



TEACHING AND LEARNING METHODS USED BY PROPHET MUHAMMAD P.B.U.H AND THEIR IMPLEMENTATION IN VETERINARY ANATOMY EDUCATION

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Abstract: The use of various teaching methods allows the teachers to accommodate the different learning styles of the students and allow the students to be active learners and to understand the subjects better as well as to be motivated to learn more. Prophet Muhammad (P.B.U.H) was the first perfect teacher and instructor, and one of his duties was to teach people the revelations that he received from Allah. He selected the best and most effective brilliant methods of teaching, thus helping the listener to clearly understand and remember the knowledge he taught. The learning-teaching methods of the Prophet Muhammad were extracted from his education activities such as face- to-face lecturer, writing method, question-answer method, teaching by practice, practical lessoning, brainstorming, and drawing to teach the foundations of Islam. Learning-teaching methods and techniques that the Prophet Muhammad (P.B.U.H) used in spreading his mission were proven to be effective and successful by applying them in today's educational understanding of veterinary anatomy.

Keywords: education, the Prophet Muhammad, veterinary anatomy

Abstrak: Penggunaan berbagai metode pengajaran memungkinkan guru untuk mengakomodasi gaya belajar siswa yang berbeda dan memungkinkan siswa untuk menjadi pembelajar yang aktif dan memahami mata pelajaran dengan lebih baik serta termotivasi untuk belajar lebih banyak. Nabi Muhammad SAW adalah guru dan pendidik pertama yang sempurna, dan salah satu tugasnya adalah mengajarkan wahyu yang diterimanya dari Allah kepada orang-orang. Dia memilih metode pengajaran brilian yang terbaik dan paling efektif, sehingga membantu pendengar untuk memahami dengan jelas dan mengingat pengetahuan yang dia ajarkan. Metode belajar-mengajar Nabi Muhammad SAW digali dari kegiatan pendidikannya seperti kegiatan tatap muka, metode menulis, metode tanya-jawab, mengajar dengan praktik, pembelajaran praktis, *brainstorming*, dan menggambar untuk mengajarkan dasar-dasar Islam. Metode dan teknik belajar-mengajar yang digunakan Nabi Muhammad SAW dalam menyebarkan misinya terbukti efektif dan berhasil dengan menerapkannya dalam pemahaman pendidikan anatomi veteriner saat ini.

Kata Kunci: pendidikan, Nabi Muhammad, anatomi veteriner

Introduction

Education has been greatly emphasized in Islam and that the first verse of the Qur'an to be revealed to the Prophet Muhammad (P.B.U.H) started with the word "Iqra'" (read in Arabic) indicates the importance of education in Islam and that reveal the concepts of 'learning', 'exploring' and 'seeking enlightenment' (Rahman, 2018). Teaching is the mother of all professions (Ahmed, 2019). Active learning has a positive impact on performance of students and their motivation to learn (Dadach, 2020). The Prophet Muhammad was 40 years old when the angel, Gabriel, appeared to him to deliver a message from Allah. In addition to the instructions in the Holy Qur'an, over 100,000 hadith are attributed to him. All his teachings offer guidance in the fundamentals of Islamic education for each Muslim. The Prophet strove to convey the key principles of Islam to his companions and his teachings address the entire life cycle. Currently, many of the modern learning methods depend on some learning basics that come from the school of Prophet Mohammad (P.B.U.H) (Alkhayat et al., 2014). Anatomy is considered as the backbone subject in veterinary medical education which provides a vital foundation on which to build the knowledge of the clinical practice of medicine (Gutierrez et al., 2017). Teaching of academic subjects such as veterinary anatomy requires various teaching methods to assist the various learning styles of students. This study was carried out to reveal the learning-teaching methods of the Prophet Muhammad (P.B.U.H) and indicate their implantation in veterinary anatomy education.

Face to Face Lectures

The lecture is the most used traditional teaching method that has been used for a long time as a tool of communication between the teacher and learners to deliver the teaching materials (Amin, 2016). Lectures are perceived to be an efficient way to distribute information to students via drawing their attention to key points, interactivity through questions, stimulation and provide clinical relevance (McLeish, 1968; Bligh, 2000; Dale, 2018). Prophet Muhammad (P.B.U.H) used a face-to-face learning-teaching method when one of his companions, Abdullah bin Amr from the tried to fast every day and offer prayers all night. The Prophet said, *“Don't do that; fast for a few days and then give it up for a few days, offer prayers and sleep at night, as your body has a right on you, and your wife has a right on you, and your guest has a right on you”* (Hadislerle İslam vol. 3, 2014: 102) (Âşik-ev, 2017).

Writing method

Learning by writing is considered one of the best ways of education. The standard method of teaching is the blackboard and chalks because it is useful to show diagrams, allow time to take notes and could be interactive when used in discussion. Moreover, Whiteboards could be used for explaining, drawing diagrams, brainstorming, and summarizing (Dale, 2018). Ressler (2004) stated that chalkboards facilitate student learning more effectively than Power Point as it allows students to construct meaning from simultaneously visible chunks of information. Prophet Muhammad (P.B.U.H) said: *“Bind knowledge by writing The Quran was revealed from Allah through the angel Gabriel to the Prophet Muhammad in 23 years in parts”*. Prophet Muhammad (P.B.U.H) had charged people “revelation clerks” for writing the Quran. He was reporting the incoming revelation to the revelation clerks and directed where it was going to be written in the Quran, which surah and verse. Moreover, in addition to that, he asked them to copy the written Quran; the companions memorized and applied the Quran to their life. Hazrat Umar became a Muslim after he had read a written copy of the Quran.

