

Prophetic Educational Philosophy: Reconstructing Islamic Education through *Tarbawi Hadith*

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Abstract

Although *Hadith Tarbawi* has significantly informed contemporary Islamic educational discourse, research that systematically examines it as a philosophical foundation for Islamic educational theory remains limited. This study aimed to explore the epistemological, pedagogical, and ethical dimensions of prophetic educational philosophy as derived from *Hadith Tarbawi*. A qualitative design was employed using a thematic analysis approach to examine selected prophetic traditions related to education. Data were collected through document analysis of classical hadith sources and contemporary scholarly literature and were analyzed through thematic categorization. The findings reveal three major dimensions of the philosophy of prophetic education: knowledge as a religious obligation, student-centered prophetic pedagogy, and ethical character formation as the ultimate goal of education. The study concludes that *Hadith Tarbawi* offers a holistic educational framework that integrates intellectual development, pedagogical wisdom, and moral responsibility. These findings contribute theoretically to the development of Islamic educational philosophy and provide practical insights for educators and institutions seeking to integrate prophetic values into contemporary educational practice. The study also highlights the need for future research on the application of prophetic educational principles in modern Islamic educational institutions.

Keywords: *Hadith Tarbawi*; Islamic Educational Philosophy; Prophetic Pedagogy; Moral Education; Spiritual Education

INTRODUCTION

Islamic education occupies a central position in shaping the intellectual, moral, and spiritual development of Muslim societies. As a system rooted in religious teachings, Islamic education aims not only to transmit knowledge but also to cultivate ethical character (Nguyen et al., 2023) and spiritual awareness among learners (Almousa et al., 2025; Imran & Almusharraf, 2024). In contemporary discourse, scholars have emphasized that education within Islamic traditions integrates moral formation with intellectual development. Ali et al., (2022) highlights that education in Islam is not merely the transfer of knowledge but also the cultivation of moral and spiritual values. This perspective demonstrates that Islamic education historically functions as a holistic process that integrates ethical, spiritual, and intellectual dimensions (Selvia et al., 2025; Siregar et al., 2025; Suntoso et al., 2022). Consequently, exploring the philosophical foundations of Islamic education becomes increasingly important in responding to modern educational challenges while maintaining the integrity of Islamic values.

In the Islamic intellectual tradition, the teachings of the Prophet Muhammad serve as a primary source for educational guidance. The concept commonly referred to as *Tarbawi Hadith* refers to prophetic traditions that contain educational principles, methods, and values relevant to teaching and learning. Previous studies have shown that the Prophet practiced various pedagogical strategies such as dialogue, storytelling, gradual instruction, and personal example in guiding his companions. Dewantoro & Susilo (2025) notes that the Prophet Muhammad demonstrated a variety of teaching methods that reflected compassion, wisdom, and contextual understanding in educating his companions.

In contemporary educational discourse, the cultivation of moral character has become a central concern across various educational traditions. Amin et al. (2023) highlights that the integration of moral values in the learning process plays an important role in shaping students' character and behavior. Such findings suggest that Islamic education emphasizes the formation of ethical and responsible individuals (Batula et al., 2025; Suntoso et al., 2022). However, most existing studies focus primarily on practical or institutional aspects of

education, such as curriculum development (Akrim et al., 2022; Burhamzah et al., 2025), teaching strategies (Aldbyani et al., 2025), and classroom management (Leatherman & Wegner, 2022), rather than exploring the deeper philosophical foundations embedded in prophetic traditions.

Despite the growing body of research on Islamic education, several limitations remain evident. Many studies discuss Islamic pedagogy from sociological or pedagogical perspectives without sufficiently examining the philosophical principles derived from *Tarbawi Hadith*. In addition, the integration between classical Islamic sources and contemporary educational philosophy remains relatively limited. One study observes that educational transformation requires not only methodological innovation but also a strong philosophical foundation rooted in ethical and spiritual values (Arismin et al., 2025). This observation highlights the need for a more comprehensive exploration of the philosophical dimensions of prophetic teachings as a foundation for the development of Islamic educational thought.

