



Revolutionizing Initial Teacher Education: Embracing Prophet Muhammad's Pedagogy for Inclusive Empowerment

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Abstract

This study delves into the integration of Prophet Muhammad's (PBUH) pedagogy into contemporary Initial Teacher Education (ITE) programs, with a focus on fostering empathy and inclusivity among educators. Through a systematic literature review, this research extracts timeless pedagogical strategies from his teachings, illustrating their alignment with modern educational methodologies. The findings underscore the significance of empathy, adaptability, and cultural competence in effective teaching, advocating for the integration of his holistic approach into ITE curriculum and professional development initiatives. Drawing inspiration from contemporary educational research, this paper urges educators to embrace Prophet Muhammad's pedagogical legacy, aiming to enhance inclusive and effective learning environments within ITE and broader educational practices.

INTRODUCTION

This paper delves into the pedagogical legacy of Prophet Muhammad (PBUH) within teacher education. It starts with an overview stressing the importance of knowledge acquisition in Islam and its reflection in educational contexts. It then surveys contemporary pedagogical techniques and recent research on the Prophet's teachings, laying the foundation for evaluating their relevance in modern teacher education. The analysis aims to identify key strategies in current teacher training and establish a framework for examining Prophet Muhammad's (PBUH) pedagogy.

Following this, the paper explores the practical implications of Prophet Muhammad's pedagogy in contemporary teacher education, elucidating connections between current educational practices and timeless wisdom. It highlights intersections between contemporary teaching methodologies and the Prophet's approach, demonstrating how his teachings can enrich modern teacher training.

The study acknowledges its comprehensiveness and addresses limitations transparently, offering suggestions for future research to bridge knowledge gaps. Ultimately, the paper emphasizes the importance of integrating the Prophet's pedagogical legacy into teacher education and professional development initiatives. It advocates for

enhancing teacher training by integrating insights gleaned from his teachings to elevate education quality in contemporary settings.

Islam places paramount importance on knowledge acquisition, as evidenced by the Quran's opening directive: "Read in the name of thy Lord who created; [He] created the human being from Alaq (blood clot). Read as thy Lord is the Most Bountiful. He taught via the use of the pen. 'Taught man that which man did not know' ("Surat Al-`Alaq [96:1-5]," n.d.). This foundational verse and the first command to humanity ignite a culture of literacy, scholarly pursuits, and introspection, nurturing critical inquiry and knowledge acquisition. Additionally, the Quran frequently refers to "Ilm" (knowledge), highlighting its pivotal role in enlightenment and societal advancement. Allah declares in the Quran, "Allah will raise in rank those of you who believe, and those who have been granted knowledge" ("Surat Al-Mujadila [58:11]," n.d.), accentuating the significance of knowledge in Islam.

Islamic Hadiths, words, and actions of the Prophet Muhammad (PBUH), further emphasize the importance of knowledge, with the Prophet welcoming seekers of knowledge and elevating their honorable pursuit (Ibn Majah [248] n.d.). Islamic tradition venerates knowledge as a guiding light for intellects and societal progress, extolling the virtues of reading and the transformative power of knowledge. The pursuit of knowledge in all fields, as emphasized in the Hadith, holds profound virtues, benefiting individuals and communities alike, guided by principles of truth and righteousness.

Mosques and madrasahs, as highlighted by Zaimeche (2001), were key in promoting literacy within Islamic education, facilitating knowledge acquisition. The emphasis on education within Islamic culture and history is evident despite Prophet Muhammad's (PBUH) own illiteracy, as he encouraged his companions to seek knowledge (An-Nawawi [1384] n.d.). Advocacy for learning was widespread, leading to the establishment of libraries within mosques worldwide, supported by Awqaf, endowments dedicated to educational development (Khan et al., 2018). Islamic artworks, such as calligraphy, exemplify the intellectual depth of Islam, encapsulating religious texts and philosophical insights (Victoria and Albert Museum, n.d.). During the Abbasid era, there was a significant cultural and intellectual surge, setting the stage for the golden age of Islamic civilization. Breakthroughs in astronomy, physics, mathematics, and technology emerged, inspiring future generations (Hill, 2019; Iqbal, 2018; Turner, 2010).

Muslim intellectuals played a pivotal role in igniting the European Renaissance, as highlighted by Al-Hassani (2012). Despite their monumental contributions during the Golden Age, their influence is often overlooked in Western narratives. From the 7th to the 15th centuries, Muslim scholars spearheaded scientific advancements, integrating and innovating upon traditions from Greece, India, and Persia to cultivate a distinctive Islamic science that profoundly impacted global knowledge (Al-Hassani, 2012). Research delves into the integration of science and technology in Islamic practices across various epochs (Apriani et al., 2021). Studies also explore geographical innovations among Muslims, such as Mecca-oriented world maps (King, 2021), and efforts to revive the contributions of Muslim inventors (Nordin & Ramli, 2020). These developments are intertwined with the field of cross-cultural/intercultural communication (Sehlaoui, 2022).

