

## Revitalizing educational methods in the quran and hadith to foster 21st-century skills (4c)

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### ABSTRACT

The educational methods based on the Qur'an and Hadith, particularly the educational approach of the Prophet Muhammad, hold great potential in shaping students' character and skills. However, in the modern era, these methods are often forgotten. This research aims to revitalize the Islamic educational methods found in the Qur'an and Hadith and to analyze their potential in developing 21st-century skills among Muslim students. Through a literature study that analyzes various sources, including tafsir books, Hadith, Islamic education books, journals, and related articles, this research examines six main methods: *qudwah* (exemplification), lectures, question and answer, demonstrations, *mujadalah* (discussions), and *amtsal* (metaphors). The research results indicate that these six methods have great potential in fostering 21st-century skills such as critical thinking, creativity, collaboration, and effective communication. For instance, through the *qudwah* method, teachers can become inspiring role models for students in applying these skills. Meanwhile, the lecture method helps students understand basic theories and inspiring examples, while also stimulating them to think more critically, creatively, and to boldly ask questions or express opinions. The *mujadalah* method encourages students to engage in discussions and exchange ideas actively, thereby enhancing their collaboration and communication skills. The *amtsal* method helps students understand complex concepts by simplifying them through analogies, which promotes creativity, collaboration, and more effective communication skills. Revitalizing the Islamic educational methods based on the Qur'an and Hadith is an important step toward improving the quality of Islamic education.

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## Introduction

The concept of education in terms of language is something that almost everyone has heard of. People understand it according to their own perceptions. However, the question "What is education?" has not yet been answered by everyone. This is because the question pertains to the essence of education. Questions about the essence of something are philosophical in nature. Discussions on this issue can be traced back from the early records of ancient Greek philosophy to the present day. The effort to answer the question of whether education has fulfilled the treasure of knowledge known as educational science and pedagogy has been proposed many times and defended in various arguments. However, to this day, a satisfying answer for all parties involved has yet to be found (Aris, 2022).

In general, education encompasses all efforts and actions by the older generation to pass on experiences, knowledge, skills, and abilities to the younger generation to fulfill life's functions as maximally as possible. Meanwhile, education in a specific sense refers to the teaching conducted by

someone (the educator) to another person (the learner), with the aim of advancing, guiding, and developing that individual in all aspects and dimensions; in their own abilities, so that they can develop as well as possible (Suhandi, 2022). Education, both in general and specific terms, cannot be separated from the role of various elements that work together to achieve these goals. In this context, the interaction between educators and learners becomes very important, as this is where the process of transferring knowledge and values occurs that will shape the character and abilities of individuals. This can be seen in well-designed educational systems in educational institutions.

The educational system includes several interrelated components. For education to be achieved in the educational world, there must be interaction between educators and learners, either through coordinated teaching times or even outside of the agreed-upon times (Susilawaty et al., 2022). Therefore, we can define education as a planned activity to improve skills that occurs under the guidance of others, and this can also happen autodidactically (Pito, 2019). Education plays an important role in life because through education, a nation is ensured to progress and create intelligent, quality, creative, and competitive human resources. Education is viewed as an effort to develop individual potential holistically, both in intellectual, spiritual, emotional, moral, and social aspects (Syifa Ulhusni & Maragustam Maragustam, 2024). However, it should be recognized that education is not limited to theoretical and academic knowledge aspects only, but also includes the development of attitudes, values, and skills needed to adapt, interact, and contribute actively and positively in society.

In the current educational world, the rapid development of technology and globalization has brought significant changes. In the ever-evolving digital era, education must continue to adapt to prepare future generations who can compete in society (Yustiasari Liriwati, 2023). Today's youth are required to possess skills that encompass good social and emotional aspects, not just cognitive skills. For the younger generation, this challenge is certainly accompanied by the need to maintain Islamic values and identity. This can be realized in Islamic education.

Islamic education is different from other forms of education because its criteria are not just good or bad. Instead, Islamic education must be based on the Qur'an, which in Islam serves as the primary source of law. Additionally, Islamic education must also be based on Hadith as the second source of law after the Qur'an. The ultimate achievement is that individuals possess skills in educational aspects that align with these two primary sources of law. Thus, the ultimate goal is not merely to change behavior or cognitive abilities, but everything must be in accordance with the guidance of the Qur'an and Hadith (Annisa Rahmah et al., 2024).