Based on these considerations, this article aims to explore the philosophical foundations of Islamic education derived from *Tarbawi Hadith* and to propose a conceptual reconstruction of Islamic education grounded in prophetic values. By analyzing selected prophetic traditions through a philosophical and educational lens, this study seeks to identify key principles of prophetic pedagogy that emphasize holistic human development encompassing spiritual, moral, and intellectual dimensions. Ultimately, this research intends to contribute to the development of Islamic educational philosophy by bridging classical prophetic teachings with contemporary educational discourse and offering a conceptual framework for reconstructing Islamic education in modern contexts.

METHODS

This study employed a qualitative research design using a library research approach (Baumann et al., 2014; Braun & Clarke, 2013; Creswell & Poth, 2018), to explore the philosophical foundations of Islamic education derived from *Tarbawi Hadith*. Library research was chosen because this study focuses on analyzing written sources related to prophetic traditions and Islamic educational philosophy. The objective of this approach is to examine, interpret, and synthesize relevant scholarly works in order to reconstruct the conceptual framework of prophetic educational philosophy within Islamic education discourse.

The data used in this study consist of primary and secondary sources. The primary sources include selected prophetic traditions (*Tarbawi Hadith*) that contain educational values and pedagogical principles found in major hadith compilations such as *Sabih al-Bukhari*, *Sabih Muslim*, *Sunan Abu Dawud*, and *Jami' al-Tirmidhi*. These traditions were selected based on their relevance to educational themes such as knowledge transmission, teaching methods, character formation, and ethical guidance in learning processes. Meanwhile, the secondary sources include books, scholarly journal articles, and academic publications discussing Islamic educational philosophy, prophetic pedagogy, and contemporary perspectives on Islamic education.

The technique of data collection in this research was conducted through documentary study, which involves identifying, selecting, and reviewing relevant literature related to the research topic. The researcher systematically collected literature from academic databases, books, and peer-reviewed journal publications that discuss *Tarbawi Hadith*, Islamic educational thought, and prophetic pedagogical practices. The collected materials were then classified according to their thematic relevance to the philosophical dimensions of Islamic education.

The data analysis technique used in this research combines thematic analysis and philosophical analysis. Thematic analysis was applied to identify recurring educational themes within the selected hadith texts and related scholarly discussions. These themes include ethical values, pedagogical approaches, teacher–student relationships, and character education. Furthermore, philosophical analysis was used to examine the conceptual meanings and educational principles embedded within the prophetic traditions, particularly in relation to epistemological, axiological, and ethical foundations of Islamic education. Through this analytical process, the study aims to reconstruct a conceptual framework of prophetic educational philosophy that can contribute to the development of contemporary Islamic educational discourse.

To ensure the validity and reliability of the analysis, this study applies source triangulation (Arianto, 2024; Carter et al., 2014; Donkoh, 2023), which involves comparing interpretations of hadith texts with classical Islamic scholarship and contemporary academic literature on Islamic education. This triangulation strengthens the analytical findings and ensures that the proposed conceptual framework is grounded in both authoritative Islamic sources and modern scholarly perspectives.

RESULTS

Educational Philosophy in Tarbawi Hadith

Education occupies a central position in the Islamic intellectual tradition as a means of shaping both individual character and social development. Within this tradition, the pursuit of knowledge is closely connected with religious devotion and moral responsibility. Tarbawi Hadith provides important insights into the philosophical foundations of Islamic education by emphasizing the significance of knowledge as a fundamental obligation. One well-known prophetic tradition states:

طَلِبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

meaning “Seeking knowledge is an obligation upon every Muslim.” This hadith indicates that the pursuit of knowledge is not optional but rather a universal duty for all believers. Consequently, education in Islam is understood as an inclusive and essential process that supports both intellectual growth and spiritual development.

The emphasis on knowledge in prophetic teachings reflects a deeper epistemological orientation within Islamic education. Knowledge is not merely perceived as intellectual information but as a pathway for understanding divine guidance and human existence. In this perspective, the pursuit of knowledge becomes closely linked to spiritual awareness and ethical responsibility. The integration of intellectual and spiritual dimensions distinguishes Islamic education from purely secular educational paradigms. Tarbawi Hadith therefore positions knowledge as a sacred pursuit that contributes to both personal transformation and societal progress. Through this epistemological framework, learning becomes a meaningful process that connects human understanding with divine purpose.