Islamic education aims to encompass all aspects of human life, guiding individuals towards righteousness and societal contribution through knowledge. It instills discipline, preserves values, and strengthens communities, leading to high expectations from educational institutions and leaders (Salvatore, 2016). Within the context of initial teacher education (ITE), these principles hold significant relevance. Prophet Muhammad's emphasis on seeking knowledge (Ibn Majah [2646], n.d.) and the Quran's directive to ask Allah to increase in knowledge ("Surat Taha [20:114]," n.d.) establish the importance of education in Islam.

Incorporating these teachings into ITE programs can help aspiring educators grasp the fundamental role of knowledge acquisition in shaping individuals and societies. Moreover, integrating Prophet Muhammad's holistic teaching approach into ITE can enhance the pedagogical skills of future teachers, enabling them to create inclusive and effective learning environments. Thus, by anchoring ITE in the enduring wisdom of Islamic teachings, educators can better equip themselves to address the diverse needs of learners in modern educational settings.

METHOD

To explore the integration potential of Prophet Muhammad's (PBUH) pedagogical legacy into contemporary Initial Teacher Education (ITE) programs, a systematic literature review (SLR) was conducted. This rigorous method, supported by scholars such as Booth et al. (2021) and Snyder (2019), involves an exhaustive analysis of existing research. Academic databases including Google Scholar, ERIC, SpringerLink, and Taylor & Francis

were systematically searched using keywords such as "pedagogical legacy," "contemporary education," "effective teaching strategies," and "initial teacher education." Preference was given to studies published within the past decade, with a specific focus on those exploring Prophet Muhammad's holistic approach and enduring wisdom in educational contexts. Additionally, relevant hadiths were sourced from Sunnah.com, a trusted platform housing authentic translations of Prophet Muhammad's teachings. Only studies published in English within the last ten years were considered, and those solely focused on historical analysis of Islamic education or not directly related to ITE programs were excluded to ensure relevance and applicability.

In the study, "Peace Be Upon Him" (PBUH) is used as a standard honorific after the first mention of Prophet Muhammad, while "RA" is employed as an abbreviation after the names of his companions to denote "Radiyallahu 'anhu" (may Allah be pleased with him).

FINDING AND DISCUSSION

Navigating Modern Pedagogy: Key Strategies for Engaging Teaching and Empowered Learning

In the realm of contemporary teacher education, a diverse array of pedagogical strategies unfolds, each intricately woven into the fabric of effective teaching and learning. These strategies transcend mere theory, serving as practical implements wielded by educators to engage students, foster learning, and cultivate academic success. As we delve into modern pedagogy through the lens of teacher education, it becomes apparent that these strategies constitute the very essence of the educational landscape.

In contemporary teacher education, there is an increasing recognition of the significance of integrating authentic experiences into pedagogical approaches (Hattie & Yates, 2013; Kornell & Bjork, 2008; Herrington et al., 2014). Such experiences have been demonstrated to enhance student engagement and deepen comprehension. Additionally, educators recognize the imperative of continuous learning as a cornerstone of educator excellence to remain effective in their profession (Darling-Hammond, 2020; Hargreaves, 2019; Richardson & Watt, 2018). Adaptability and resilience emerge as crucial attributes in navigating the dynamic landscape of education.

Noddings (2005) underscores empathy and clear communication as essential components of effective teaching within the framework of holistic education, which

prioritizes happiness for development. Central to Noddings' (2002) Ethics of Care is the significance of teacher empathy in fostering positive student-teacher relationships. This approach is further emphasized through modeling and dialogue (Noddings, 2010), facilitating relational growth (Noddings, 2005). Additionally, theoretical foundations in Moral Education advocate for integrating caring elements into instructional methods, a viewpoint supported by Narinasamy and Mamat (2018). Research corroborates the pivotal role of empathetic connections between educators and students in enhancing learning outcomes and promoting student well-being (Aldrup et al., 2022; Arguedas & Daradoumis, 2021; Gunn & King, 2015), thus establishing a basis for effective teaching practices.

Furthermore, embracing engaging teaching methodologies driven by passion enables educators to spark student interest and cultivate critical thinking skills (Sawyer, 2019; Tschannen-Moran & Hoy, 2016). Furthermore, well-structured instruction and timely, constructive feedback play fundamental roles in enhancing student learning and development, providing the scaffolding for academic growth (Hattie & Timperley, 2007; Jones, 2019).

In today's diverse classrooms, cultural competence plays a pivotal role in creating inclusive learning environments where every student feels valued and understood. Various pedagogical approaches, such as culturally relevant, critical race theory, and culturally responsive pedagogy, underscore the importance of equity and inclusivity in education (Berryman et al., 2013; Gay, 2018; Ladson-Billings & Dixon, 2021; McDonough et al., 2023). To address the challenges of the 21st century, teacher education programs must adapt by embracing lifelong learning and modern pedagogical approaches (Cochran-Smith et al., 2016). By integrating cultural responsiveness into teaching practices, educators can strive towards equitable outcomes and remove barriers to academic success. Understanding the diverse backgrounds of students is essential in fostering the development of culturally responsive pedagogy (Gunn & King, 2015).

