
Small Group work, Problem Solving, Story-Telling, Project Based Learning and Exemplification as Pedagogical Strategies Used by Prophet Muhammad (PBUH) and Their Use in Modern World

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Abstract

The main purpose of this research manuscript is to explore how various pedagogical strategies were applied by Prophet Muhammad (PBUH) and how these strategies are still in vogue in the modern world of education. As it is clear that innovation is going on in every field of life. The young generation is a generation Z and needs to be engaged in teaching learning process in an effective and innovative way. This generation cannot easily be engaged and satisfied unless a variety is incorporated in the teaching learning process. This is an important task which is to be done by teachers in general and religion (Islamic studies) teachers in particular. If the pedagogical strategies (like small group work problem solving story-telling, project based learning and exemplification strategies) applied by Prophet Muhammad (PBUH) and the strategies in vogue nowadays in education are combined, then it will be easy for teachers to cope up with any problem arising in teaching learning process. Consequently, modern students will be engaged in an effective, interesting and interactive way as Prophet Muhammad (PBUH) has guided Muslims in all walks of life tremendously and was the most outstanding teacher and is a model of excellence for teachers as well.

Keywords: Pedagogical strategies, Modern, Prophet Muhammad, Teaching and Learning

Introduction

Islam undoubtedly came as a great supporter of knowledge and education for all people as only education can revolutionize life. Prophet Muhammad (PBUH) was a great mentor and concentrated on the education of his people. He stressed on the people to seek education from the cradle to the grave.

The supplication of Hz Ibrahim (AS) and Hz Ismail (AS) for Prophet Muhammad (PBUH) as a teacher also speaks volumes about the importance of sending him as a teacher.

While constructing Kaaba, Hazrat Ibrahim and Hazrat Ismail both prayed to Allah Almighty,

“Our Lord! Send amongst them a Messenger of their own {and indeed Allah answered their invocation by sending Muhammad (PBUH)} who shall recite unto them Your verses and instruct them in the Book (this Quran) and Al-Hikmah and purify them. Verily! You are All- Almighty and All-Wise.”¹

His pedagogical strategies were outstanding because he was innovative to convey his message to others. He motivated people for the acquisition of knowledge. He promoted the basic literacy skills, research-based approach and critical thinking among his disciples.

He applied various teaching approaches in the field of education. He did not concentrate only on one strategy for mentoring his people. He would utilize the strategy which he thought as the most appropriate on an occasion. He would come down even to the level of his addressees to achieve his aim. He would, sometimes, mix up more than one strategy so that his students could easily comprehend him.

He would usually apply various strategies like story-telling, direct instruction strategy, QFT (Question Formulation Technique), small group work, problem solving, story-telling, project based learning, demonstration method, inclusive classroom approach, exemplification method etc.

The application of different pedagogical strategies by Prophet Muhammad (PBUH) speaks volumes about his being an outstanding teacher of all times. He applied various pedagogical strategies according to the need of time.

These strategies will be discussed along with those strategies which are in vogue nowadays. An effort will be made to prove the superiority of Prophet Muhammad (PBUH)’s pedagogical strategies.

Research Methods

Qualitative and exploratory methods will prevail throughout this research article to assess how a variety in pedagogical strategies is important in today’s modern technological world of education, Pakistan and how this pedagogical variety can effectively engage the generation Z² of today. Quran, hadiths books, articles and different books of scholars of Islam and educators will be referred to in this article primarily.

Result of the research

The Primary objective of this research is to make a classroom an interesting place for students in this modern world so that they may easily acquire knowledge and enjoy this place specially by

1. investigating and discovering the pedagogical strategies applied by Prophet Muhammad (PBUH) and
2. analyzing how the teaching strategies used in the modern world can be combined with pedagogical strategies of the Prophet (PBUH) and effectively applied.

The overall goal is to make classroom an interesting, effective and interactive place for students and educators.