Another important dimension revealed in Tarbawi Hadith is the concept of lifelong learning. Islamic teachings encourage believers to continuously seek knowledge throughout their lives, reflecting the dynamic nature of education in the Islamic worldview. Learning is therefore not limited to formal institutions or specific stages of life but is considered an ongoing process of intellectual and spiritual development. This principle promotes intellectual curiosity and encourages individuals to continuously improve themselves. By emphasizing continuous learning, prophetic traditions foster adaptability and reflective thinking in educational practices. As a result, Tarbawi Hadith provides a philosophical

foundation for an educational system that supports lifelong intellectual growth and moral refinement.

Prophetic Pedagogical Principles in Islamic Education

Teaching methods play a crucial role in determining the effectiveness of educational processes. In Islamic educational tradition, the teaching practices of the Prophet Muhammad serve as an important reference for pedagogical principles. Tarbawi Hadith reveals that the Prophet employed diverse teaching strategies that emphasized compassion, accessibility, and wisdom in guiding his companions. One prophetic tradition illustrates this approach:

يَسِّرُوا وَلَا تُعَسِّرُوا، وَبَشِّرُوا وَلَا تُنْفِرُوا

“Make things easy and do not make them difficult; give glad tidings and do not repel people.”

This hadith highlights the importance of creating supportive learning environments that encourage participation and motivation. As a result, prophetic pedagogy prioritizes facilitation and encouragement as essential elements of effective teaching.

The analysis of Tarbawi Hadith also indicates that dialogue and questioning were frequently used as instructional methods. These interactive strategies allowed learners to actively participate in the learning process rather than remaining passive recipients of information (Cahyaningsih et al., 2025). Through dialogue, the Prophet encouraged his companions to think critically and reflect upon the knowledge being conveyed. This approach strengthened understanding by allowing learners to explore ideas through discussion and inquiry. Such practices demonstrate that prophetic pedagogy values intellectual engagement and reflective thinking. Consequently, learning becomes a collaborative process that promotes deeper comprehension and meaningful knowledge construction.

Another pedagogical characteristic found in prophetic traditions is the use of storytelling and analogies as educational tools. Narratives were often used to convey moral lessons and complex concepts in a manner that was easily understood by diverse audiences. Storytelling not only facilitated comprehension but also created emotional connections that strengthened the learning experience. In addition, the Prophet demonstrated flexibility in adjusting teaching methods according to the needs and capacities of learners. This adaptability reflects a learner-centered orientation in which educational approaches respond to the conditions of students. Overall, Tarbawi Hadith illustrates a pedagogical model that

combines compassion, dialogue, and narrative methods to enhance the effectiveness of teaching and learning.

Ethical and Spiritual Dimensions of Prophetic Education

Education is not solely concerned with intellectual development but also with the formation of ethical character. In Islamic educational philosophy, moral values occupy a central position in guiding the purpose and direction of learning. Tarbawi Hadith consistently emphasizes that knowledge must lead to ethical behavior and responsible conduct. This principle is clearly expressed in the prophetic tradition:

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ

“I was sent only to perfect noble character.”

The statement indicates that the mission of the Prophet Muhammad was closely connected to the cultivation of moral excellence. Therefore, education in Islam seeks to develop individuals who demonstrate integrity, humility, and compassion in their actions.

The analysis of prophetic traditions further reveals that ethical development is inseparable from intellectual learning. Knowledge is expected to guide individuals toward responsible behavior that benefits both individuals and society. Without ethical guidance, intellectual achievement may be misused or lead to harmful consequences. For this reason, prophetic education emphasizes the cultivation of virtues such as sincerity, honesty, patience, and responsibility. These moral values function as guiding principles that regulate the use of knowledge in daily life. Through this ethical orientation, education contributes to the formation of morally conscious individuals.

