded, "Everyone

loves their own wealth more. Your wealth is what you spend before death; your heir's wealth is what you leave behind." (Bukhari 6442) His inquiry on others' wealth captivated their attention and stimulated contemplation.

Interest Building

One of the teaching strategy of Prophet Muhammad (PBUH) was to first create a desire and curiosity to acquire knowledge before actually disseminating it. One way He (PBUH) achieved this was by posing thought-provoking questions to his companions. For instance, he would ask them, "Shall I not inform you?" or "Do you know?" before sharing important information or teachings. This approach was intended to capture the attention of his students, making them attentive and ready to receive the knowledge being imparted.

By using such words and phrases, Prophet Muhammad (PBUH) created an atmosphere of curiosity and anticipation among his companions. This technique was effective in stimulating their intellectual curiosity and motivating them to actively participate in the learning process. It helped to cultivate a desire for knowledge within them, encouraging them to actively seek and acquire knowledge.

Nonverbal communication

Non-verbal communication includes gestures, vocal tone, body language and facial expressions. Non-verbal messages are frequently go along with a verbal message, but they're nevertheless important. According to Birdwhistell (1970), 35% of communication' comprehension is verbal and 65% is nonverbal. Nonverbal cues must complement and integrate verbal cues for effective communication. This can assist in overcoming the barriers in cross-cultural communication as well as minimise cultural "noise" that manipulates the intended essence of the message (Rammal, H.G., 2007). If teachers implement this strategy, it will greatly benefit students' learning (Bambaeeroo F, Shokrpour N., 2017). Educationists and psychologists agree that more than the verbal

communication of teacher, his movements, gestures, body language, as well as voice inflections have a greater effect, and unconsciously have a profound effect on the knowledge being transmitted.

The last Prophet (PBUH) used non-linguistic communication techniques depending on the nature of the problem. Hazrat Abu Musa Ash'ari reported that the last Prophet (PBUH) said: A believer is like a strong building for another believer, the bricks of which join together to create strength, and he pointed with his fingers joined together. On another occasion, it is narrated by Hazrat Sahl bin Saad (RA) that the last Prophet (PBUH) said: "I and the one who supports the orphan will be like this in Paradise". He said by intertwining two fingers.

The last Prophet (PBUH) maintained his voice low, slow and polite. The eye-contact was interactive and attractive, his facial expressions were friendly, body language was soothing, his silence was meaningful. The manner of speaking of the last Prophet (PBUH) mad his speech memorable and understandable. (Ali et al., 2019).

Periodic Intervals:

According to Blasche, taking break and rest decrease fatigue and refresh mental and physical health, increase performance under demanding situations (Blasche et al., 2018). It is obvious that teaching and learning process does not sufficiently benefit the students if the psychology and intensifying burden of the students are not taken into consideration. The Prophetic teaching approach addressed this issue as well. In the education system of the Prophet's era, the principle of moderation and balance was followed in all respect. There was neither wastage of time, aimlessness nor less education and more vacations. There was a continuity of teaching and learning, which went on continuously. Leave was also granted for necessity and expediency. Imam Bukhari has cited the Hadith that Hazrat Abdullah bin Masood (RA) said that the last Prophet (PBUH)

took a break from advising us (for mental rest) to prevent student boredom (Al-Bukhari, 68). According to the mentioned Hadith, there should be an interval in learning activities to take rest and refresh mentally. This could create enthusiasm among the students and prevent the exhaustion, tiredness, fatigue which ultimately may cause academic burnout among the learners.

Rewarding and appreciating desirable behaviour

Reinforcement is a highly effective strategy used by educators to strengthen desired behaviour in students. Positive reinforcement, such as acknowledging and appreciating students' efforts, can increase the occurrence of desired behaviours, improve their self-concept, and foster a sense of autonomy and accomplishment. Additionally, it is important to avoid over-reliance on reinforcement, as this may lead to a decrease in intrinsic motivation and a dependency on external rewards. An example of the utilization of reinforcement in teaching can be observed in the actions of the last Prophet Muhammad (PBUH). An account from Ibn Abbas R.A. recounts an incident where the Prophet (PBUH) noticed a pot of water that Ibn Abbas had made for him to offer ablution. The Prophet (PBUH) then prayed to Allah, asking for an enhancement of Ibn Abbas's religious wisdom (Al-Bukhari, 143). This narration highlights the importance of reinforcement and recognition in fostering positive behavior and personal growth.