Islamic education is very important for the younger generation of Muslims. Islamic education needs to continuously adapt to the times to remain relevant and effective in educating the younger generation in accordance with the demands of the times and the needs of society (Syifa Ulhusni & Maragustam Maragustam, 2024). One aspect of Islamic education is the methods of Islamic education.

The methods of Islamic education are the ways, styles, or techniques used by educators towards learners in the educational process to achieve specific learning objectives or competencies that comply with Shari'ah. The methods of Islamic education used in the learning process are widely described in the Qur'an and Hadith (Nur et al., 2022). Moreover, in the life history of the Prophet Muhammad (peace be upon him), many examples of methods used in Islamic education can be found. Some methods frequently applied by the Prophet Muhammad (peace be upon him) to shape Islamic morals and personalities, as well as to nurture skills, include the methods of exemplary behavior, habituation, motivation (*targhib wa tarhib*), dialogue (question and answer), lectures, analogies, advice, and demonstrations. The methods of Islamic education that are very well-known today include the lecture method, question and answer method, demonstration method, and the development of the methods applied by the Prophet Muhammad (Sonin, 2021).

The educational approach of the Prophet Muhammad (peace be upon him) is the best method to prepare and shape the moral, spiritual, and social ethos of Muslim students. This is because the personality of the Prophet Muhammad (peace be upon him) serves as the best role model in all aspects, both in terms of worship, speech (*qauliyah*), and actions (*amaliyah*) (Herawati & Kamisah, 2019). However, in reality, the methods of Islamic education based on the life of the Prophet Muhammad (peace be upon him) as explained in the Qur'an and Hadith have increasingly been forgotten due to the

prevalence of modern methods (Ikhwansyah et al., 2024). Therefore, revitalizing the educational methods in the Qur'an and Hadith becomes very important to align Islamic education with the demands of the times without sacrificing the fundamental principles and values of Islam. Furthermore, the revitalization of Islamic education methods is also expected to develop the potential of the younger generation of Muslims as Muslim students to cultivate 21st-century skills that can address the challenges of the current digital and globalized era.

Revitalizing Islamic education methods is not merely about preservation, but also an effort to enrich 21st-century education. By integrating Islamic values with 21st-century skills, it is hoped to produce Muslim students who are not only intellectually smart but also possess noble character. Although many studies discuss Islamic education methods, their implementation in the educational world is still not optimal. Revitalizing Islamic education methods is an important step to bridge theory and practice, so that Islamic values can be applied concretely in everyday life. Therefore, this research will discuss how the education methods found in the Qur'an and Hadith can be revitalized to nurture 21st-century skills among Muslim students. The main focus lies in the integration of Islamic values with 21st-century skills such as critical thinking, creativity, effective communication, and collaboration.

## Method

This research employs a library research method by collecting data from primary sources such as the Qur'an tafsir books, Hadith collections, Islamic education books, academic journals, and relevant articles. The collected data focuses on the theme of revitalizing educational methods in the Qur'an and Hadith that are relevant for enhancing 21st-century skills among Muslim students, such as critical thinking, creativity, effective communication, and collaboration. The gathered data is then analyzed using content analysis to obtain relevant and in-depth literature reviews. By employing a descriptive-analytical approach, the researcher will explain classical Islamic educational methods, identify the elements that need revitalization, and clarify their application in the current educational context. This analysis will provide a research perspective on the adaptation of Islamic educational methods to the challenges of the 21st century, the age of skills.

## Result and Discussion

### 1. Revitalization

Revitalization has many definitions, but in this context, it can refer to the revitalization of development (including employment, entrepreneurship, financial institutions, and physical infrastructure). Revitalization is a development activity aimed at highlighting important values that require development (Sudarwani et al., 2020). To achieve the desired goals, revitalization requires an approach that includes awareness and analysis of the surrounding environment so that local communities can participate in supporting activities (Wahrudin & Wulansari, 2022). Revitalization efforts are carried out in two stages: planning and implementation (Fitriani et al., 2023).