Spiritual awareness also plays a fundamental role in the educational philosophy derived from Tarbawi Hadith. Learning is viewed not only as an intellectual activity but also as a spiritual journey that deepens faith and understanding of divine guidance. The pursuit of knowledge encourages reflection on the relationship between humans and their Creator. Such reflection nurtures humility and sincerity in the process of learning. In this context, knowledge becomes a means of strengthening spiritual commitment and moral responsibility. Consequently, prophetic education integrates ethical values and spiritual consciousness within the broader framework of intellectual development.

Conceptual Framework of Prophetic Educational Philosophy

The synthesis of the analyzed Tarbawi Hadith reveals a coherent structure of educational principles that form the basis of prophetic educational philosophy. These principles collectively illustrate that Islamic education is designed to nurture holistic human development (Ansya & Salsabilla, 2025). The findings of this study indicate that prophetic educational philosophy is composed of three interconnected dimensions: epistemological, pedagogical, and ethical-spiritual. Each dimension represents a fundamental component that shapes the purpose and practice of education within the Islamic tradition. The epistemological dimension highlights the obligation to seek knowledge as a core principle of Islamic education. Meanwhile, the pedagogical dimension reflects the teaching strategies demonstrated by the Prophet Muhammad.

The pedagogical dimension emphasizes the importance of compassionate teaching, facilitation in learning, and dialogue-based instruction. These principles encourage active participation and create learning environments that support intellectual curiosity. In addition, storytelling and contextual teaching methods enhance learners' understanding of complex ideas. Such pedagogical practices demonstrate that education should be adaptable to the needs and capacities of students. This learner-centered orientation reflects the flexibility inherent in prophetic teaching methods. As a result, prophetic pedagogy provides practical guidance for effective educational practices.

The ethical-spiritual dimension represents the ultimate objective of education in the Islamic worldview. Knowledge is expected to guide individuals toward moral integrity and social responsibility. Character formation therefore becomes a central indicator of educational success. The integration of ethics and spirituality ensures that intellectual development remains aligned with moral values. These three dimensions collectively form a holistic framework for understanding Islamic educational philosophy. The hierarchical relationship among these dimensions is illustrated in Figure 1, which presents the conceptual structure derived from the thematic analysis of Tarbawi Hadith.

DISCUSSION

Reinterpreting Knowledge as a Religious and Educational Obligation

Knowledge occupies a central position in the intellectual tradition of Islam (Arizona et al., 2025; Asiah & Desky, 2025). Within the framework Knowledge occupies a central position in the intellectual tradition of Islam. Within the framework of Islamic education, the pursuit of knowledge is not merely an academic activity but also a religious responsibility. The Prophet Muhammad (peace be upon him) said:

طَلِبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

"Seeking knowledge is an obligation upon every Muslim"

This Hadith illustrates that learning is considered a mandatory duty for believers. This statement reflects the epistemological foundation of Islamic education, in which knowledge is closely connected to faith and moral accountability. Education, therefore, becomes a pathway for individuals to strengthen their spiritual awareness while developing intellectual competence. Such an understanding positions learning as an act of devotion that integrates cognitive and spiritual dimensions.

The obligation to seek knowledge also suggests that education should be accessible to all members of society. In Islamic intellectual history, knowledge has never been restricted to a particular social group or elite community (Niam, 2010). The universal formulation of the prophetic statement emphasizes that learning is a right and responsibility shared by all Muslims. Scholars of Islamic education have highlighted that the early Islamic civilization developed extensive educational institutions to facilitate the transmission of knowledge. These institutions reflected a social commitment to intellectual growth and collective development. As a result, the prophetic emphasis on knowledge encourages a culture of learning that transcends social and economic boundaries.

Another important implication of the prophetic tradition is the encouragement of intellectual curiosity. The obligation to seek knowledge motivates individuals to explore new ideas and perspectives continually (Mróz & Ocetkiewicz, 2021; Wang, 2022). Such encouragement aligns with contemporary educational perspectives that promote critical thinking and intellectual engagement. Learning in this context is not limited to memorization but involves reflection, questioning, and interpretation (Rizza et al., 2025; Siregar et al., 2025). These processes contribute to deeper understanding and more meaningful knowledge

acquisition. Consequently, the prophetic command to seek knowledge fosters an active and reflective learning culture.