Discussion

1-Using Small Group Work as a Teaching Strategy

Group work occurs when a teacher asks two or more students to work together. The distinguishing feature of the group work is that students work together with the direct intervention of the teacher at least for some time. A teacher is to structure a learning environment so that students can work productively under the indirect guidance of the teacher and they achieve a particular learning outcome.

This strategy offers a great opportunity to learn through collaboration. It is a modification of the whole class discussion.

The Prophet (PBUH) applied this technique to enable his followers to learn. He would send various small groups to achieve a common goal. Examples follow below:

Examples from the biography of Prophet Muhammad (PBUH)

- Prophet Muhammad (PBUH) once sent Hz Talha Bin Ubaidullah (RA) and Hz Saeed Bin Zaid (RA) to investigate into the whereabouts of the Quraish trade caravan under the leadership of Abu Sufyan.³
- The Prophet (PBUH) along with Hz Abu Bakr (RA) went to find out where the Quraish army under the leadership of Abu Jahal was staying. They came across with an aged man who unwillingly shared with them some information about the Quraish army before the battle of Badr.⁴
- A group consisting of Hz Ali (RA), Hz Zubair Bin Al Awam (RA) and Hz Saad Bin Abi Waqas (RA) led by the Prophet (PBUH) went to know where the Quraish army encamped before the battle of Badr.⁵
- A group under the command of HZ Muhammad Bin Muslima (RA) having Hz Ibad Bin Bashir (RA), Hz Abu Naila (RA), Hz Haris Bin Aus (RA) and Hz Abu Abs Bin Jabr (RA) was sent to kill the enemy of Islam and the Muslim state named Kaab Bin Ashraf.⁶
 - Hz Abdullah Bin Ateek (RA) led a group of five people to assassinate an enemy of Islam named Salaam Bin Abi Ul Huqaiq who was a well-known merchant in Hijaz.⁷

The above mentioned few examples show that the Prophet (PBUM) applied the small group strategy to teach his followers whenever he deemed it essential. Today, this strategy is applied in modern education but to make it successful is a challenge.

Factors responsible for the success of small group work

- A clear focus on the learning of students
- Preparation of the students
- A clear set of guidelines for all students
- excellent management of the learning environment
- Direction by the teacher but no intrusion
- All students' willingness to participate
- Teacher's monitoring and feedback
- Excellent time management by teacher and students
- A logical conclusion of the group work⁸

Teachers may choose it as the most effective way to help students achieve the learning outcome.

Advantages of the small group work as a teaching strategy:

- Group work makes students active learners instead of being passive learners
- It is a useful way in which students' prior knowledge is activated and students are helped to reconstruct their knowledge of the subject matter
- It gives students a chance to work on such a realistic task which is too complex or too large which can't be undertaken by individuals
- It encourages students to express their ideas and feelings. Some will be effective to explain ideas to others, so the one who explains and the group members can have mastery over the content.
- It also improves the problem-solving skills of students and as a result, they discover multiple solutions to their problems. So it increases the depth of their understanding
- It also improves their oral communication skills at the same time
- It encourages cooperation among students and they learn to respect the strengths and limitations of one another
- It can be a fun way to learn because they are motivated and increase participation in learning
- It also teaches students to rely on their teachers but makes them to be more reliant on their own ability to think and seek information from other sources
- It gives an opportunity to students to contribute ideas and master the content in a non-threatening environment.

- It enables students to play various roles as leaders, peers, recorders and subordinates as well
- It enables students to be creative, flexible, tolerant and communicative so that problems are resolved in a rich environment
- It also reduces the assessment load of a teacher.

Group work can effectively be used when the learning task needs more than one person to work on it. If this is not the case, then it is difficult to stop some students wasting time.⁹

Factors limiting the effectiveness of small group work

- Students who hail from such cultures where learning is usually directed by teachers may have difficulty in the change of pedagogical strategy in the acquisition of learning
- Some students are reluctant to contribute to the group work
- Some students may initially find it difficult to be accepted as group members
- Some students may waste time discussing irrational issues if they are not monitored by teachers
- Some students do not like to teach themselves because they like direct instruction
- Spontaneity is the key feature of group work and is restricted by some teachers because they structure the group work very tightly
- Group work needs a lot of preparation if it is to be used effectively
- It is often difficult to assess individual students fairly and some students may feel uneasy being judged on the basis of group effort.