Brainstorming

Brainstorming is an instructional strategy of problem solving which cultivate students' abilities to generate innovative ideas enhance their higher-order thinking skills. The process of Brainstorming stimulates the imagination, creativity and encourages them to think outside of the box or conventional approaches. It aims to stimulate thinking, foster creative thinking, and enable the students to solve problems in

innovative way (AlMutairi, 2015). The last Prophet Muhammad (PBUH) employed a brainstorming strategy when He questioned his companions, "He (PBUH) said, 'Tell me which tree is similar to a Muslim.' Whose leaves do not fall neither in winter nor in summer, which continues to produce its fruit in all seasons. (Good deeds of Muslims never stopped) After some time, the Prophet responded: "The palm tree" (Al-Bukhari, 61). The last Prophet asked this question in gathering, addressing to all participants by giving them time to consider and discuss it before responding, instead of nominating a single individual in this instance. Pointing single individual for answer may embarrassed him.

Progressive Simplification

The last Prophet Muhammad (PBUH) practiced progressive simplification strategy to transmit new teachings of Islam to his neo-followers because some teachings might be difficult for them to understand and practise immediately rather it required more time. He (PBUH) did this for progressive change by letting his followers understand first and practice later by providing a general description of something followed by specifics.

When the last Prophet Muhammad (PBUH) sent his envoy to Yemen, He (PBUH) instructed him to care for those people and gradually introduce them to Islam. He (PBUH) said: (You will come to the Bible believers, invite them to testify the oneness of Allah Almighty and the Prophet-hood of Muhammad (PBUH). If they accepted, do instruct them that Almighty Allah has made compulsory five prayers on them in every day, if they acted upon, tell them that Almighty Allah has made compulsory for them to donate charity from their wealth to the needy, and that if they followed these teachings, you should be cautious of their wealth, personal belongings and properties. Do avoid the prayer for their oppressed ones since there is no barrier between his prayer and Allah (Al-Bukhari, 1458).

Differentiated Instruction/ Embracing Student Diversity

One-Size Does Not Fit All. Today, teachers can no longer rely on simply delivering a lesson with hoping that all students will grasp. According to De Jesus, (2012), students prefer learning through diverse modalities. They possess unique interests and exhibit different learning preferences. Some students are motivated when engaged in activities and physical movement, others prefer in engaging group discussions or group activities or some prefer audio-visual instruction. To tackle these variations, it is important for teachers to be well-versed in differentiated instruction and encourage its implementation within their classrooms.

The last Prophet Muhammad (PBUH) addressed Differentiation principle to cater to the needs of their diverse followers by caring individual differences in His (PBUH) teachings, e.g. the variation in commandments depending on the people, differences in his decisions, queries and answers based on the cases (Arfi, 2009). By recognizing and accommodating individual differences, the last Prophet Muhammad (PBUH) fostered an inclusive and effective learning environment.

Extra-curricular Activities

Co-curricular activities help in the development of students' mental, emotional, and physical health (Javaid, 2020). The perfect learning environment is created when students are physically and mentally developed, and it also supports in accomplishing educational objectives. The physical development of the learners is also one of the objectives of education in Pakistan.

In the Prophetic era, the health and physical activities were found along with education and training. The last Prophet (PBUH) promotes the physical education along with routine education for well-rounded and balanced human development. The prophet (PBUH) encouraged to participate in useful activities such as

recreational games include swimming, walking, horse-racing, camel competitions, swords throwing, wrestling and hunting. He (PBUH) ordered to arrange these activities for the training of physical vitality and strength. The general statement of the Prophet (PBUH) Muhammad is: "the strong, healthy believer is better and beloved to Allah, compared to the weak believer, although both are better in their respective places" (Ibn Majah, 4168).

SUGGESTIONS FOR ADAPTATION

The instructional strategies used by Prophet Muhammad PBUH can provide a valuable framework for educational applications in today's classrooms. Here are some practical steps for how the discussed strategies can be applied in contemporary educational context:

Nano-learning:

- One of the key aspects of Nano-learning is that it focuses on short, focused lessons that can be easily digested by learners. In today's classrooms, teachers can apply this approach by breaking down complex topics into small, manageable pieces of information. Teachers can then deliver these short lessons in an engaging and interactive way to keep students interested and motivated.
- Nano-learning encourages reflection and feedback. In the classroom, teachers can encourage students to reflect on what they have learned, and to provide feedback on the learning process. This can help to improve learning outcomes and ensure that students are actively engaged in the learning process.

Spaced Repetition:

- Teachers can design lesson plans that incorporate spaced repetition, such as reviewing previous lessons and concepts at the beginning of each class or revisiting key ideas and concepts at regular intervals throughout the school year.