While this overview highlights significant strategies, it is not exhaustive but rather illuminates crucial aspects of contemporary pedagogies. These strategies seamlessly intertwine, forming a cohesive framework for a stimulating teaching and learning environment. As educators embark on this pedagogical journey, it is imperative to recognize the profound impact of these strategies in nurturing the minds and hearts of students, fostering a community of lifelong learners poised to thrive in an ever-changing

world. To further elucidate these key strategies, Table 1 below provides an overview encompassing key themes and corresponding researchers, offering a comprehensive reference for educators seeking to enrich their pedagogical practices.

Table 1. Contemporary Pedagogical Strategies for Engaging Teaching and Empowered Learning:
Key Points and Researchers

SN	Contemporary Pedagogical Strategies	Key Points	Key Researchers
1.	Mastery of Subject Matter and Pedagogical valued Strategies	Employing diverse teaching techniques including analogies, inquiry-based learning, individualized instruction, collaborative learning and multifaceted pedagogical integration.	Arar & Oplatka (2022); Darling-Hammond (2019); Sawyer (2019); Stronge, 2018
		Inquiry, Dialogue, and Analogy: Engage students through inquiry-based learning, dialogue, and analogies, fostering critical thinking skills.	
		Adaptability, Individualized Learning and Resilience: Empowers educators to customize teaching approaches to meet individual student needs while navigating challenges.	Hargreaves (2018); Richardson & Watt (2018)
		Reflective Learning and Collaborative Spirit: Encourages collaborative spirit and knowledge-sharing. Emphasizes benefits of collective engagement in learning.	Jamshed & Majeed (2019); Schön (2017); Stoll & Kools (2017)
2.	Empathy and Clear Communication	Integrating Everyday Experiences, Visual Aids, and Repetition in Pedagogy: Enhances student engagement, promotes deeper understanding, improves retention of information, and fosters critical thinking skills.	Barkley & Major (2020); Hattie & Yates (2013); Herrington et al. (2014); Kang (2016); Kornell & Bjork (2008);
		Facilitates positive learning outcomes and student well-being.	Aldrup et al. (2022); Arguedas & Daradoumis (2021); Gunn & King (2015); Narinasamy & Mamat (2018); Noddings (2002)Top of Form

3	Continuous Learning and Professional Development	Essential for educators to remain current and enhance teaching practices.	Darling-Hammond (2019, 2020)
4.	Structured Instruction and Constructive Feedback	Enhances student learning and development through well-organized teaching and timely feedback.	Hattie & Timperley (2007); Jones (2019)
5.	Fostering Diversity and Equity in the Community	Promotes inclusivity and understanding within diverse learning environments and highlights the importance of equity and fairness in education	Berryman et al. (2013); Cochran-Smith et al., (2016); Dixon (2021); Gay (2018); Ladson-Billings & Dixon, 2021; McDonough et al., (2023)

Synthesizing Insights from Previous Studies: Prophet Muhammad's (PBUH) Educational Strategies

The educational strategies of Prophet Muhammad (PBUH) have attracted considerable scholarly interest due to their relevance to modern teaching practices and the pressing need for cohesive pedagogical frameworks. Previous research by Rifai (2021), Thani et al. (2021), and Ahmed and Khan (2018) delve into the Prophet's effective instructional methods, advocating for their seamless integration into current educational frameworks to address ethical dilemmas and cater to diverse learner needs. Kurniawan et al. (2023) emphasize the importance of incorporating the Prophet's insightful questioning and instructional techniques into contemporary educational practices.

Gunther (2006) highlights the Prophet's inspirational model in educational thought, urging educators to embrace his pedagogical practices in Western academia. Alkhayat et al. (2014) categorize the Prophet's instructional methods as learner-centered and adaptive, in alignment with modern principles of personalized learning. Âşık Ev (2017) underscores the Prophet's educational principles, emphasizing themes such as social responsibility and compassion, which are essential for educators to embody.

Memon and Alhashmi (2018) stress the Prophet's emphasis on ethics and character development in education, advocating for educators to model virtuous behavior. Adnan and Farooq (2023) suggest incorporating the Prophet's dynamic teaching techniques, such as analogies and storytelling, into modern practices to enhance student learning outcomes. Arfani & Iskarim (2023) reaffirm the relevance of Prophet Muhammad's (PBUH) teaching

methods, including storytelling, discussion, and questioning, which influence learning models like Problem-Based Learning and Cooperative Learning. They emphasize these methods' significance in conveying moral lessons, promoting active participation, and efficiently delivering content, thus enriching learning experiences and nurturing ethical, resilient individuals equipped to navigate the complexities of the modern world.

The Prophet's (PBUH) Pedagogical Legacy: Strategies for Effective Teaching

In the realm of teacher education, emulating Prophet Muhammad's (PBUH) commitment to continuous learning and knowledge sharing becomes paramount for instructors. Just as the Quran describes him as a "mercy to the worlds" and a "guide" (Surat Al-'Ahzab [33:21]), educators should aspire to embody various roles, including mentor, companion, and reformer. This section explores effective teaching strategies inspired by Prophet Muhammad's (PBUH) pedagogical methods, drawing insights from Noddings' (2002) concept of Ethics of Care.