Teachers should follow the following steps for group work

- Plan well in advance
- Students must be prepared for group work
- The teacher should form the groups in a careful way
- Resource materials should be prepared and gathered
- Guidelines should be developed in details for students
- The issue or problem is to be introduced
 - Group leaders should be selected carefully and establish the rules should also be established¹⁰

Recording / sharing ideas

A teacher should prepare a “record” sheet for each group. The sheet will be prepared by the leader who is the “recorder” for that session. This sheet may contain the following points:

- Discussion question
- Names of learners (Group members)
- The agreed-upon points

- The disagreed upon points
- The summary of conclusion

This should be a single page with the above- mentioned headings spread out to leave room for writing. This record page may be pinned to the classroom wall so that all learners can see the results of the discussion in each group.

It must be remembered that the most productive group work takes place when a group regulates its own activities. A learner can be a productive group member and help the group achieve its goals if he

- Is enthusiastic to participate in activities
- Listens carefully and respects the right of other group members to offer different opinions
- Focuses on all efforts of the group and politely reminds others to adhere to the group task
- keeps an eye on time to conclude on time
- Refrains from lengthy examples to support the main point
- Encourages other group members to acknowledge their good points
- Asks others for example if they do not understand the point
- Helps the group to reach a consensus or complete the assigned task.

2-Problem-Solving as a Teaching Strategy

Problem-solving is a strategy for posing significant, contextualized, real world situations, and providing resources and instruction to students as they develop content knowledge and problem-solving skills.¹¹ It is also named as problem-based learning.

There is a difference between teaching problem solving and applying problem-solving as a teaching strategy. Problem solving means to groom students how to resolve their problems while the application of problem-solving as a teaching strategy is a technique for used for teaching and grooming students through problem-solving. This technique uses problem solving to help students learn other things.

To learn the difference between these two concepts is essential. On one hand, the stress is on the resolution of problems by applying the existing knowledge while on the other hand, the development of new knowledge through solving problem is emphasized upon.

When problem solving is applied as a teaching strategy, the emphasis must be placed on students' learning about the subject, rather than simply learning to resolve problems. Throughout this learning process, the focus remains on helping students to develop their understanding of important concepts. This approach is to problem-solving can be applied in any subject area.

Examples from Prophet Muhammad (PBUH)'s life:

- The Prophet (PBUH) sent Hz Usman (RA) as his representative to Makkah to negotiate with the Quraish people to allow the Prophet (PBUH) and his followers to perform Umrah (smaller pilgrimage). Now there was the problem that the Quraish thought that the Prophet (PBUH) has come to fight against them. Anyhow, Hz Usman (PBUH) learnt how to negotiate with others and resolve an issue.¹²
- On the second migration of the Muslims to Abyssinia, Hz Jaffer Bin Abi Talib (RA) was appointed as the head of the group of more than eighty Muslims. They faced various problems on the way and in Abyssinia. The critical situation arose when the Quraish sent their delegation consisting of Amr Bin Al Aas and Abdullah Bin Rabia to extradite Muslims from Abyssinia. Then Muslims sent Hz Jaffer (RA) as their representative to speak for them. He played an effective role in convincing Najashi not to send Muslims back and sending the Quraish delegation empty-handed. So he resolved a big problem in a very effective way.¹³
- After the first pledge of Aqabah, Hz Mus'ab Bin Umair (RA) was sent in the company of twelve people to Madinah so that he might teach them how to pray and invite the people to Islam. He was the ambassador of Islam and effectively preached the teachings of Islam and a very good number of people accepted Islam at his hand. Next year, seventy-five people came to perform Hajj and take the second pledge at the hand of the Prophet (PBUH). He prepared the ground for the arrival of the Prophet (PBUH) in such a way that Prophet (PBUH) migrated to Madinah. So it was challenging how to teach the new Muslims in Madinah the method of prayer and prepare the ground for the Prophet's migration. This problem was resolved by Hz Mus'ab Bin Umair and he learnt a lot in the process.¹⁴

The Prophet (PBUH) applied this strategy to enable his followers to learn effectively in his teaching learning process.