Revitalization in the context of Islamic education means maximizing all existing elements of Islamic education to make them more beneficial, so that the goals and processes of education can be achieved and implemented well (Pabbajah & Pabbajah, 2020). Revitalization of Islamic education is an effective way to combat the rapid globalization and the decline of Islamic values among Muslim students. The revitalization of Islamic education will serve as a foundation to protect oneself from the impacts of the digital era and will enrich every aspect of our lives in line with the rise of modernization and digitalization in the world. Revitalization of Islamic education is necessary to balance traditional Islamic education with new innovations so that Islamic education can develop alongside advancements in science and technology. In the future, Islamic education should emphasize applied sciences within Islamic education, both in religious and technical fields. The revitalization of Islamic education involves revitalizing it as it was originally practiced by Muslims. To ensure that future generations possess strong morals and can respond to knowledge and technology, revitalization is

essential. The revitalization of Islamic education indicates that Islamic education was once successful in the past but has lost momentum and experienced decline. Therefore, revitalization is needed to revive it so that Muslims in the digital era can follow in the footsteps of their predecessors in the classical era, keep up with current developments, and balance innovation and tradition (Maulidia Putri Aprillia & Shobah Shofariyanti Iryanti, 2024).

In the planning and implementation stages of revitalization, the first element in education that will undergo revitalization is the revitalization of educational methods. This is because Islamic education requires educational methods that can take a holistic approach to humanity, encompassing both physical and spiritual aspects in both the outer and inner realms, even though there is no single best educational method to achieve all goals. The right educational method plays a strategic role in achieving educational objectives. Without a method, the process of achieving educational goals will be hindered, or may not be realized at all. Therefore, it is important for educators to study various methods when conducting educational activities. In fact, there is much literature discussing educational methods that can serve as guidance when performing educational tasks. However, as educators, it is crucial to examine, discover, and apply methods sourced from the Qur'an and Hadith (Sugeng Prianto et al., 2021).

By revitalizing educational methods, students' understanding will increase and their learning scope will expand (Mulyadi et al., 2023). One example of revitalizing educational methods is in Islamic educational institutions. Traditional Islamic educational practices such as lectures and memorization remain important in learning, but in the digital era, more interactive approaches are beginning to be applied, such as using technology to deepen students' understanding of lessons. It is hoped that with the revitalization of educational methods, teachers will be able to adapt to changes and developments over time. Thus, learning will be more contextual and relevant, providing valuable skills for Muslim students as they engage with society (Maulidia Putri Aprillia & Shobah Shofariyanti Iryanti, 2024).

Islamic education will continue to evolve with the times through periodic revitalization. With revitalization, Islamic education will come back to life and will not experience decline. Therefore, Islamic education must balance tradition and innovation, as well as classical approaches and modern technology, without neglecting either. This aims to ensure the preservation of the essence of Islamic teachings, while also providing space for modern methods and approaches. A solution to advance Islamic education is to develop ways to revitalize methods to balance tradition and innovation in the digital era.

## 2. Education Methods in the Qur'an and Hadith

Etymologically, the word "method" comes from the Greek words "*meta*", which means "what moves", and "*hodos*", which means "way" or "the path followed". In English, the term is referred to as "method", while in Indonesian, it means "metode". In Arabic, this concept is called "*tariqa*", which means "path". The "path" here refers to an action in the form of deeds, procedures, or practices that are carried out according to specific methods established by particular formulators. For example, a teacher who instructs their students on how to perform prayers demonstrates the movements of prayer and explains to the students the recitations involved in the prayer (Enalya & Husni, 2024). A method is a correct way to do something. Typically, what is done has a specific purpose depending on the goals to be achieved. In other words, the methods may vary depending on the field of research or study. A method is a systematic and organized way of doing something or a working procedure. It is also defined as a technical description of the steps for data collection, processing, and analysis techniques (Metro et al., 2021). Methods have been taught and practiced even in education that takes place both inside and outside the classroom. Based on this, the method of Islamic education is the most effective and appropriate method as taught by the Prophet Muhammad (peace be upon him). This method can be found in primary sources such as the Qur'an and Hadith. The methods of education found in the Qur'an and Hadith include:

a. *Qudwah* Method (Exemplary Leadership)

The *Qudwah mubasyarah* method is a form of exemplary leadership or direct modeling used by the Prophet Muhammad (peace be upon him) on various occasions to guide and educate his followers. This method is considered the best and most effective alternative for moral development. It encourages educators to enhance the quality of moral education to meet the challenges of the times (Miftakhurrohman et al., 2021).