Fostering Inquiry, Dialogue, and Analogical Teaching Inspired by Prophet Muhammad's (PBUH) Pedagogy

Prophet Muhammad's (PBUH) pedagogical wisdom resonates deeply with contemporary educational principles, particularly in fostering inquiry, dialogue, and understanding. Despite his illiteracy, his methods reflect a profound commitment to engaging learners through skillful questioning, comparisons, and practical demonstrations, stimulating critical thinking and deeper comprehension, and leaving an indelible mark on his followers (Kurniawan et al., 2023). Exploring his pedagogical approach within the context of teacher education yields valuable insights for effective teaching and learning practices.

Ethics of Care: Noddings' (2002) framework underscores the importance of creating a safe and supportive learning environment, where students feel comfortable asking questions and exploring their understanding. Prophet Muhammad's (PBUH) efficient use of open-ended questions and encouraging dialogue align seamlessly with this principle (Al-Bukhari [155], n.d.).

Inquiry-Based Learning: The Prophet's (PBUH) adept use of inquiry corresponds with contemporary practices that prioritize student investigation. By posing thought-provoking questions and redirecting inquiries to deeper themes, he fostered critical thinking and spiritual growth (Al-Tabrizi [2110], n.d.; Al-Bukhari [3688], n.d.). Educators

today can integrate inquiry-based strategies to nurture students' analytical skills and self-awareness.

Accessible Communication: Moreover, Prophet Muhammad's use of analogies and parables underscores his commitment to presenting complex ideas in relatable ways, catering to diverse learning needs. This approach aligns perfectly with the caring pedagogy principle of meeting students "where they are" in their understanding (Al-Bukhari [79], n.d.). In summary, Prophet Muhammad's pedagogical methods offer invaluable insights for teacher educators. His emphasis on fostering inquiry, dialogue, and accessible communication resonates with contemporary best practices and Noddings' concept of Ethics of Care. By incorporating these principles, educators can construct enriching learning environments that accommodate diverse needs and foster intellectual and spiritual development.

Adaptability and Pedagogy: Personalized Learning and Resilience

The life of Prophet Muhammad exemplifies remarkable educational principles, characterized by his adaptability and steadfast commitment to personalized learning. Despite his illiteracy, Prophet Muhammad (PBUH) adeptly tailored his teaching to accommodate the unique abilities and understanding of each of his companions, thereby fostering an inclusive and supportive learning environment (Al-Luahiq, 2016). In the domain of initial teacher education (ITE), his pedagogical insights resonate profoundly, evident in his recognition and support of individual learning needs. He celebrated the distinct strengths of his companions, providing structured guidance tailored to their capacities (Ali et al., 2020).

Moreover, the Prophet demonstrated astuteness in timing his teachings, gradually introducing complex concepts and scaffolding learning experiences for his companions. This approach harmonizes with Allah's directive to invite to the way of the Lord with wisdom and good instruction (Surat An-Nahl [16:125]). His teachings underscored the significance of adapting teaching methods to students' readiness, fostering inclusivity, and entrusting others with responsibilities for moral upliftment (An-Nasa'i [2522], n.d.). This approach resonates with his broader teaching philosophy, which celebrated the unique strengths of individuals, fostering confidence and moral upliftment, and leveraging diverse talents for collective benefit (Ibn Majah [154], n.d.).

The principles advocated by Prophet Muhammad offer a timeless framework for establishing supportive and effective learning environments. Educators can uphold pedagogical precision by embracing adaptability, resilience, and individualized approaches, aligning seamlessly with contemporary research on successful instruction (Hargreaves, 2019; Richardson & Watt, 2018).

Cultivating Reflective Learning and Collaborative Spirit

Prophet Muhammad's (PBUH) teachings embody the Quranic principle of mutual consultation ("Surat Ash-Shuraa [42:38]"). This inclusive approach, valuing input from all segments of society, serves as a cornerstone for contemporary teacher education, promoting collaborative decision-making and equity in educational settings.

The essence of the Prophet's teachings warns against concealing knowledge, stressing the significance of collaboration in sharing knowledge (At-Tirmidhi [2649], n.d.). Teacher educators emphasize reflective practices and collaborative learning for professional development, fostering the exchange of best practices in modern education (Jamshed & Majeed, 2019; Schön, 2017; Stoll & Kools, 2017). Othman et al. (2018) highlight the importance of collegiality in educational settings, reflecting the Prophet's (PBUH) focus on collaboration and collective engagement, thus underscoring the value of knowledge-sharing among educators (Parray, 2023).

Moreover, the Prophet's dialogical leadership, deeply rooted in Islamic philosophy, epitomizes the essence of collaborative learning. The mosque, functioning as a center for dialogue, facilitated the Prophet's interactions with individuals and learners daily (Freire, 1972, 1973). Mukhtar (2023) highlights the Prophet's attentive consideration of opinions and arguments before responding. Additionally, the principles of Ijtihad (Ahmed, 1992) and Shura (Ebrahimi & Kamaruzaman, 2017) exemplify dialogical leadership, emphasizing dialogue as a reciprocal process for informed decision-making (Amir et al., 2019; Shah, 2016).