Benefits of this approach

- Problem-solving promotes the interaction, teamwork of students and enhances their interpersonal skills
- It gives a challenge to students, they derive satisfaction when they discover new knowledge. It keeps their curiosity. So it is both interesting and stimulating
- It engages students actively in learning, develops their thinking and reasoning skills. They learn to apply their existing knowledge in new

situations. When problems are engaging and difficult, then higher level of comprehension and skill development take places.

- It helps to make students responsible for shaping and directing their own knowledge because their knowledge is the result of their own efforts. They are also able to evaluate their learning and learning processes
- It also helps students to develop critical thinking skill and their ability to adjust in a new learning situation
- Problem-solving in groups encourages students to talk about the concepts they try to comprehend
- It develops the ability of students to make informed judgements and they are to justify the judgements
- It helps students to understand the relationship between what they are studying and the real world they are to go to
- It helps them to develop qualities like resourcefulness, independence, patience and persistence
- When a teacher engages students in problem solving, it gives an understanding about the abilities of his students.¹⁵

Limitations of this strategy

When this strategy is used as a technique, teachers should be aware of the following limitations

- Successful problem-solving lesson needs a lot of preparation because these problems are carefully structured to produce specific learning outcomes of students
- Students may not learn what their teachers want them to learn as they (students) focus on the strategy and not on the principles teachers want them to discover.

3-Story-Telling as a Teaching Strategy

Storytelling is an old form of teaching-learning and a traditional method. According to the Online Cambridge Dictionary,

“Storytelling is the activity of writing, telling, or reading stories.”

E.M Foster¹⁶ has also defined it in an interesting way by differentiating between a story and novel, he writes,

The king died and then the queen died.

This is a story because the word “then” is used while satisfying the feeling of curiosity.

The king died and then the queen died of grief.

The second sentence tells us about the cause of the queen’s death as well and is a novel.

Importance

This is an undeniable fact that people have always narrated stories. This is, no doubt, the oldest form of remembering. People used to tell stories to preserve their history, traditions, desires, beliefs and taboos of their groups before the written language was developed. One generation tells their stories to the next one and the next generation shares these stories with their following ones.

Civilizations survived due to story-telling as it ensures the continuation of life experiences to the subsequent generations. Even Plato and Aristotle also used it for the education and socialization of children between 400 BC and 300 BC.

Storytelling is a magic shared between the storyteller and listeners. In this process, the mind of the storyteller and listeners meet and values, feelings and memories are shared.

Storytelling strategy is frequently applied by grandparents and teachers for the entertainment and enlightenment of children and students. This is an instructional approach in teaching-learning process in which the power of storytelling is utilized to convey educational content in a very engaging way.

In old days, teachers never used fancy power point presentations, overhead projectors or even chalkboards. They would simply share their knowledge through stories. The most memorable odds human beings can recall are the stories shared with them either by their parents, or grandparents or teachers. They are not the theories, definitions or dates but they are the unfolding stories with amazing suspense, humor or perhaps personal anecdotes. They always stay fresh over the years. They are the unforgettable stories.

In this modern world, the power of storytelling is also recognized. Even in Bollywood, Hollywood and Nollywood, storytelling is a multi-million business. It can make a movie popular and successful.

