

## Tradition Nabawiyyah Pedagogy: Shaping an Excellent Generation Through Education Based on QS. Al-Ahzab: 21

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### Abstract

Based on QS Al-Ahzab verse 21, this research elaborates on the crucial role of Sunnah Nabawiyyah-Based Education in shaping individual character and potential. The focus lies on education as the primary pillar of formation, with Sunnah Nabawiyyah Pedagogy as the guide derived from the teachings of the Prophet. The objective is to analyze the impact of applying Sunnah Nabawiyyah Pedagogy within the educational system, emphasizing the development of an excellent generation. The importance of integrating Islamic values into education is a primary highlight, and this research attempts to detail how these values can be incorporated into the curriculum and daily educational practices. The study identifies obstacles in implementing Sunnah Nabawiyyah Pedagogy and proposes concrete solutions. By exploring the positive impacts of implementing Sunnah Nabawiyyah Pedagogy, this research aims to provide valuable contributions on how to shape an excellent generation through education based on Islamic values. Furthermore, this research is expected to serve as a robust scientific foundation for better educational policy development, ensuring the application of pedagogy in accordance with religious guidance. A literature study method is used to delve into the concept of Sunnah Nabawiyyah Pedagogy, encompassing categories such as the analysis of Islamic education literature, quality education literature, curriculum literature analysis, and the literature on the implementation of Sunnah Pedagogy.

**Keywords:** Pendagogy, Tradition, Qur'anic



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## INTRODUCTION

Education is universally recognized as the cornerstone of individual development and societal progress. It plays a pivotal role in shaping the character, values, and potential of individuals. Within the realm of Islamic education, tradition Nabawiyyah-Based Education stands out as a dignified and robust framework, encompassing ethical, moral, and spiritual dimensions (AlJahsh & Amin, 2025; Boron, 2024; Eser, 2024). Rooted in the teachings and examples of Prophet Muhammad (PBUH), Sunnah Nabawiyyah Pedagogy serves as a guiding light for Muslims, offering a holistic approach to education.

Numerous scholars, including Dr. Zainal, Arifin M.Pd.I, and Saifuddin Umar, have emphasized the importance of tradition Nabawiyyah Pedagogy in shaping an exemplary generation through education. Their works underscore the holistic nature of education, emphasizing not only the transmission of knowledge but also the cultivation of character, personality, and morality (Aras, 2024; Gusmian & Muttaqin, 2024; Kanwal & Mansoor, 2024). Through the integration of Islamic values into education, the aim is to nurture individuals who are not only intellectually adept but also morally upright and God-conscious.

In contemporary society, where moral and ethical challenges abound, there is a pressing need for educational approaches that align with Islamic values. tradition Nabawiyyah provides a rich source of inspiration, offering timeless principles and methodologies for developing learners in all aspects of life. It emphasizes the importance of learning based on the teachings of Prophet Muhammad, both in religious knowledge and worldly affairs.

Moreover, tradition Nabawiyyah advocates for values such as honesty, responsibility, and compassion, which are integral to the Islamic ethos (Haris, Widodo, Tantri, & Sarah, 2024; Madjid & Güler, 2024; Rahman, 2024). It emphasizes the importance of integrating these values into the curriculum and daily educational practices, ensuring that learners are not only knowledgeable but also virtuous individuals.

Despite the inherent value of tradition Nabawiyyah Pedagogy, challenges may arise in its implementation within the educational system. Identifying these obstacles and providing solutions is crucial for realizing the full potential of this pedagogical approach (Dobronravin, 2024; Suleimān, Alatas, & Busari, 2024; Supena, 2024). Through rigorous research and analysis, scholars aim to uncover the positive impact of tradition Nabawiyyah Pedagogy on educational outcomes and societal development.

By shedding light on the significance of tradition Nabawiyyah Pedagogy, this research contributes to our understanding of how to cultivate an excellent generation through education rooted in Islamic values (El-Badawi, 2024; Halil, 2024; Samji, 2024). It provides a solid scholarly foundation for the development of educational policies and practices that are in line with religious guidance.

In conclusion, tradition Nabawiyyah Pedagogy offers a profound and comprehensive approach to education, emphasizing the holistic development of individuals). Through its integration into educational systems, it has the potential to shape generations that are not only intellectually proficient but also morally upright and God-conscious (Elouazzani, 2024; Karataş & Gengil, 2024; Stewart, 2024). This research aims to explore and elucidate the transformative impact of Sunnah Nabawiyyah Pedagogy, paving the way for a more enlightened and virtuous society.