In teacher education, such dialogical engagement is pivotal, particularly in multi-ethnic contexts. Immersing themselves in their community of learners enables teacher educators to comprehend how actions are perceived by diverse subgroups, bridging gaps between outsiders and marginalized communities. Thus, Prophet Muhammad's (PBUH) emphasis on collaborative spirit and knowledge-sharing resonates profoundly in

contemporary teacher education practices, enhancing professional development and fostering inclusive learning environments.

Integrating Various Pedagogical Methods for Effective Teaching

Prophet Muhammad (PBUH) demonstrated innate teaching abilities by employing a diverse array of instructional techniques to impart knowledge to his companions. By incorporating everyday experiences, visual aids, and repetition, he facilitated hands-on learning experiences that enhanced comprehension and retention. For instance, the Prophet utilized stones as symbolic representations of abstract concepts like hope and appointed terms, providing tangible visual aids to aid understanding (An-Nawawi [576], n.d.). Additionally, his use of drawing on the ground served as a clear and comprehensive method of illustrating abstract meanings, aligning with contemporary educational principles emphasizing multi-sensory learning (At-Tirmidhi [2454], n.d.).

Furthermore, the Prophet's practical demonstrations, such as performing ablution and prayer in front of his companions, served as effective vocational training tools, encouraging experiential learning and skill acquisition (Ibn Majah [3179], n.d.). Contemporary academic inquiries align with the Prophet's approach, emphasizing the integration of real-life encounters, visual aids, and repetition to enhance student engagement and comprehension (Herrington et al., 2014). Research supports the benefits of experiential and hands-on experiences in strengthening students' understanding of concepts and enhancing critical thinking skills. Moreover, studies have shown the effectiveness of visual aids, such as diagrams and illustrations, in improving educational outcomes (Hattie & Yates, 2013).

Contemporary research highlights the importance of repetition in memory consolidation for effective learning (Kornell & Bjork, 2008). This is supported by the "spacing effect," which demonstrates how spaced repetition enhances long-term memory retention compared to massed practice (Kang, 2016). Furthermore, incorporating rest periods and topic interleaving during learning sessions has been shown to further enhance learning outcomes (Barkley & Major, 2020). The Prophet (PBUH) utilized repetition as a teaching method, often reiterating a word up to three times until it was fully understood (An-Nawawi [852], n.d.). Despite living in an era where such pedagogical insights were not widespread, his strategic use of repetition showcases the profound wisdom and foresight of his teaching approach. For example, he emphasized certain words multiple times (Sahih

Muslim [1690a], n.d.) to underscore their significance in the discussion (Al-'Uthaimin, 2004). This approach ensured that key concepts were deeply embedded in the hearts and minds of his companions, facilitating their retention and comprehension.

Prophet Muhammad (PBUH) exemplified a holistic teaching approach by seamlessly integrating everyday experiences, visual aids, and repetition, setting a timeless model for modern pedagogical practices in initial teacher education. Through these innovative instructional techniques, he not only conveyed essential teachings but also instilled enduring lessons on ethical conduct, social responsibility, and spiritual enlightenment (Ibn Majah [2850], n.d.). His multifaceted approach reflects a profound commitment to effective education, inspiring educators to engage and empower their students. By integrating insights from his biography, teacher educators can draw inspiration to design programs that cultivate similar values and skills among future educators.

Synchronizing Empathy: Prophet Muhammad's (PBUH) Enduring Legacy in Modern Education

Prophet Muhammad (PBUH) serves as an exemplary model of compassionate teaching, offering profound insights for educators. His teachings emphasize the critical role of empathy and kindness in nurturing inclusive learning environments. Demonstrating empathy, patience, and gentleness in his interactions, the Prophet (PBUH) consistently avoided harshness, disputes, and faultfinding, prioritizing matters of benefit instead (Al-Tabrizi [978], n.d.). Central to his pedagogy were values of generosity, active listening, and tolerance towards impertinence (Sunan Abi Dawud [4941], n.d.). His companions mirrored his respectful and attentive behavior, highlighting his role as an exemplary educator embodying empathy and understanding (Al-Bukhari [246], n.d.; An-Nawawi [640, 641], n.d.).

Historical accounts vividly illustrate instances where the Prophet showed sensitivity to others' needs, showcasing his empathetic approach. For instance, during congregational prayers, he abbreviated the prayer upon hearing a child crying, displaying empathy for both the child and the mother (Al-Tabrizi [1129], n.d.). This act underscores his deep understanding of learners' emotional needs, crucial for educators in promoting student well-being and engagement.

Furthermore, Prophet Muhammad's (PBUH) compassion extended to animals, as seen in anecdotes where he comforted distressed creatures, emphasizing the universal

applicability of empathy (Sunan Abi Dawud [2675], n.d.; An-Nawawi [1600], n.d.). These narratives impart essential lessons to educators on the significance of extending empathy to all living beings, instilling in students a sense of care and responsibility towards all living beings.