Question-Answer Method

The Answer-Question method is a type of teaching method to stimulate the students to think and guide them to gain the truth. This method is an interaction between the teacher and students. The subject will be presented in the form of questions that are required to be answered, especially from the teachers to the students and vice versa (Amin, 2016). Tutors can stimulate students' thought, experimentation, and reflection via interacting with students and asking questions. Moreover, students ask questions to clarify their understanding (Dale, 2018). McLaughlin & Mandlin (2001) reported that asking questions could increase active learning. The Prophet Mohammad (P.B.U.H) used the question–answer method in his teaching to pique the interest and curiosity of the listeners and that when the Prophet asked his companions, *“What would be the situation of someone who has a river at his door and every day, five times a day, he comes out and takes a bath in that river? At the end of the day would he have any dirt on himself?”* They responded, *“There would be no dirt on him, O Rasul Allah”* Then the Prophet said, *“Similarly, there are the five prayers cleansing the person in this way”* (Shaarawy, 2014). Moreover, people asked the beloved Prophet *“Oh, The Messenger of Allah. Which of the believers is more virtuous?”* Our Prophet ordered, *“The one whom the Muslims are safe from the harms of his/ her tongue and his/ her hand”* (Hadislerle Islam vol. 3, 2014: 386) (Âşik-ev, 2017).

Teaching by Practice

Demonstration by means of practice is one of the most effective and fruitful ways of teaching as it engages the sight and hearing and thus helps the information to remain in the mind. Practical classes of veterinary anatomy are essential for students as they allow students to develop psychomotor skills by handling the dissection instruments and the visualization of structures which is associated with a deep approach to learning. Moreover, practical classes provide the opportunity for students to apply theoretical knowledge to a practical task and thus promote a higher level of cognitive processing (Pandey & Zimitat 2007; Dale, 2018). The scientific method to train students is to associate the laboratory classes with lectures (Heath 1965-6). In this connection, the effective method to deliver practical knowledge of

veterinary anatomy and in developing surgical skills is to teach by practice via dissection of animal cadavers (Mohamed, 2020). Prophet Mohammad (P.B.U.H) applied teaching by practice when he saw a boy who was skinning a sheep and said to him: *“Let me teach you.”* He put his hand between the skin and the meat until he reached up to the armpit of the sheep, and then he said: *“Skin it like that, young man!”* (Dawud, Taharat, 73; Ibn Maja, Zabaih, 6).

Applied Lessoning

Although the dissection of cadaveric animals was important in allowing students access to internal structures of the animals, the use of live animals allows students' senses to be engaged, including visualization of the external structures of the animals, handling of the animals. Moreover, applied lessoning will allow students to relate their knowledge of anatomy to the clinical situation (Dale, 2018). Prophet Mohammad (P.B.U.H) applied a practical application when someone new to Islam asked him about the prayers and their times, so this man just kept watching the five pray times of Muslims a day for two days, and this man stated that he learned them well (Mehdi, 2013).

Brainstorming

Brainstorming in the problem-solving method which is usually done by a tutor in a group of students is allowing the students to think and address their opinions. This method is to develop the attitude skills of students in solving problems and in making decisions (Amin, 2016). Problem-based education encourages independent consideration and group work and aims to resolve basic deficiency in didactic education (Ozkadif & Eken, 2012). Brainstorming stimulates thinking and creativity training and apprentice students (Debabeche, 2008). Problem-based learning might give students more motivation to learn because of its 'real world relevance' (Dale, 2018). Prophet Mohammad (P.B.U.H) used a brainstorming when he asked his followers a question: *“Amongst the trees, there is a tree, the leaves of which does not fall and is like a Muslim. Tell me the name of that tree.”* Everybody started thinking about the trees of the desert areas. After a while, the Prophet answered his question: *“The palm tree.”* The Prophet (P.B.U.H) does not specify a particular person to get the answer from, instead his question was in a plural form to give the group of people a chance to think and discuss before answering, not to relate it to a particular person, which may have the impression of embarrassing (Siddiqui, 2008).

Drawing

A study showed that the first-year veterinary students prefer drawing in most aspects of anatomy learning. However, the use of drawing as a learning approach in veterinary anatomy can be increased by encouragement and teacher-produced images (Laakkonen, 2020). Using highlighting diagrammatic structures in lectures still has value in teaching (Dale, 2018). Prophet Mohammad (P.B.U.H) used drawing to convey some of his abstract ideas as he drew a line in the sand with his hand, and he said, *“This is the straight path of Allah.”* Then, the Prophet drew lines to the right and left, and he said, *“These are other paths, and there is no path among them but that a devil is upon it calling to its way.”* Then while the people were looking intently at the drawing, he recited the verse, *“And verily, this is My Straight Path, so follow it, and follow not (other) paths, for they will separate you away from His Path”* (QS Al-A'nam: 153) (Shaarawy, 2014).

Conclusion

This study concluded that all teaching methods were used by Prophet Muhammad (P.B.U.H) have an importance in terms of education. Among the methods used are face-to-face, writing method, question-answer method, practical classes, applied lessoning, brainstorming, and drawing. These are used as effective methods in today's educational understanding of veterinary anatomy.

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