The importance of exemplary leadership is the reason why Allah (SWT) sent prophets as role models for humanity. The prophets were sent to Earth, and the Prophet Muhammad (peace be upon him) is the last messenger who conveyed the teachings of Islam. This indicates that while Allah (SWT) has given humans the ability to think, leadership and exemplary behavior are essential because humans can make mistakes in reasoning. In Surah Al-Ahzab (33:21), it is stated: *"Indeed, there has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and who remembers Allah often."*

This verse explains that the Prophet Muhammad (peace be upon him) is a model for humanity, making it obligatory for every Muslim to follow his Sunnah. In the field of education, teachers should serve as role models for their students. Therefore, every action must be carefully considered, as all will be observed by students who will emulate these behaviors in the future. Thus, students' attitudes towards learning are closely related to those of their teachers (Rahmawati et al., 2023).

Everyone, including teachers, can provide exemplary leadership in educating their students. Teachers can set examples through their daily actions, including their demeanor, speech, and behavior. As learners, students can evaluate the realities of their teachers' lives at school and use these observations as models to encourage them to act, speak, and behave in accordance with what they see and notice (Nur et al., 2022).

This method is closely related to the 21st-century skills that Muslim students must possess, where they are expected to develop skills in leadership and social responsibility. Through the *Qudwah* method, a leader must demonstrate the principles, values, and behaviors expected of others, which can then be followed and emulated.

b. Lecture Method

The *Ceramah* method, or lecture method, which some experts refer to as the "one man shot method," is a method where a teacher delivers material verbally to a class or group (Rahmawati et al., 2023). The foundational principle of this method is found in Surah Yunus (10:23), which states: *"O mankind! Indeed, your injustice will harm yourselves; it is only the enjoyment of worldly life. Then to Us is your return, and We will inform you of what you used to do."* This verse is relevant to the lecture method in Islamic preaching because it allows a preacher to remind and awaken the community about these bad habits while encouraging them to be more consistent in worship, gratitude, and avoiding sins in all circumstances.

c. Question and Answer Method

The Question and Answer method involves the delivery of lessons through the teacher asking questions and the students answering. It is a method of education where the teacher poses questions and the students respond based on the material they wish to learn (Handayani, 2023).

The question-and-answer method is illustrated in Surah Al-Baqarah (2:189), which states: *"They ask you about the new moons. Say, 'They are measurements of time for the people and for Hajj. And it is not righteousness to enter houses from the backs, but righteousness is in one who fears Allah. And enter houses through their doors. And fear Allah that you may succeed.'"*

There are three statements regarding this verse: about the companions' questions concerning the crescent moon, the description of entering houses through doors, and the

command to be pious. This indicates a question-and-answer session between the companions and the Prophet Muhammad (peace be upon him). Regarding the reason for the revelation of this verse, Muhammad al-Alusy Abu Fadl explains in his book that Ibn Asakir narrates, with a weak chain of transmission, that Mu'ad bin Jabbal and Tsa'labah bin Ghanam asked the Messenger, "*O Messenger of Allah, how does the crescent moon appear small like a thread, then grow larger, round, and full, and then continuously decrease and shrink until it returns to its original state? The moon does not remain in one shape.*" Then this verse was revealed (Sugeng Prianto et al., 2021).

This method also aligns with a hadith of the Prophet Muhammad (peace be upon him) narrated by Abu Hurairah, which states: *A man came to the Messenger of Allah (peace be upon him) and asked, "O Messenger of Allah, who is most deserving of my good treatment?" The Messenger replied, "Your mother." The man asked again, "Then who?" The Messenger replied, "Your mother." The man continued asking, "Then who?" The Messenger replied, "Your mother." The man asked again, "Then who?" The Messenger replied, "Then your father."* (H.R. Bukhari).