## RESEARCH METHOD

This research adopts a literature review methodology to explore the concept of tradition Nabawiyyah Pedagogy within the context of Islamic education and its relevance to quality education (Benmessaoud, Fareh, & Abidi, 2024; Ghazani & Kahaki, 2024; Gyllenhaal & Zuckier, 2024). The literature review encompasses various categories, including the analysis of

Islamic education literature, studies on quality education, curriculum literature analysis, and literature on the implementation of Sunnah Pedagogy.

In the analysis of Islamic education literature, the research delves into theoretical and practical works on Islamic education, highlighting the role of Islamic teachings in shaping students' character and integrating Islamic values into learning (Çelik, 2024; Islam & Hasan, 2024; Lala, 2024). The focus extends beyond the theoretical foundations of Sunnah Nabawiyyah Pedagogy to its practical application within Islamic education literature.

Additionally, the literature review on quality education examines factors contributing to quality education, such as educational policies, curriculum development, teaching methods, and their impact on educational outcomes (Heybatov, 2024; Ladja & Ladja, 2024; Nurdin, Baharuddin, Sumardi, Idrus, & Mutiawati, 2024). This literature aids in identifying the key role of Sunnah Nabawiyyah Pedagogy in achieving quality education.

## RESULTS AND DISCUSSION

### Education as the Main Pillar of Character and Potential

Formation Education is not only about knowledge transfer but also plays a significant role in shaping an individual's character, personality, and potential. It emphasizes education as the primary foundation for individual development (AbuAlkheir, Farghal, & Haider, 2024; Ahmad dkk., 2025; Lazzari, 2024). This statement summarizes important perspectives on education, emphasizing that education is not merely focused on the transmission of knowledge but also has a significant role in shaping an individual's character, personality, and potential. (Wismanto, t.t.)

- a. Education as More than Knowledge Transfer: This statement portrays education as a concept that goes beyond merely transferring information (Vasconcelos, 2020). When we talk about education, it's not just about imparting facts and theories but encompasses the broader development of individuals (On behalf of the Mucositis Study Group of the Multinational Association of Supportive Care in Cancer/International Society for Oral Oncology (MASCC/ISOO) dkk., 2019). This reflects an educational paradigm that recognizes the importance of non-academic aspects.
- b. Character Formation: Education, according to this statement, actively contributes to shaping an individual's character. It reflects the idea that the educational process should include the formation of values, ethics, and morality within learners. A good character forms the foundation for a strong and sustainable personality.
- c. Personality Development: Education is not just about intellectual development but also plays a role in shaping an individual's personality. Personality encompasses how individuals interact with others, respond to challenges, and navigate daily life. Holistic education should design learning
- d. experiences that support positive personality development.
- e. Unleashing Individual Potential: This statement also highlights that education should help unleash the unique potential of each individual. Understanding this potential is not only in an academic context but also involves the talents, skills, and specific interests possessed by each learner.
- f. Main Foundation for Individual Formation: Focusing on education as the main foundation for individual formation underscores the importance of the educational process in laying a solid groundwork for personal development. This creates a picture

of how every element of education, both formal and informal, should contribute to shaping empowered individuals.

- g. **Comprehensive Analysis:** Comprehensive analysis involves a deep understanding of the impact of education on individuals' lives and society as a whole. It involves tracing the influence of education on social values, economic well-being, and its contribution to the balance and development of society.
- h. **Critical of Traditional Education Paradigms:** This statement could also be interpreted as a critique of educational paradigms that only emphasize academic aspects without considering character and personality development. In this analysis, it may be necessary to reconsider whether the current education system is holistic enough or still trapped in overly narrow focus.

Thus, this statement reflects a deeper understanding of the essence of education and asserts that successful education is one that can shape individuals comprehensively, encompassing not only knowledge but also their character, personality, and unique potential (Ibda, Wijanarko, Azizah, Amnillah, & Ro'uf, 2024). This analysis stimulates critical thinking about the role of education in shaping the future of individuals and society.

### **Tradition Nabawiyyah-Based Education**

Is regarded as a strong and dignified foundation, encompassing ethical, moral, and spiritual values. This underscores the relevance and urgency of implementing pedagogical principles sourced from the teachings of the Prophet Muhammad (Geissinger, 2024; Moqbel, 2024; Rubin, 2024). The statement emphasizes the importance of tradition Nabawiyyah-Based Education as a strong and dignified foundation. It signifies the involvement of ethical, moral, and spiritual values in the educational process, as well as highlights the relevance and urgency of applying pedagogical principles sourced from the teachings of the Prophet Muhammad. Let's critically and analytically elaborate on this, referring to the hadiths of the Prophet Muhammad and Quranic evidence.