Contemporary pedagogical research highlights empathy's pivotal role in fostering positive learning outcomes and creating supportive learning environments (Aldrup et al., 2022; Arguedas & Daradoumis, 2021). Integrating the Prophet's compassionate teachings into instructional methods enables educators to establish inclusive settings that promote student belonging and support. Moreover, the Prophet's emphasis on active listening and clear communication serves as a cornerstone of his empathetic approach. By fostering open communication in the classroom, educators can create a safe space for students to express themselves and feel heard, thereby strengthening teacher-student relationships and promoting empathy.

Additionally, the Prophet's response to challenging situations, such as the incident with the Bedouin in the mosque, offers valuable insights into effective classroom management and conflict resolution (Sahih Muslim [285], n.d.). His demonstration of patience and understanding underscores the importance of wise and compassionate leadership, essential qualities for educators in managing diverse classrooms and fostering positive student behavior.

In conclusion, the teachings and actions of Prophet Muhammad (PBUH) offer invaluable guidance for initial teacher educators, emphasizing the significance of empathy, compassion, and effective communication in creating inclusive and supportive learning environments for all students.

Dedication to Lifelong Learning and Knowledge Sharing: The Prophet's (PBUH) Legacy

In the realm of teacher education, Darling-Hammond (2020) highlights the importance of maintaining a commitment to lifelong learning, a principle that echoes the teachings of Prophet Muhammad (PBUH). The Prophet emphasized continuous knowledge acquisition and sharing, underscoring the enduring significance of staying updated with new developments and refining one's skills throughout one's career. This perspective aligns closely with contemporary notions of educator excellence, which

emphasize merging theoretical understanding with practical implementation (Darling-Hammond, 2020).

Moreover, the Prophet's unwavering commitment to knowledge sharing is evident in his active promotion of disseminating knowledge and its benefits (Ibn Majah [240], n.d.). His inclusive approach to learning encouraged each individual to contribute to knowledge dissemination within their capacity (Sunan Abi Dawud [3660], n.d.). Additionally, he highlighted the spiritual importance of knowledge acquisition in Islam, equating it with striving in the cause of Allah (An-Nawawi [1385, 1387], n.d.; Ibn Majah [225], n.d.). His directive to share his teachings with others reflects his proactive stance on knowledge dissemination, emphasizing its importance for the greater good (Al-Bukhari [3461], n.d.).

Lifelong Learning in ITE Programs:

To integrate the Prophet's emphasis on lifelong learning into ITE programs, future educators can be equipped with skills and dispositions necessary for continuous knowledge acquisition. This may involve fostering a growth mindset, encouraging participation in professional development opportunities, and modeling lifelong learning through faculty engagement in research and scholarship.

Practical Application of Knowledge:

Encouraging educators to translate theory into practice is crucial. Strategies such as case studies, lesson planning exercises aligned with current curriculum standards, and opportunities for peer observation and feedback can be incorporated into ITE programs. By engaging with real-world scenarios and reflecting on their practice, future educators can develop the ability to effectively apply new knowledge in their classrooms.

Knowledge Sharing and Collaboration:

Prophet Muhammad's commitment to knowledge sharing can inspire a culture of knowledge sharing within ITE programs. Encouraging collaboration among student teachers, utilizing online forums for professional discourse, and creating opportunities for mentorship between experienced and novice educators can foster ongoing professional growth and enrich the learning environment for all.

Overall, Prophet Muhammad's dedication to lifelong learning and knowledge sharing offers valuable insights for ITE programs. By fostering these qualities in future educators, ITE programs can prepare graduates to navigate the ever-changing educational landscape, continuously improve their practice, and ultimately empower their students to thrive.

Fostering Growth through Constructive Feedback: Insights from Prophet Muhammad's (PBUH) Mentorship

In teacher education, structured instruction and timely, constructive feedback are essential for student learning and advancement (Jones, 2018; Hattie & Timperley, 2007). Drawing inspiration from Prophet Muhammad's mentorship, his interactions with companions like Ibn 'Abbas (RA) and Mu'adh ibn Jabal (RA) illustrate the profound impact of constructive feedback on individual growth and learning (At-Tirmidhi [2516], n.d.; Sahih Muslim [810], n.d.).

Prophet Muhammad's (PBUH) method of providing constructive feedback offers valuable insights for educators. Instead of targeting individuals, he addressed specific behaviors, promoting self-reflection and self-correction (Halstead, 2007). By exemplifying the best behavior (Al-Bukhari [6029, 6034, 6038], n.d.), he served as a role model for enacting positive traits and fostering a conducive learning environment.

This constructive approach cultivated a culture of introspection and continuous improvement within the community, underscoring the significance of constructive feedback in guiding both personal and collective development. Through the Prophet's mentorship, educators can glean valuable insights into the transformative power of constructive feedback in facilitating student growth and development.