This hadith conveys that the Prophet Muhammad (peace be upon him) used the dialogue or question-and-answer method to educate and teach his companions. The question-and-answer sessions could begin with the Prophet (peace be upon him) or with questions from the companions (Handayani, 2023).

d. Demonstration Method

The demonstration method is a teaching method that uses demonstrations to clarify understanding or show students how to do something. By using demonstration techniques, a teacher or student shows the entire class a process, such as how to pray according to the teachings of the Prophet Muhammad (peace be upon him). The demonstration method aims to ensure that the messages conveyed by the teacher can be carried out well and correctly by the students (Handayani, 2023). This demonstration method is explained in a hadith of the Prophet Muhammad (peace be upon him), where he explains to his followers. The Prophet Muhammad (peace be upon him) said:

*"Indeed, the imam is only to be followed, so do not oppose him. When he bows, then bow. And when he says 'sami'allahu liman hamidah', say, 'Rabbana walakal hamdu'. When he prostrates, then prostrate. And when he prays while sitting, then pray while sitting altogether."* (HR. Abu Daud No. 603, authenticated by Sheikh Al-Albani in Shahih Sunnah Abi Daud).

In the context of the demonstrative method, this hadith is closely related. The demonstration method is a learning method where the students directly demonstrate actions or behaviors that should be emulated. In this case, the imam acts as the demonstrator, and the makmum (follower) acts as the person who imitates what the imam demonstrates. This hadith seems to teach the principle that in learning or worship, a person can learn by imitating or following the examples provided by a leader or teacher directly. This demonstration method is effective in understanding and practicing prayer, especially for those who are just beginning to learn or who do not yet understand the correct way to pray. They can comprehend and experience the movements and recitations of prayer through the concrete examples provided by the imam, as conveyed in this hadith.

e. Mujadalah Method (Discussion)

Mujadalah is understood as a dialogue (discussion) in the context of education and *da'wah* (Islamic preaching). The discussion method is a method of communicating learning by giving students the opportunity to talk about it, analyze and ask for opinions, draw conclusions, or develop various alternative solutions to problems. In educational research, the discussion method is referred to as the *hiwar* (dialogue) method. Discussion provides the greatest opportunity for students to explore existing knowledge and combine it with the opinions of other students. On the other hand, it matures the way students think, respects the opinions of others,

and makes them aware that there are other opinions outside their own. Additionally, students have potential, abilities, and innate talents that can be appreciated (Pito, 2019). This method is found in Q.S. An-Nahl verse 125, "*Call (people) to the way of your Lord with wisdom and good teaching, and argue with them in a way that is best. Indeed, your Lord knows best who has strayed from His way and He knows best who is guided.*"

This is evident from the expression "argue with them in the best way," or in other words, "discuss with them in the best manner." This can be an inspiration for conducting education through the discussion method. According to Quraish Shihab, the word "*jâdilhum*" comes from the word "*jidâl*", which means discussion or refutation and cannot defend any arguments presented by others. Furthermore, "*jadil*" also refers to arguments in their best sense, arguments without violence or insult, using subtle logic and rhetoric (Sugeng Prianto et al., 2021).

The *mujadalah* method emphasizes the provision of strong arguments and reasons. Students explore their potential by seeking fundamental and scientific reasons in every discussion topic. Educators only act as motivators, simulators, moderators, facilitators, or trainers. This system tends to be "student-centered" compared to "teacher-centered," with an emphasis on respecting individual differences (individual differentiation) among students. This method is often used in scientific discussions to seek the truth from various differing opinions, such as in the academic world. This method is exemplified by Prophet Moses (peace be upon him) and Prophet Aaron (peace be upon him) when they dialogued with Pharaoh. The final outcome is returned to Allah (SWT), for only Allah knows whether a person is guided or not (Pito, 2019).

f. *Amtsâl* Method (Parable)