WAN AINOL MURSYIDA BINTI AHMAD TARMIZI writes in theses that the first written record of activity that appears to be storytelling is found in an Egyptian papyrus called the Westcar Papyrus and tells how the sons of Cheops, the great builder of pyramids, entertained their father with stories. Those tales were recorded sometimes between 2000 and 1300 BC.¹⁷

Nisreen Kadhim Khudhair and Bushra Saadoon Mohammed Alnoori write in their article that firstly, a story is defined as a narrative account of a real or imagined event(s), it is a structure of narrative with a specific style and a set of characters. Additionally, in this technique 'storytelling' learners may share experience and learn from others' wisdom, beliefs, and values.

Besides that, stories build blocks of knowledge and it is the foundation of memory and learning, lastly, stories connect people to the past, present and the future.¹⁸

Carys Shannon writes in her article that children love stories as stories are magic. They can create other worlds, emotions, ideas and make the everyday seem incredible. They can teach us empathy and take us on terrific journeys. They can make us laugh, cry, jump with fright and then comfort us with a happy ending.¹⁹

She, further, writes that the act of storytelling appeals to different learning preferences and personalities ensuring that from the shyest to the most active of students, everyone has a chance to participate in a way that they can enjoy. This ranges from listening quietly to taking part as an actor.

Mr Noman writes in his article that storytelling was like a companion to other teaching methods, adding magic and imagination to the classroom. By combining storytelling with hands-on activities and discussions, students could dive deeper into their lessons.²⁰

Examples of story-telling as a strategy from Prophet Muhammad's life:

- The Prophet (PBUH) would narrate interesting stories about the previous messengers, their communities or some individuals from these communities and would teach his followers through these stories. The Muslims derive various lessons or admonitions from them. The stories about the People of Ditch, the Magician, the Monk and the Slave Boy are mentioned in Sahih Muslim.
- The Prophet (PBUH) would, sometimes, narrate stories to enrich his followers about important topics directly or indirectly. This was an excellent strategy applied by him on various occasions.
- Once he narrated the story of a man in paradise. That man expressed his wish to grow a crop in a field. Allah Almighty asked him if his wish has been fulfilled. The man answered in negative. The man wished to sow a crop and soon the crop would be ready for a harvest. So he sowed and soon it was ready. A villager who was present on the occasion, said that such miracle can happen only with the helper of Madinah. At least, we cannot do so as we are not the growers. At this the Prophet laughed.²¹
- Once the Prophet (PBUH) explained the story of Hz Musa (AS) that is mentioned in Surat-ul- Kahf as well. When he was asked who knows better than him. He answered that none knows better than me. Then the revelation was revealed to him that Khizr (AS) is the person having more knowledge than Hz Musa (AS). Then he went out in search of Hz Khizr on a beach while following a fish. Then they lost the fish, returned

and met Hz Khizr. So this story explains the story of the Quran about Hz Musa's search for Hz Khizr.²²

Advantages

Storytelling can serve various purposes because it

- is a powerful teaching technique which engages learners, provides information, and allows the learners to explore the life experiences of other people
- is an old but effective approach combining learning with entertainment.
- provides meaning to cultural and social understanding, and introduces moral values in an enjoyable way.
- nurtures creativity, imagination, critical thinking and emotional expression among students.
- is applied by selecting appropriate stories, using engaging language and incorporating interactive elements.
- also improves communication skills, inculcates confidence, expands vocabulary and promotes cultural awareness among students.
- can also enhance the storytelling skills of students through creating an immersive storytelling atmosphere.
- creates curiosity among students by developing relatable characters and situations.
- sparks students' interest
- supports the flow of lecture
- makes materials memorable
- overcomes the anxiety of students
- builds the rapport between a teacher and students
- creates a very positive classroom climate
- provides a structure for remembering course materials
- ties students to traditions, events or people from the past
- teaches various lessons from the experiences of others
- aids students' memory.

Disadvantages

Storytelling has some disadvantages because it

- encourages passive listening only,
- promotes limited questioning because students listen more and a teacher shares more,
- Sometimes, creates monotony as students do not actively participate in the learning process
- Students become subjective and cannot communicate factual information
- Stories must be narrated truthfully, otherwise, they can deceive

- Complex or technical information cannot be conveyed through storytelling
- A teacher/storyteller is to omit or exaggerate a story to suit the story to his purpose, he is to construct half-true or half-false story to achieve his aim
- Concocted stories can give rise to conspiracies and simply lead people astray
- The art of storytelling may be hated, despite, in reality, the artist is to be detested because his misusing the story may be challenged.