The relationship between knowledge and moral responsibility further strengthens the significance of education in Islamic thought. Knowledge is expected to guide individuals toward ethical behavior and responsible decision-making (Qasim et al., 2022; Rakhmat, 2022). Without moral guidance, intellectual development may lead to the misuse of knowledge or harmful consequences. The prophetic emphasis on knowledge, therefore, integrates cognitive development with ethical accountability. Education cultivates individuals who use their knowledge for the benefit of society. This integration reflects the holistic orientation of Islamic educational philosophy.

The prophetic teaching also encourages lifelong learning as an essential aspect of human development. Learning is not confined to childhood or formal schooling but continues throughout life (Bizami et al., 2023; Freire & Freire, 2021). This perspective resonates with modern educational theories that emphasize the importance of continuous learning in rapidly changing societies. By encouraging constant intellectual growth, prophetic teachings promote adaptability and resilience among learners (Budiyanto, 2025; Dewantoro & Susilo, 2025a; Fahma et al., 2025). Individuals are motivated to refine their knowledge and skills in response to evolving challenges. Thus, the concept of lifelong learning finds strong support within the prophetic educational framework.

Ultimately, the reinterpretation of knowledge as both a religious and educational obligation provides a powerful foundation for contemporary Islamic education. This perspective highlights the inseparable relationship between faith, knowledge, and ethical responsibility. Educational institutions inspired by this principle can cultivate learners who pursue knowledge with sincerity and purpose. Such learners view education not merely as a tool for career advancement but as a means of personal and spiritual development. The prophetic tradition, therefore, continues to shape educational philosophy in meaningful ways. Its enduring relevance demonstrates the timeless value of knowledge within Islamic civilization. inspired by this principle can cultivate learners who pursue knowledge with sincerity and purpose. Such learners view education not merely as a tool for career advancement but as a means of personal and spiritual development. The prophetic tradition therefore continues to shape educational philosophy in meaningful ways. Its enduring relevance demonstrates the timeless value of knowledge within Islamic civilization.

Prophetic Pedagogy and Contemporary Learner-Centered Education

Teaching methods play a crucial role in determining the effectiveness of educational processes. Within the prophetic tradition, pedagogy is characterized by compassion, flexibility, and encouragement. The Prophet Muhammad (peace be upon him) said:

يَسِّرُوا وَلَا تُعَسِّرُوا، وَبَشِّرُوا وَلَا تُنْفِرُوا

“Make things easy and do not make them difficult; give glad tidings and do not repel people”

This teaching highlights the importance of creating supportive learning environments that motivate learners rather than discouraging them. The principle of facilitation reflects a learner-centered approach that prioritizes accessibility and engagement. Such an approach demonstrates the pedagogical wisdom embedded within prophetic teachings.

Prophetic pedagogy emphasizes the importance of understanding learners' psychological and emotional conditions. Effective teaching requires sensitivity toward the needs and capacities of students (Balqis et al., 2025; Muliadi et al., 2025; Sahito et al., 2025). By encouraging ease and avoiding unnecessary difficulty, educators can foster positive attitudes toward learning. Modern educational psychology similarly emphasizes the role of motivation in successful learning experiences. Students who feel supported and encouraged are more likely to develop curiosity and confidence. Therefore, the prophetic approach aligns closely with contemporary learner-centered educational models.

Another important aspect of prophetic pedagogy is the use of dialogue and questioning (Dewi et al., 2025; Kraince, 2009). The Prophet frequently engaged his companions in conversations that stimulated reflection and critical thinking. Dialogue allowed learners to actively participate in the learning process rather than passively receiving information (Godwin, 2018). This interactive approach corresponds with constructivist learning theories that view knowledge as something constructed through social interaction. Through discussion and questioning, learners develop deeper understanding of complex ideas. Consequently, prophetic pedagogy encourages intellectual participation and collaborative learning.