The parable method (*amtsâl*) is a verbal story written by the teacher for students, presented using parables. The *amtsâl* method (parable) comes from the word *matsala*, which means similar, alike, or resembling. *Amtsâl* is one of the methods of the Qur'an for conveying its teachings or messages to humanity. With *amtsâl*, it becomes easier to understand and encourages the soul that receives the parable to act according to the content of the parable. The advantage of this method is that it facilitates students' understanding of what is conveyed by the teacher and can stimulate impressions regarding the implied meanings in the parables. Therefore, the advantages of the parable method (*amtsâl*) include making it easier for students to understand the intent, meaning, and context of the material presented by the teacher. This method can create a deep impression regarding the implied meanings of the parables explained by the educator. With parables, anything that makes sense can be transformed into something tangible. Thus, the educational goals can be easily achieved according to the purpose and objectives of the parables that Allah (SWT) has provided as lessons and keys to living a happy life in this world and the hereafter (Nur et al., 2022). An example of a parable can be found in Q.S. Al-Baqarah verse 17 (Sugeng Prianto et al., 2021): "*The parable of the hypocrites is like a person who lights a fire to illuminate his surroundings, but then Allah (SWT) extinguishes the light and leaves them in darkness.*"

In addition, the parable method (*amtsâl*) is also explained in the Qur'an, some of which can be found in Q.S. Al-Baqarah (2): 261, 264-266, Q.S. Ali 'Imran (3): 59, Q.S. Hud (11): 24, and so on (Nur et al., 2022).

### 3. 21st-Century Life Skills

Entering the 21st century, the skills required for success have changed rapidly. Traditional literacy skills, once considered the foundation of education, have been supplemented and in some cases replaced by a set of skills collectively known as "21st-century skills". These skills encompass a range of abilities, including critical thinking, creativity, communication, collaboration, and adaptability (Pahrijal et al., 2023). Experts argue that the ability to navigate ambiguity, solve complex problems,

and engage in interdisciplinary thinking has become crucial in an era of rapid technological advancement and increasing interconnectedness (Widodo et al., 2020).

The skills needed for 21st-century learning are not limited to reading and memorization, as is the case in most schools in Indonesia. The 21st-century skills that the younger generation must possess include critical thinking, creative thinking, and problem-solving abilities in everyday life, where the 21st-century life skills are often referred to as the 4Cs (critical thinking, communication, collaboration, and creativity) (Anwar, 2022). 21st-century skills exemplify how to learn skills in the digital era to prepare oneself for success in the coming years; therefore, this preparation must be carried out thoroughly, and teachers must position learning in such a way as to help students acquire creative, innovative, and original skills, advanced skills, and problem-solving abilities. In line with this view, the skills required include critical thinking and problem-solving, communication/collaboration (through collaboration), and creativity/innovation (Dwi Rahma Putri et al., 2022). These four skills constitute the 4Cs. The 4C skills encourage students to work in groups, solve specific problems, develop tolerance for differences among peers, and think critically and creatively to address issues related to solving various problems in life (Maulidia et al., 2023). Based on this, the Ministry of Education and Culture states that the 21st-century learning paradigm emphasizes learners' ability to learn from various sources, formulate problems, think analytically, and collaborate and cooperate in problem-solving.

The definition of 21st-century skills relates to various types of disciplines and many aspects of life. These 21st-century skills are not prominently displayed in the curriculum. 21st-century education not only encompasses aspects of skills and understanding but also emphasizes creativity, collaboration, and speaking skills. Technology, behaviors, and moral values may be included, but critical thinking and communication skills are also emphasized, adding an extra challenge to the process (Prayogi, 2020).

#### a. Critical Thinking

Critical thinking skills are one of the key knowledge-based skills of the 21st century that promote academic success (Jufriadi et al., 2022). In line with this opinion, another perspective states that critical thinking is the ability of students to effectively analyze, evaluate, and synthesize information (Sri Nopiani et al., 2023). Critical thinking is a cognitive process of systematically and accurately analyzing problems, carefully and thoroughly isolating issues, and identifying and reviewing information to develop problem-solving strategies. Students are expected to possess critical thinking skills because critical thinking allows them to better understand the material and examine assumptions, thereby increasing their curiosity and desire to learn. Critical thinking enables students to analyze, solve, and make sound decisions, thus enhancing their problem-solving and reasoning skills. It can help students face intense competition in various forms in the era of globalization. Furthermore, critical thinking helps students develop better thinking skills and prepare for the future (Mongkau & Pangkey, 2024). Therefore, with critical thinking skills, students are able to analyze information, evaluate evidence, and make sound decisions based on logical and analytical considerations.