Challenges for storytellers/teachers:

The storyteller is supposed

- To be very active and focused in involving the audience, otherwise the impact of storytelling may be lost.
- To be very choosy in the selection of stories which is a very difficult task.
- To make his selected stories as very suitable so that he may achieve his purpose after the narration of his story.
- To imagine himself a very good storyteller
- To build suspense, have pauses at various places
- To draw the attention of students
- To introduce humor in his lecture
- To involve his audience
- To develop his own style
- To draw links between his story and the theories/principles he wants to clarify
- To keep his story clean and relevant
- To omit the story if it does not suit his concept he wants to illustrate
- To draw conclusions from the story
- To allow his students to share their life stories as they are liked by the peers
- To tell stories embodying the values of discipline
- To solicit students' feedback on the shared stories
- To take a minute to ask students to summarize the point deduced from the story.

It is also important for a teacher or storyteller to find out interesting and effective stories so that he achieves his purpose.

The following ways may be utilized to create an excellent resource:

- Current events of life
- History events

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- Television programs
 - Classic literature
 - Dramas
 - Personal experiences of life
 - Clipping relevant newspaper stories
 - Making notes about various events illustrating some concepts
 - Fiction stories
 - Textbooks stories
 - Stories of students

Nisreen Kadhim Khudhair and Bushra Saadoon Mohammed Al-Noori write about the digital storytelling in their article that this type of story is regarded as a modern expression of the ancient art of storytelling. It consists of exiting images, music, narrative and voice together, which give the deep idea, meaning and wonderful color to characters, situations, and insights. Using digital stories through media has become easier with a different media tools, and it is a creative technique for learners to enhance cultural information.²³

Tatjana Koropec writes in his article that storyteller must be a good performer to draw the full attention of the audience. A story is told not read and therefore, it should be learned by heart. This act requires much rehearsal. With the right techniques and some practice, a student can remember the story and tell it smoothly.²⁴

4-Project Based Teaching Strategy

The Prophet (PBUH) frequently applied this strategy so that he might prepare his followers for future assignments. He would send a small / huge group of his companions on a common task and would instruct them how to achieve the goal and how to deal with others.

- The Prophet (PBUH) would assign task to his companions and send them to various places. For example, Hz Jaffer Bin Abi Talib (RA) was assigned the task of leading the second of the believers to Abyssinnia. He proved himself to be very successful in mission when he faced difficulty to tackle the problem from the side the Quraish who had sent their delegation to extradite Muslims from Abyssinnia. He was summoned to the court of Najashi who asked him various questions. He replied him in a very effective way. The Muslims were successful in getting the permission to stay at Abyssinnia.²⁵

There were various advantages of this assignment as the Muslims were trained to survive without the physical presence of the Prophet (PBUH) and Muslims were provided a chance to lead by themselves.

- Hz Usman (RA) was sent as the spokesman of the Prophet (PBUH) to the Quraish to intimate them that the Prophet (PBUH) has no intention

to fight and his sole purpose is to perform Umrah. The Quraish detained him and the news about his martyrdom reached Muslims. The Prophet (PBUH) took a pledge from his companions to avenge the death of Hz Usman (RA). It was liked by Allah and this pledge is known as the Bait-e-Rizwan. The companions and Hz Usman (RA) learnt the role of leadership during this assignment and all the Muslims displayed great strength of unity under the command of Prophet (PBUH). Then the treaty of Hudaibya took place in a good way and it paved the way to the conquest of Makkah.²⁶