Prophet Muhammad's (PBUH) Inclusive Leadership: Fostering Diversity and Equity in the Community

In the sphere of teacher education, the integration of cultural competence is paramount for cultivating inclusive learning environments (Gay, 2018). Emphasizing emancipatory pedagogies advocated by scholars such as Berryman et al. (2013) and Ladson-Billings & Dixson (2021) becomes imperative. These pedagogical approaches prioritize inclusivity and equity, offering educators valuable frameworks for nurturing environments where every student feels valued, respected, and empowered (McDonough et al., 2023).

Aligning with these principles, Prophet Muhammad's (PBUH) inclusive leadership promotes tolerance, cultural responsiveness, and equity (Considine, 2017; El-Sergany, 2010). His response to a slain Jew in Khaybar prioritized individualized justice over collective punishment, demonstrating fairness (Al-Tabrizi [3531], n.d.). Similarly, his dealings with the Christian Najran convoy respected their practices, fostering diversity and equity (Bayhaqi [485], n.d.; Ibn Sa'd [288], n.d.). Despite obstacles like passion, fanaticism,

and racism, Quranic principles advocate compassion and fairness ("Surat Al-Mumtahanah [60:8-9], n.d."). The Prophet's last sermon emphasized equality for all, regardless of ethnicity (Hardy, 2002, P.8; Nassar, 2023). His companionship with diverse individuals like Bilal ibn Rabah, Salman al-Farsi, and Suhaib al-Rumi (RA) highlighted the equality of all people, irrespective of ethnicity.

Bilal ibn Rabah (RA), originally from Habasha (Ethiopia), became one of Prophet Muhammad's trusted companions, appointed as the first muezzin despite adversity, reflecting Islam's rejection of racism. Salman al-Farsi (RA), from Persia, embraced Islam in Medina, leaving a legacy of knowledge and piety. Suhaib al-Rumi (RA), captured and enslaved in childhood, embraced Islam in Makkah, showcasing piety and leadership in Madinah (Khālid, 2007).

Prophet Muhammad's (PBUH) inclusive leadership, seen through Bilal ibn Rabah, Salman al-Farsi, and Suhaib al-Rumi's (RA) stories, underscores cultural competence's role in fostering diversity and equity. Integrating these principles in teacher education celebrates diversity and ensures every student feels valued (Âşik Ev, 2017).

Implications for Inclusive Initial Teacher Education

Drawing from a variety of sources, including the Quran, Hadiths, contemporary educational research, and other Islamic texts, enriches the study's credibility and depth. These sources provide robust evidence supporting the discussed topics related to the teachings and actions of Prophet Muhammad (PBUH), thereby enhancing our understanding of his principles and their relevance to contemporary educational practices. Moreover, the implications for inclusive initial teacher education are profound, given the insights from Prophet Muhammad's pedagogical methods into preparing educators and fostering inclusive learning environments. By integrating his teachings on inclusive leadership, empathy, collaboration, inquiry-based learning, and constructive feedback, educators can empower themselves to create cohesive communities prioritizing diversity and equity. Additionally, incorporating experiential learning activities and reflective practices into initial teacher education can cultivate educators' empathetic capacities, enabling them to effectively address students' diverse needs.

Future ITE programs should glean insights from Prophet Muhammad's pedagogical methodology, integrating principles of inclusive leadership, empathy, collaboration, inquiry-based learning, and constructive feedback. This integration aims to

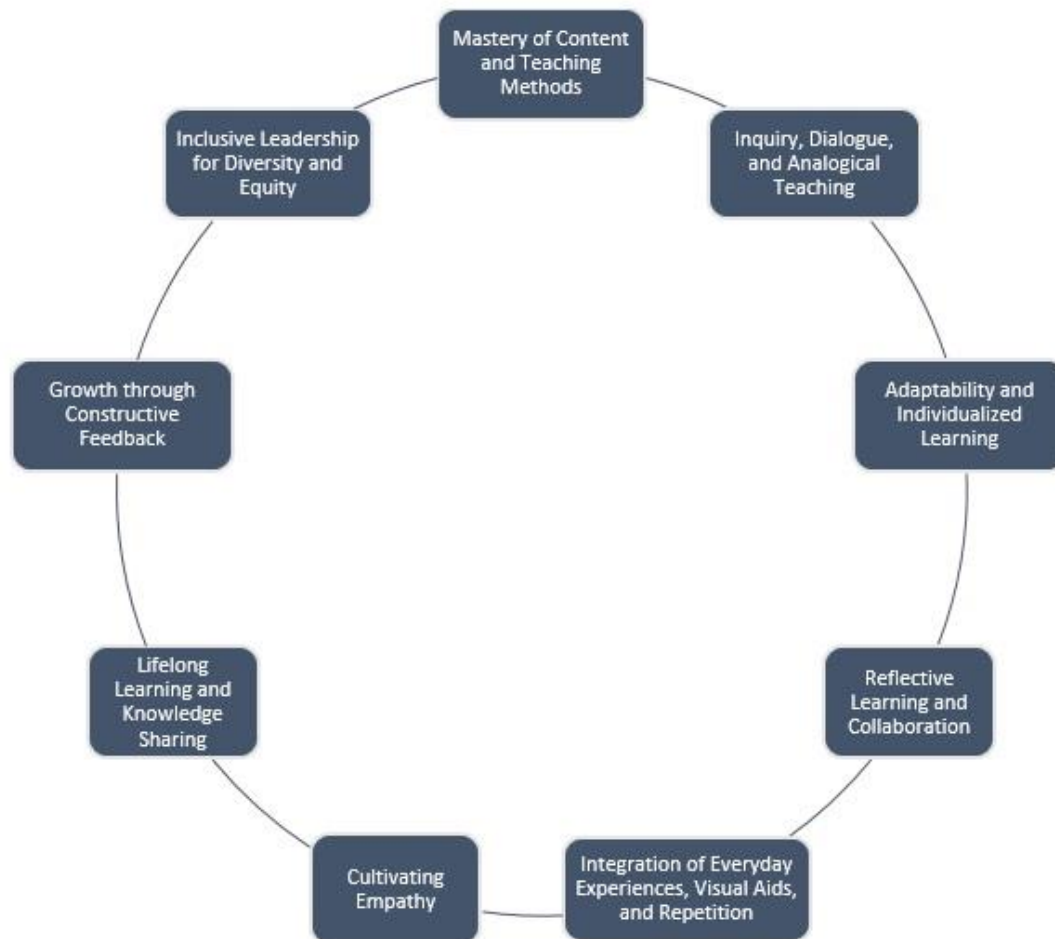
cultivate cohesive and equitable learning environments that prioritize diversity and lifelong learning. Despite the potential, no studies have explored the implementation of the Prophet's pedagogies in initial teacher education. Thus, the primary aim of this paper is to introduce these pedagogical constructs, inspiring future research to delve deeper into them and integrate them into a comprehensive initial teacher program informed by the Prophet's wisdom and enduring educational methods.