- a. **Strong and Dignified Foundation:** tradition Nabawiyyah-Based Education is viewed as a strong foundation because it is based on the teachings of the Prophet Muhammad. This emphasizes that dignified education not only imparts knowledge but also roots in high moral and ethical values.
- b. **Involving Ethical, Moral, and Spiritual Values:** This education is not limited to academic aspects alone but also includes character formation by involving ethical, moral, and spiritual values (Thomaz, Salge, Karahanna, & Hulland, 2020). It indicates that true education should encompass dimensions of humanity and spirituality. Education that solely focuses on imparting knowledge without considering other aspects can result in individuals lacking balance. Therefore, emphasis on holistic dimensions ensures that education not only produces "smart students" but also "morally upright and well-characterized individuals." Strong character assists individuals in facing life's challenges wisely and responsibly (Fidan & Tuncel, 2019). By instilling positive values from an early age, education can provide a solid foundation for good character formation. Ethical and moral values serve as guidelines in decision-making and behavior, while the spiritual dimension adds meaning and purpose to life. This combination helps create individuals who are not only intellectually sharp but also morally and spiritually meaningful.

The foundation of tradition Nabawiyah education in QS. Al-Ahzab verse 21 provides a profound understanding of the pivotal role of Prophet Muhammad in guiding his followers towards Allah's mercy and a good afterlife. This verse states:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

"Indeed, there is for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often." (QS. Al-Ahzab: 21)

This verse emphasizes that Prophet Muhammad is the perfect example to be followed by the Muslim community (Alikberov, 2024; Irsad, Mustaqim, & Qudsy, 2024; Pakuna dkk., 2024). His actions, words, and way of life serve as guidance for Muslims in every aspect of life, including education. Prophet Muhammad not only taught through words but also through his actions and daily behavior.

Here are some interpretations and perspectives on the foundation of tradition Nabawiyah education in QS. Al-Ahzab verse 21:

1. **Example of Prophet Muhammad:** This verse affirms that Prophet Muhammad is the ideal example for the Muslim community. His actions, words, and life serve as a guide for Muslims in all aspects of life, including education. Prophet Muhammad not only taught through words but also through his actions and daily behavior. (Busthami, 2018)
2. **Character Education:** This verse highlights the importance of character education in Islam. Prophet Muhammad was not only a teacher who taught religious knowledge but also a builder of good character. Sunnah Nabawiyah education aims to guide individuals to become morally upright, responsible, and high-integrity individuals. (Awaluddin, 2020)
3. **Spiritual Education:** This verse also underscores the importance of the spiritual dimension in education. Prophet Muhammad not only taught about good morals but also taught about having a good relationship with Allah SWT. In Sunnah Nabawiyah education, the development of spiritual awareness and love for Allah is the primary focus.
4. **Social Education:** This verse emphasizes the importance of education in building a dignified and cultured society. Prophet Muhammad was an example of building good social relationships, respecting the rights of fellow human beings, and contributing to the welfare of society (Pan dkk., 2020). Sunnah Nabawiyah education aims to produce a generation that cares for others and is ready to contribute to sustainable community development. (Ratnawati & Triadi, 2020)
5. **Integrity Education:** This verse emphasizes the importance of integrity and honesty in the life of a Muslim. Prophet Muhammad was a person of great honesty and trustworthiness, making integrity one of the main values in tradition Nabawiyah education. Students are taught to value integrity in all aspects of life, both in their relationship with Allah and with fellow human beings. (Akip, 2019)

In Islam, education is not only about transferring knowledge but also about shaping character and good personality (Paul-Binyamin & Haj-Yehia, 2019). QS. Al-Ahzab verse 21 provides a strong foundation for tradition Nabawiyah education aimed at guiding the Muslim community towards Allah's mercy and a good afterlife (On behalf of the Mucositis Study



Group of the Multinational Association of Supportive Care in Cancer/International Society for Oral Oncology (MASCC/ISOO) dkk., 2019). By understanding the teachings and example of Prophet Muhammad, the Muslim community can develop a comprehensive education system that focuses on spiritual growth, moral development, and societal contribution.