- When the 1st pledge of Aqabah took place, Hz Musa'ab Bin Umair (RA) along with other companion was sent to Madinah so that he might teach the new Muslims the fundamentals of Islam, the method of prayer and invite people to Islam. He was very successful in this assignment as a very good number of new Muslims for Hajj and second pledge of Aqabah was prepared. The ground for the Prophet's great migration was made by Hz Mus'ab (RA) and he also learnt how to invite people to Islam and lead the people of Madinah.²⁷
- Hz Abu Bakr (RA) was sent to lead three hundred Muslims to perform Hajj in 9th A.H because the Prophet (PBUH) had to stay in Madinah. He successfully took them to Makkah and performed Umrah. So the role of leadership was awarded to Hz Abu Bakr (RA) to command so that he may lead Muslims in future when the need to do so will arise.²⁸

It happened later soon after the demise of the Prophet (PBUH) that Hz Abu Bakr (RA) tamed the turbulent situation in Madinah. Various challenges at internal and external level surfaced in the Muslim state and he was able to control triumphantly because of the grooming and training he had got from the Prophet (PBUH) through these assignments.

- Various sariyyas (Military expeditions) were sent by the Prophet (PBUH) to various places outside the city of Madinah like Siriya seef-ul-Bahr, Siriya Kharrar, Siriya Saad Bin Abi Waqas and Siriya Nakhla etc were sent under the command of various followers to achieve a particular aim and to groom them for the future leadership role. Through these projects, the Prophet (PBUH) prepared a good number of outstanding global leaders and commanders who later conquered the super powers of the world like the Roman and the Persian empire. He started to send sariyyas from the very first year of the migration. These sariyyas were not sent for attacking anywhere or shedding blood. As a matter of fact, the first sariyyas (except for one) did not shed even a single drop of blood and did not plunder any tribes.

These sariyas were sent to keep the Quraish under financial pressure; which was a sort of warning for them. The purpose was to stop the Quraish aggression towards the Muslims. The second aim was to control the neighborhood around Medina to investigate and inform if there was any sort of danger and what sort of preparations the enemy was making. The third purpose was to prepare his followers for future global role they had to play.

In today's world, teachers can apply this project-based strategy particularly in the science subjects. This strategy can do wonders in the life of students because these projects enable them to prepare for future practical assignments.

For example, in the university of Minerva, USA, students in undergraduate studies are not supposed to attend even a single formal class, rather, are given the chances to visit various countries where they work in various organizations. In this process, they learn a lot and are prepared for future practical life. And this university was ranked as # 1 Most Innovative university in the world by the World University Rankings for Innovation (WURI).

It proves that the Prophet (PBUH) was so ahead of the modern world as far the teaching and learning strategies are concerned. And innovation can be learnt from the pedagogical strategies of Prophet Muhammad (PBUH). It also shows the superiority of his strategies in comparison with the strategies which are in vogue in the modern world of education.

5-Exemplification Method as a Teaching Strategy

The exemplification strategy is the strategy in which examples are selected and used to explain and elaborate the main point/theory/ principle so that the basic concept of learners is made clear and easy to understand. The teacher is to add his explanatory talk to relate example with the main point. The term exemplification describes "any situation in which something specific is being offered to represent a general class."²⁹

This is an acknowledged truth that learning is an ongoing process which never stops in life but it takes place excellently through the exemplification method. Examples in the teaching-learning process make students' understanding and learning easy, clear and memorable.

It must be remembered that examples are given by teachers to introduce, communicate and demonstrate abstract ideas. These examples are the essential resources of teachers to supplement their object of learning effectively. They serve as necessary tools for teachers to clarify the understanding of their learners.

Students can easily comprehend anything if it is explained with examples. And they can also retain for a longer time. Knowledge must be transferred and clarified by giving examples.