Storytelling and analogy also play a significant role in prophetic teaching methods (Budiyanto, 2025; Johansson et al., 2025; Mohd Zin et al., 2021). The Prophet often used narratives to explain moral lessons and spiritual concepts. Stories provide concrete

illustrations that make abstract ideas easier to understand. Educational research has shown that storytelling enhances memory retention (Muslim & Tumiran, 2024) and emotional engagement (Çelik & Dost, 2025; El-Sabagh, 2021). By combining narrative techniques with moral instruction, prophetic pedagogy creates meaningful learning experiences. Such methods demonstrate the integration of cognitive and affective dimensions of learning.

Flexibility is another defining characteristic of prophetic pedagogy. The Prophet adjusted his teaching methods according to the circumstances and abilities of his audience. This adaptability ensured that messages were communicated effectively to diverse groups of learners (Robaeah et al., 2024; Safa, 2024). Contemporary educational practices similarly emphasize differentiated instruction that accommodates individual learning styles (Taufikin, 2025). Teachers are encouraged to modify strategies to suit students' needs and backgrounds. Prophetic teaching therefore reflects an early model of adaptive and responsive pedagogy.

In summary, prophetic pedagogy offers valuable insights for contemporary educational practice. Its emphasis on compassion, dialogue, storytelling, and flexibility reflects a sophisticated understanding of effective teaching. These principles resonate strongly with modern learner-centered approaches that prioritize engagement and motivation. By revisiting prophetic teaching strategies, educators can enrich pedagogical practices in Islamic educational institutions. Such integration allows classical wisdom to inform contemporary educational innovation. Prophetic pedagogy thus remains highly relevant for modern learning environments

Ethical Education and Character Formation

Education in Islamic thought is deeply connected to the cultivation of moral character. Intellectual achievement alone is not considered sufficient without ethical refinement (Niam, 2010). This principle is clearly expressed in the prophetic statement

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ

“I was sent only to perfect noble character”.

The statement highlights that the mission of the Prophet Muhammad was closely linked to moral transformation. Education therefore aims to develop individuals who embody ethical values in their actions. Character formation becomes a central objective of Islamic educational philosophy.

The emphasis on character education distinguishes prophetic educational philosophy from purely cognitive models of learning. Many modern educational systems focus heavily on academic achievement and technical skills. However, prophetic teachings remind educators that knowledge must lead to ethical conduct (Kirom, 2022; Manasiq, 2022). Without moral guidance, intellectual capabilities may be misused or directed toward harmful purposes. Ethical education therefore acts as a safeguard that ensures knowledge is used responsibly. This perspective highlights the importance of integrating moral instruction within educational curricula.

Prophetic teachings emphasize several key virtues that form the foundation of ethical education. These include sincerity, honesty, humility, patience, and compassion (Ihsan et al., 2025; Izurrohman et al., 2023). Such values guide individuals in applying their knowledge responsibly within society. Through ethical cultivation, education contributes to the formation of morally conscious citizens. These individuals are capable of balancing personal interests with social responsibilities. Consequently, character education plays a vital role in promoting social harmony and justice.

The integration of ethics and knowledge also reflects the social dimension of education. Individuals who possess knowledge are expected to use it for the benefit of others. Education thus becomes a means of contributing to the welfare of society rather than merely achieving personal success (Attas, 1999; Dewantoro & Susilo, 2025b; Dimiyati et al., 2021). Prophetic teachings encourage learners to view knowledge as a trust that carries social responsibility. This ethical orientation promotes cooperation, empathy, and community engagement. Such values are essential for building harmonious societies.

Spiritual awareness further enriches the ethical dimension of education. Learning is not only an intellectual endeavor but also a spiritual journey that strengthens faith and humility (Badrudin et al., 2025; Murtadoilah & Rusmidi, 2025). Through reflection and contemplation, learners develop a deeper understanding of their relationship with God. This spiritual awareness encourages sincerity and responsibility in the pursuit of knowledge. Education therefore nurtures both moral integrity and spiritual growth. Such integration reflects the holistic vision of Islamic educational philosophy.