In the educational methods previously described, the question-and-answer method and the discussion method are considered capable of fostering critical thinking skills. The question-and-answer method can directly engage students in the critical thinking process. By answering open or critical questions, students are trained to formulate arguments, evaluate responses, and provide reasonable justifications. Teachers can pose reflective questions that invite students to think more deeply about their answers, so they do not merely repeat information but also understand and interpret it critically. Meanwhile, discussion is a powerful method for cultivating critical thinking skills because it involves debate, argument analysis, and the evaluation of differing opinions. Students are encouraged to express and defend their views while listening to other perspectives, which requires them to think critically in assessing arguments, overcoming biases, and strengthening their logic.

b. Creativity

The human ability to create something new, whether in the form of ideas or tangible works, is referred to as creativity (Sri Nopiani et al., 2023). Creativity skills are among the most important skills of the 21st century. Creativity allows students to think outside the box and develop innovative solutions to complex problems. In learning, educators can encourage students' creativity by providing challenges that stimulate them to think creatively, develop their imagination, and apply their ideas in the real world. This enhances students' abilities to think creatively and innovatively (Mongkau & Pangkey, 2024). With technology now being a part of our daily lives, it makes sense to develop students' creative skills. Students are taught to think creatively by being given opportunities to try new ideas, play with different materials and tools, and develop skills in arts and crafts. By applying creative skills in education, teachers can encourage students to participate in planning and group discussions to understand each other's ideas. This can help enhance creative thinking and collaboration skills among students. Creativity is considered one of the best skills of the 21st century because the ability to think beyond boundaries and create innovative solutions to complex problems is crucial in the era of globalization and rapid technological advancement (Mongkau & Pangkey, 2024). Thus, creativity skills involve thinking outside the box, generating new ideas, and innovating in various fields.

Creativity can be enhanced by applying Islamic educational methods exemplified by the Prophet Muhammad (peace be upon him), such as the lecture, demonstration, and parable methods. Interactive lectures rich in examples of creative ideas or unique approaches can stimulate students' imaginations. In lectures, teachers can invite students to envision new scenarios or relate learning materials to situations that require creative solutions. When accompanied by inspiring stories or relevant challenges, this method can motivate students to think more creatively. On the other hand, the demonstration method gives students the opportunity to witness a certain way or process directly. When students observe the different steps involved in doing something, they can be inspired to experiment with their own ideas. Teachers can also motivate students to vary what has been demonstrated or discover new, more efficient, or creative approaches, thereby building their ability to think creatively. Meanwhile, the parable or analogy method encourages students to see the connections between new concepts and situations they are already familiar with. By using parables, teachers can motivate students to think more deeply and create new interpretations of a concept. This fosters creativity as students are asked to link abstract ideas with reality or imagine different relevant scenarios, training them in metaphorical thinking and developing new perspectives.

c. Communication

Communication skills are one of the four dimensions of 21st-century skills. This skill encompasses the ability to communicate effectively through various mediums, including verbal and written communication. Teachers must possess strong communication skills to guide students and provide clear and accurate information (Mongkau & Pangkey, 2024). Communication skills are the ability to express thoughts, ideas, knowledge, and information. Communication skills refer to a person's ability to effectively send and receive information through various mediums, including verbal and nonverbal communication. Effective communication impacts almost every aspect of life, from interacting with friends to attending important meetings at work. Communication skills include the ability to speak, listen, overcome verbal communication barriers, understand nonverbal communication, and resolve conflicts constructively (Anas & Sapri, 2022). Therefore, communication skills are the ability to convey ideas, information, and thoughts clearly and effectively, whether verbally, in writing, or digitally.