- Teachers can use spaced repetition in assessments by incorporating questions on previously learned material. This can help students review their knowledge and reinforce their understanding of the material.
- There are several spaced repetition software and apps available that can be used to help students review their notes, practice vocabulary, and learn concepts. For example, Anki, Quizlet, and Duolingo are popular apps that use spaced repetition to help learners retain information.

Enhancing Self-Accountability:

- Implement a contract learning strategy that requires students to take responsibility for their learning. This involves setting goals, developing plans, and tracking progress towards their learning outcomes.
- Allow students to assess their own work and progress. Use rubrics or checklists to help guide students through the assessment process. Self-assessment helps students to identify their strengths and weaknesses, and take responsibility for their learning outcomes.
- Encourage students to work in pairs or small groups and hold each other accountable for their progress. Accountability partners can help students stay motivated, provide support, and offer constructive feedback.

Demonstrative Teaching:

- As a teacher, it is crucial to ensure that your reflections, actions, and words are in alignment, without any contradictions.
- Use real-life examples to demonstrate a concept or skill. For example, if you're teaching geometry, you can use actual objects to demonstrate different shapes and their properties.
- Use visual aids such as videos, charts, and graphs to demonstrate a concept or skill. This helps students understand complex ideas and retain information better. Use

multimedia tools such as presentations, animations, and interactive simulations to demonstrate a concept or skill. These tools make learning more engaging and interactive for students.

Learning through Analogy:

- Visual aids are helpful for making the analogy more concrete and easier to understand. A teacher can use variety of audio-visual objects to analogize and visualize the concept that are being taught.
- Reinforce the analogy throughout the lesson by referring back to it and using it to explain different aspects of the concept being taught. This will help students remember the analogy and apply it to other situations.
- Use multiple analogies if a particular analogy is not working for some students, try using a different one. It can help ensure that all students can understand the concept you are teaching.

Progressive Simplification

- Begin by introducing overarching principles and general ideas. This helps the students to establish a foundation of understanding as well as willingness to accept the upcoming complexity of knowledge before diving into specific details.
- Once students grasp the general concepts, gradually introduce them more specific and complex concepts by breaking down the complex ideas into smaller, manageable parts, ensuring that students can grasp each component before moving forward. Formatively assess their understanding and adjust the pace accordingly.

Questioning

- Start the lesson with a thought-provoking questions relevant to the topic. This helps capture students' attention and activates their prior knowledge. It also sets the stage for further exploration and discussion.

- After posing a question, give students sufficient time to process and formulate their responses because the last Prophet Muhammad (PBUH) used to give time for answers. This pause, known as wait time, allows students to think critically before answering. It also encourages participation from all students, including those who may need more time to reflect.
- When students respond to questions, provide constructive feedback to reinforce correct understanding or guide them towards the correct answer. If students struggle with a question, offer hints, additional examples, or guiding questions to scaffold their learning and help them reach the desired outcome. All these techniques were the components of teaching of the last Prophet Muhammad (PBUH).

Considering the Individual Differences

- Modify your teaching methods, materials, and assessments to accommodate different learning styles, abilities and interests of your students. This approach ensures that each student receives instruction that is tailored to their unique needs and make an inclusive learning environment.
- Identify students who may require additional support or challenge and provide individualized attention. This can involve offering extra resources, providing extra practice opportunities, or creating customized learning plans.

CONCLUSION

The study highlights the immense contributions of the Prophet Muhammad (PBUH) as an extraordinary teacher and the originator of various instructional strategies. His (PBUH) teachings provide a wellspring of knowledge that is highly relevant and applicable to modern teaching practices. The strategies such as Nano-learning, spaced repetition, enhancing self-accountability, demonstrative teaching, learning through analogy, questioning, interest

building, and nonverbal communication were already comprehensively implemented by the Prophet in his teachings. The results of this study have instructional guidelines for teachers irrespective of religion, as they provide valuable insights into effective teaching methods that are rooted in the teachings of the Prophet Muhammad (PBUH). By embracing these strategies, teachers can create an environment that fosters holistic growth and fosters critical thinking, creativity, and self-accountability among students. Furthermore, the study highlights the compatibility of modern instructional strategies with the Qur'an and the Sunnah, dispelling any misconceptions about their Western origins. By drawing inspiration from his instructional strategies, all teachers including from madrassas have the opportunity to transform their classrooms into spaces of impactful learning and character development, upholding the timeless wisdom and teachings of the last Prophet Muhammad (PBUH). The reality is that a significant number of teaching methods and strategies that are being introduced in the modern era were already presented and practiced by the last Prophet Muhammad (PBUH). This study highlights a few of these methods, compiling a comprehensive book would be necessary to cover all of them.

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