Ultimately, prophetic education seeks to produce individuals who combine intellectual competence with moral excellence. Character formation becomes the ultimate indicator of educational success. By prioritizing ethical values, Islamic education offers an

alternative perspective to contemporary systems that often prioritize competition and achievement. Prophetic teachings remind educators that knowledge must serve ethical and humanitarian purposes. Through this orientation, education contributes to the development of balanced and responsible individuals. The ethical vision of prophetic education remains highly relevant in addressing modern moral challenges.

Reconstructing Prophetic Educational Philosophy in Modern Context

Contemporary educational systems face complex challenges related to ethics, identity, and social responsibility. In response to these challenges, scholars increasingly explore classical sources of knowledge for guidance. Prophetic educational philosophy offers valuable insights for reconstructing educational frameworks in modern contexts (Alwi et al., 2021; Aprilia & Munifah, 2022). The integration of epistemological, pedagogical, and ethical dimensions creates a holistic educational model. Such a model emphasizes balanced human development rather than narrow academic achievement. Therefore, revisiting prophetic teachings provides important foundations for educational reform.

The reconstruction of prophetic educational philosophy requires critical engagement with contemporary educational theories. Classical Islamic teachings should not be viewed as static doctrines but as dynamic sources of inspiration (Vincent & Shanmugam, 2020). By interpreting prophetic teachings in light of modern educational contexts, scholars can develop innovative approaches to learning. This process allows traditional wisdom to interact with contemporary intellectual developments. As a result, Islamic education can remain relevant while preserving its philosophical foundations. Such dialogue strengthens the intellectual vitality of Islamic educational thought.

Modern educational discourse increasingly emphasizes learner-centered pedagogies and holistic development. Interestingly, many of these principles are already reflected in prophetic teaching methods. The emphasis on facilitation, dialogue, and compassion parallels contemporary constructivist educational models (Ritonga et al., 2025; Salmah et al., 2025). These similarities demonstrate that prophetic pedagogy anticipated several ideas that later emerged in modern educational theory. Recognizing these connections allows educators to bridge classical and modern intellectual traditions. This integration enriches both perspectives and strengthens educational practice.

Another important aspect of reconstruction involves institutional implementation. Educational institutions must translate prophetic principles into practical policies and

curricula (Aryani et al., 2025). This includes promoting ethical education, encouraging critical thinking, and fostering spiritual awareness. Institutions inspired by prophetic philosophy should aim to develop learners who possess intellectual competence and moral integrity (Alda et al., 2020). Such goals require collaboration among educators, administrators, and policymakers. Through institutional commitment, prophetic educational values can be implemented effectively.

Educational reform also requires attention to global challenges such as technological change and cultural diversity. Prophetic educational philosophy encourages adaptability and openness to new knowledge (Lang, 2023). By maintaining ethical principles while embracing innovation, Islamic education can respond effectively to contemporary needs (Prayitno et al., 2022). This balance ensures that educational progress remains aligned with moral and spiritual values. Such an approach reflects the dynamic nature of Islamic intellectual tradition. Prophetic teachings, therefore, continue to guide or navigate modern transformations.

In conclusion, reconstructing prophetic educational philosophy offers promising opportunities for contemporary education. The insights derived from Tarbawi Hadith demonstrate the enduring relevance of prophetic teachings. By integrating knowledge, pedagogy, ethics, and spirituality, Islamic education can contribute to holistic human development. Such an approach addresses both intellectual and moral dimensions of learning. Prophetic philosophy, therefore, provides a comprehensive framework for educational renewal. Its timeless principles continue to inspire educational thought in the modern world.