Communication skills can be enhanced by using the previously described educational methods. This is explained as follows:

- 1) In the method of role modeling, teachers act as examples of effective and clear communication. When teachers demonstrate good communication skills (such as active listening, speaking clearly, and showing empathy), students can observe and emulate these effective communication methods. Role modeling also helps students understand the importance of respectful communication, both with teachers and peers.
- 2) Through lectures, teachers convey information in a structured and clear manner, teaching students how to deliver messages sequentially and logically. By listening to effective lectures, students learn how information is organized and presented. Additionally, teachers can encourage students to ask questions or respond during lectures, allowing them to practice expressing opinions and responding clearly and accurately.
- 3) The question-and-answer method directly trains students in communication, both in asking good questions and providing clear answers. By actively participating, students learn to formulate logical questions and respond with appropriate words. This method also enhances students' listening skills, as they need to understand the questions or answers from the teacher or their peers before responding, which is crucial for effective communication.
- 4) Discussion encourages students to express their opinions, listen to others' views, and respond politely and effectively. Through discussion, students learn to articulate their ideas clearly and learn the importance of active listening to understand others' opinions. Discussion also teaches them to manage conflicts or disagreements constructively and openly, which is an essential communication skill.

#### d. Collaboration

In the 21st century, collaboration is a crucial skill to develop (Nadhiroh & Trilisiana, 2020). Collaboration is the act of working together to achieve a common goal. Collaboration encompasses three elements or components: communication, collaboration, and responsibility. In line with this view, collaboration is a unique form of communication and social learning that allows group members to actively and constructively solve problems. Collaborative learning serves to bridge gaps, acting as a mediator between interaction and educational outcomes (Indrawan et al., 2021). Collaboration or teamwork refers to the ability to work together and show respect for all diverse team members, as well as the ability to communicate effectively and make necessary decisions to achieve shared goals (Redhana, 2019). Collaboration skills are essential because they have significant benefits for personal and professional life. Therefore, we can conclude that collaboration skills are the ability to work together in diverse teams, share roles, and contribute to common goals.

In an effort to foster students' collaboration or teamwork skills, teachers can use Islamic educational methods such as the discussion method. Discussion is a highly effective method for fostering collaboration because it involves active interaction and requires students to work together in conveying and listening to ideas. In discussions, students learn to express opinions, listen actively, and consider different perspectives, all of which are essential for collaboration. Group discussions teach students to respond politely, seek common solutions, and reach consensus or shared understanding.

## Conclusion

Revitalization is a development activity aimed at highlighting important values that require enhancement. Revitalization in the context of Islamic education involves maximizing all elements of Islamic education to make them more beneficial, thereby ensuring that the goals and processes of education can be achieved and implemented effectively. The revitalization of Islamic education is an effective way to combat the rapid globalization and the decline of Islamic values among Muslim students. By revitalizing the six educational methods found in the Qur'an and Hadith—*Qudwah* (Role Modeling), Lectures, Question and Answer, Demonstrations, *Mujadalah* (Discussion), and *Amts'al* (Parables)—it is

possible to effectively foster 21st-century skills such as critical thinking, creativity, collaboration, and communication.

In the *Qudwah* method, teachers provide real examples of critical thinking, innovation, teamwork, and effective communication, which serve as inspiration for students to emulate and apply these skills in their daily lives. The lecture method helps students understand fundamental theories and inspiring examples, stimulating them to think more critically, creatively, and to feel encouraged to ask questions or express opinions.

Through the Question and Answer method, students actively participate in answering questions, formulating arguments, and listening to responses from others, thereby enhancing their communication, collaboration, and critical thinking skills. The Demonstration method allows students to see the direct application of the concepts being studied and engage in activities that require cooperation and communication skills.

The *Mujadalah* (Discussion) method invites students to participate in open discussions, where they are encouraged to think critically, express creative ideas, collaborate to achieve a shared understanding, and practice articulating and listening to opinions effectively. Meanwhile, the *Amts'al* (Parable) method helps students understand complex concepts by simplifying them through analogies, which encourages creativity, collaboration, and more effective communication skills. By revitalizing these six methods, teachers can create a learning environment that supports the comprehensive development of 21st-century skills, preparing students to face future challenges with confidence.

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