Contribution of Resource to The Discourse

The references utilized in this study encompass a diverse array of sources, including the Quran, Hadiths, and other Islamic texts, providing robust evidence and references for the discussed topics concerning Prophet Muhammad's (PBUH) teachings and actions. This broad inclusion enriches the study's depth and credibility, contributing to a nuanced understanding of his principles and their relevance to contemporary educational practices. Furthermore, the references span various topics related to education, pedagogy, and Islamic studies, with many recent sources reflecting the evolving nature of educational practices. This emphasis on recent research underscores the importance of staying abreast of current trends, particularly regarding cultural responsiveness, teacher effectiveness, and the integration of Islamic principles into contemporary education.

By synthesizing these diverse resources, this collection of references offers insights into emerging trends, innovative methodologies, and critical perspectives contributing to ongoing discussions and advancements in education and Islamic studies. This effort aims to inspire future research to delve deeper into these pedagogies and integrate them into a comprehensive initial teacher program informed by the Prophet's wisdom and enduring educational methods. A visual representation of this framework is presented in Figure 1.

Figure 1. Inclusive Initial Teacher Preparation: Pedagogical Insights from Prophet Muhammad's (PBUH) Teachings and Contemporary Research



CONCLUSION

Islamic tradition emphasizes knowledge acquisition and education's role in nurturing individuals grounded in Islamic values. Prophet Muhammad's (PBUH) teachings offer timeless wisdom, particularly relevant in initial teacher education (ITE). This paper explores Prophet Muhammad's pedagogical legacy and its relevance to ITE, highlighting the significance of empathy, adaptability, and cultural competence in teaching.

The findings underscore Prophet Muhammad's teachings' relevance to modern educational methodologies, especially in cultivating inclusive learning environments within ITE. Integrating his holistic approach into ITE programs can enhance future educators' pedagogical skills. By incorporating his teachings on inclusive leadership, compassion, and inquiry-based learning, ITE programs can better prepare teachers to create inclusive

environments. Furthermore, integrating Prophet Muhammad's methods honors his legacy and fosters positive change in education by promoting diversity, empathy, collaboration, and constructive feedback.

This paper urges ITE programs to integrate Prophet Muhammad's pedagogical legacy and contemporary research into their curricula and professional development initiatives. By doing so, educators can contribute to advancing education, guided by the timeless wisdom of Prophet Muhammad.

While this study provides valuable insights, it acknowledges inherent limitations typical of scholarly inquiries, particularly within ITE. These constraints, though present, do not undermine the credibility of the findings but are crucial for a comprehensive understanding.

Being a Muslim teacher educator may introduce biases in literature selection. However, relying solely on Quran and authentic Hadith from the Prophet (PBUH) mitigates bias. Adopting a systematic literature review approach ensures methodological consistency and mitigates potential biases while adhering strictly to authenticated sources. Translating religious texts for contemporary educational contexts poses challenges. Despite efforts to ensure precise interpretation, language nuances and interpretation complexities may persist as challenges. The study's focus on Prophet Muhammad's pedagogical methods within Islamic education may limit the generalizability of findings. However, grounding the analysis in established educational principles enhances the relevance and applicability of conclusions to ITE programs globally.

Despite limitations, the study lays the groundwork for exploring Prophet Muhammad's pedagogical legacy within the ITE framework, offering valuable insights and avenues for further research into integrating his teachings into ITE curricula and professional development programs.

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