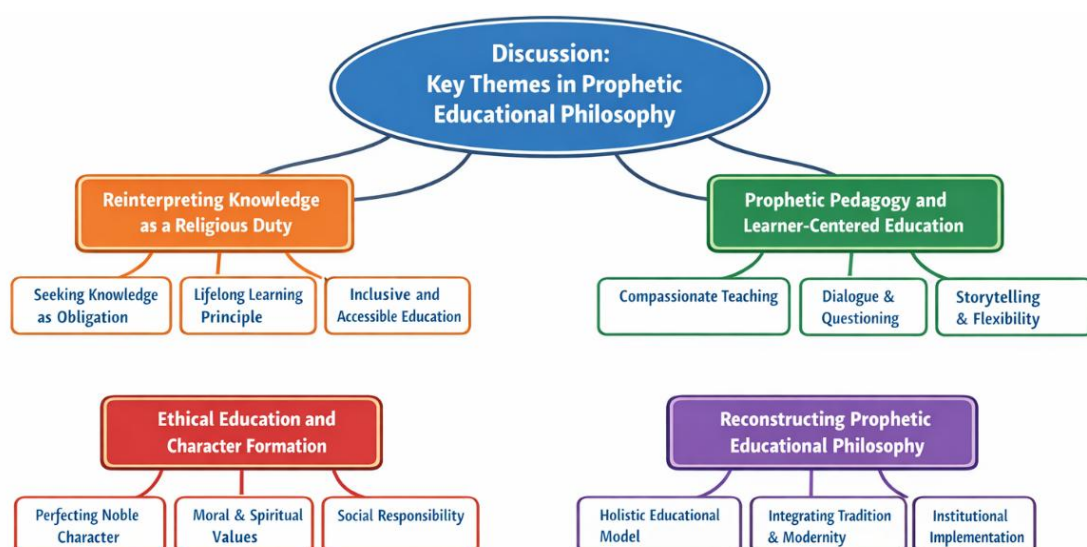


Figure 1. Hierarchical Mind Map of the Discussion Framework

Based on the analysis of the *Tarbawi Hadith* presented in this study, the hierarchical mind map illustrates the conceptual structure of the discussion on prophetic educational philosophy. The framework begins with the epistemological foundation that positions knowledge as a religious obligation, emphasizing that seeking knowledge is a duty for every Muslim and serves as the basis for intellectual and spiritual development. It then develops into the pedagogical dimension, highlighting teaching principles that promote compassionate, accessible, and learner-centered educational practices. The discussion further emphasizes the ethical dimension of education, in which the ultimate goal of learning is the cultivation of noble character and moral responsibility. These interconnected dimensions demonstrate that Islamic education integrates knowledge, pedagogy, and ethical values within a coherent philosophical framework. Therefore, the hierarchical structure confirms that prophetic education is a holistic educational model that harmonizes intellectual growth, effective teaching, and character formation to address contemporary educational challenges.

CONCLUSION

This study explores the philosophical foundations and educational implications of *Tarbawi Hadith* through a library research approach. The findings reveal that prophetic traditions provide a comprehensive framework for understanding Islamic education as an integrated process that combines intellectual development, moral formation, and spiritual awareness. The analysis demonstrates that the obligation to seek knowledge in Islamic teachings establishes education as a fundamental religious duty that transcends social boundaries and encourages inclusive learning. In addition, the pedagogical principles derived from prophetic traditions emphasize compassion, facilitation, and learner-centered approaches, which align with contemporary educational paradigms that prioritize meaningful and participatory learning experiences. Furthermore, the ethical and spiritual dimensions embedded in *Tarbawi Hadith* highlight the importance of character formation and moral responsibility as central objectives of education, ensuring that knowledge contributes to both individual development and societal well-being. Overall, the study confirms that prophetic educational philosophy offers a holistic model that integrates epistemological, pedagogical, and ethical dimensions, making it highly relevant for addressing contemporary challenges in Islamic education.

Based on these findings, the study proposes reconstructing prophetic educational philosophy as a framework for developing more holistic Islamic educational practices. Integrating the values derived from *Tarbawi Hadith* into modern educational systems may strengthen character education while maintaining intellectual rigor and spiritual consciousness. However, this research is limited to conceptual analysis through library research methods and does not yet examine empirical implementation within educational institutions. Therefore, future studies are recommended to explore the practical application of prophetic pedagogical principles in contemporary Islamic schools and universities, particularly in the development of character-based curricula and learner-centered teaching strategies. Such studies may help bridge the gap between classical Islamic educational traditions and modern pedagogical innovations, thereby enriching the discourse on Islamic education in the contemporary era.

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