Identifying barriers and challenges in implementing the Pedagogy of the tradition Nabawiyyah reflects an acknowledgment of the complexity and dynamics involved in applying the principles of education derived from the teachings of Prophet Muhammad (PBUH) (Bietti, Tilston, & Bangerter, 2019). Recognizing factors that may hinder the effectiveness of the Pedagogy of the tradition Nabawiyyah and offering solutions to overcome these obstacles are crucial steps towards successful implementation (Maddux, Lu, Affinito, & Galinsky, 2021). Here are the identified barriers and challenges along with potential solutions:

- a) Resistance to Change: Educational communities may exhibit resistance to change, especially if the Pedagogy of the tradition Nabawiyyah requires significant transformation in existing teaching methods. Changes in the educational realm are often met with uncertainty and concerns. Therefore, it's essential to inform and empower educational communities to understand the benefits and objectives of the Pedagogy of the Sunnah Nabawiyyah.(Anwar, Windiarti, & Haryadi, 2023)
- b) Lack of Training and Understanding: Insufficient training and understanding of the Pedagogy of the Sunnah Nabawiyyah can pose a barrier. Teachers and educational staff may not fully comprehend or be prepared to implement these principles. Continuous education and adequate training need to be provided to education professionals. A deep understanding of the principles of the Pedagogy of the Sunnah Nabawiyyah can pave the way for more effective implementation.
- c) Challenges in Integrating Islamic Values: Integrating Islamic values into the curriculum may encounter obstacles, especially if there are conflicts with existing national or regional curricula (Fang, Chen, Wang, & Chen, 2019). Close collaboration among educators, government authorities, and relevant institutions is necessary to align the curriculum with Islamic values. Open discussions and constructive dialogue can help overcome differences of opinion (Surahman, Sunarya, & Yuniartin, 2022)

Solutions to Overcome Barriers:

- a) Advocacy and Awareness Strengthening: To address resistance to change, robust advocacy campaigns are needed to increase public awareness of the benefits and necessity of implementing the Pedagogy of the tradition Nabawiyyah. Active engagement from community leaders, scholars, and educational leaders in advocacy efforts can shape positive perceptions and garner public support.
- b) Training and Professional Development: Addressing the lack of training and understanding can be achieved through training and professional development programs focusing on the principles of the Pedagogy of the tradition Nabawiyyah. Adequate understanding of teaching methods and Islamic values can be enhanced through regular training. Colleges and higher education institutions can also play a role in providing courses and professional development programs.(Eka & Mujahidin, 2023)
- c) Collaborative Curriculum Revision: Challenges in integrating Islamic values can be addressed through collaboration among educational institutions, governments, and scholars to revise the curriculum collaboratively (Liang, Deng, Ma, Cheng, & Lin,

2020). Open and constructive dialogue among stakeholders can help reach agreements in aligning the curriculum with the principles of the Pedagogy of the Sunnah Nabawiyyah. This can create a balanced approach between Islamic education and general education.

Continuous Monitoring and Evaluation (Moafi, Momeni, Tayeba, Rahimi, & Hajnasiri, 2021): Effective implementation requires a sustainable monitoring and evaluation system to identify issues and make necessary changes (Vasconcelos, 2020). By periodically monitoring and evaluating the effectiveness of the Pedagogy of the Sunnah Nabawiyyah, educational institutions can respond promptly to changes and improve implementation strategies.

## CONCLUSION

This study highlights the urgency of tradition Nabawiyyah-based Education as a strong foundation for character formation and individual potential. Focusing on education as a primary pillar provides a holistic view of the role of education in shaping outstanding generations. The Pedagogy of the Sunnah Nabawiyyah is raised as a pedagogical method that not only imparts knowledge but also ethics, morality, and spirituality from the teachings of the Prophet Muhammad. The research has a clear objective to carve out outstanding generations through analyzing the impact of implementing the Pedagogy of the tradition Nabawiyyah in the education system. Understanding that character, personality, and morality are also integral parts of education becomes a crucial point, and the research details the importance of integrating Islamic values into the curriculum. The Pedagogy of the tradition Nabawiyyah is seen as a concrete guidance from the teachings of the Prophet, emphasizing learning based on his teachings. Additionally, the research seeks to identify barriers in the implementation of this method and provide concrete solutions to overcome these challenges.

The positive impacts of the Pedagogy of the tradition Nabawiyyah, outlined in the research, are expected to make a significant contribution to understanding how to shape outstanding generations through education based on Islamic values. This research also positions itself as a solid scientific foundation for the development of better education policies, ensuring the implementation of pedagogy in accordance with religious guidance. By detailing these points, this research aims to make a positive contribution to the understanding and practice of Islamic education, particularly in the context of the Pedagogy of the tradition Nabawiyyah.

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## AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

## CONFLICTS OF INTEREST

The author(s) declare no conflict of interest

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