- The Prophet (PBUH) once highlighted the significance of prayer (salat) by referring to a metaphor, “what would you say if there were a river in front of a man’s house and he bathed in it five times a day, would he remain dirty?” The companions replied, “no, no dirt would remain on that man.” The Prophet (PBUH) said that same is the case with five prayers. Allah cleans sins by the means of these prayers.³⁰
- The Prophet (PBUH) would also compare the tangible with the intangible, for example, once he said, “Charity extinguishes the sins as water extinguishes fire.”³¹
- Once he wanted his followers to focus on the orphans of the society so that they do not remain ungroomed and cared for, so he said that I and the one who cares for the orphans will be in paradise as these two fingers are.
- Hz Abdullah Bin Umar (RA) narrates that once the Prophet (PBUH) said that there is a tree among the trees and its leaves do not fall. And a believer is like this tree. So tell me which tree is this? When I heard this, I thought about the date palm tree but did not want to mention as I was very young at that time.

People thought about the wild trees. At last, the companions asked about it and the Prophet (PBUH) said that it is the date palm tree.³²

So the Prophet (PBUH) would frequently apply this technique to make various points clear to his followers and preach the teachings of Islam to his followers.

Advantages

- This method is very easy for teachers
- This is a very useful tool to clarify the understanding and learning of learners
- This method can be applied by any teacher in any subject
- Examples are always available to utilize
- Students like examples because they come across with the similarities between examples and the object of learning and this is a satisfying and soothing method for them.
- Commonplace examples can be given to explain and elaborate abstract and complex ideas easily
- No hard and fixed rules are needed to select examples to explain something with

Disadvantages

- If a teacher cannot explain and clarify the main point with an example, then confusion will increase
- A teacher is, sometimes, to be innovative and hardworking to find out suitable examples so that he may explain the main point
- Every teacher may not be good in additional explanatory talk with the stories so that the link between the story and the main point may be set and explained. This talk is done to achieve a goal.

Components of this method

There are two significant components in this method:

- Exemplification process
- Explanatory talk

In the first process, the teacher is to select and choose the examples to suit his goal and in the second process, he is to utilize these example to relate them to his end.

Challenges for teachers in this strategy

- The teacher is to be very choosy in the selection of examples
- He is to be intelligent in using these examples to suit them to his goal
- He is to explain these examples in such a way that he would link them to the main point
- Specific examples are to be selected to remove any confusion of his students and bring about clarity in the main point
- Choice of examples can either facilitate or hinder the understanding of his learners
- Choosing, generating and using examples require careful consideration of relevant and irrelevant features leading to generalization
- His personal explanation is of crucial significance so that he may explain, otherwise, the main goal to clarify will not be achieved.

Recommendations for teachers

- The teacher may use the textbook as a primary source
- Examples in the textbook should match with a specific goal
- He must select such examples which will match with the main purpose
- If the resources from the textbooks are not adequate. Then supplementary resources may be utilized to match with the goals set.

Conclusion

Various pedagogical strategies are applied to make classroom an interesting, pleasant and supportive place for learning, reflection and research. The learning process is facilitated for students by mixing various strategies according to the arising need.

An effective teacher applies various strategies according to the need of his class in simple ways. For this, he is to be a reflective teacher so that he may ask various questions from himself to think and discover how he can improve his pedagogy.

It is essential for him to have some important characteristics like cognitive clarity, verbal clarity, variety in instruction, task orientation and engagement in learning. And more significantly, he enables his students play with the information gained by them. An effective teacher is like a doctor who feels the pulse of his classroom, or like a referee who applies the rules or like a conductor who brings about coherence in his class.

Suggestions

Keeping the innovation taking place in the technology studded world of education, the young generation intensely needs to be engaged in teaching learning process in an effective and innovative way. This generation can't be satisfied unless a variety is incorporated in a classroom. This need can be fulfilled by teachers in general and religion (Islamic studies) teachers in particular. If the pedagogical strategies applied by Prophet Muhammad (PBUH) and the strategies in vogue nowadays in education are combined, then it may be easy for teachers to cope up with any problem arising in teaching learning process. As a result, modern students will be engaged in an effective, interesting and interactive way as Prophet Muhammad (PBUH) has guided Muslims in all walks of life tremendously. Being the most outstanding teacher and a model of excellence for teachers as well, Prophet Muhammad (PBUH) is to be followed by teachers.

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