

Prophetic Pedagogy in Islamic Education: A Model for Intellectual and Moral Development

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Abstract

Islamic education plays a strategic role in shaping individuals who are not only intellectually superior but also morally and spiritually mature. However, contemporary educational practices tend to emphasize cognitive aspects and academic achievement, neglecting character development and ethical values. This study aims to examine and formulate prophetic pedagogy as an integrative Islamic educational model for developing students' intellectual and moral development. This study employed a qualitative approach with a literature study method through analysis of classical and contemporary books, scientific journal articles, and relevant Islamic sources. The study results indicate that prophetic pedagogy is based on prophetic values, including humanization, liberation, and transcendence. The value of humanization positions students as subjects of learning with dignity and potential that must be optimally developed. The value of liberation views education as a means of liberation from ignorance and social injustice through the development of critical awareness. Meanwhile, the value of transcendence emphasizes the orientation of education toward divine awareness and the integration of reason and revelation. The research findings also emphasize the role of educators as mu'allim, murabbi, and uswah hasanah, which are key to internalizing prophetic values through a dialogic, participatory, and contextual learning process. Thus, prophetic pedagogy offers a holistic and relevant model of Islamic education to address the challenges of the moral crisis and dehumanization of education in the contemporary era, while also contributing to the formation of knowledgeable, moral, and socially responsible individuals.

Keywords

Prophetic Pedagogy
Islamic Education
Intellectual Development
Moral Development
Prophetic Values

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Introduction

Education is a strategic instrument in shaping individuals who are not only intellectually intelligent but also morally and spiritually mature. In the context of Islamic education, this goal becomes even more crucial because education is not merely understood as a process of transferring knowledge, but rather as an effort to develop perfect human beings who are faithful, knowledgeable, and possess noble morals. However, the reality of contemporary education demonstrates an imbalance in orientation, where cognitive aspects and academic achievement are often prioritized over the development of students' character and morality. This phenomenon has implications for the birth of a generation that is intellectually superior but fragile in values, ethics, and social responsibility.

The moral crisis plaguing modern education cannot be separated from an educational paradigm that tends to be positivistic, technocratic, and devoid of transcendental values. Education is often reduced to a tool for producing labor, rather than a means of liberation and humanization (Siswadi, 2025). In the context of Muslim society, this situation raises particular concerns because Islamic education truly has a prophetic mission, namely continuing the prophetic task of building a just, civilized, and divinely-value-oriented civilization. Therefore, a pedagogical approach is needed that can bridge intellectual and moral development in an integrated manner.

One relevant approach to addressing this challenge is prophetic pedagogy. This concept is rooted in prophetic values that emphasize humanization (humanizing humans), liberation (freedom from oppression), and transcendence (awareness of God). Within this framework, education aims not only to cultivate intellectual intelligence but also to develop students' moral, spiritual, and social awareness. Prophetic pedagogy views the educational process as a space for value transformation based on the example of the Prophet Muhammad (peace be upon him) as an educator par excellence (Nurhayati, 2025).

In Islamic tradition, the Prophet Muhammad (peace be upon him) served not only as a transmitter of revelation but also as an educator who integrated the teaching of knowledge, moral formation, and social liberation. The Prophet's educational methods reflected a balance between rationality and spirituality, between intellectual development and moral cultivation. This aligns with the goal of Islamic education, as stated by Al Ghifari (2025), namely to instill etiquette so that humans can place everything proportionally within the order of life. Thus, prophetic pedagogy offers a strong conceptual framework for reconstructing Islamic education to make it more relevant to the challenges of the times.

Intellectual development in Islamic education cannot be separated from the moral and spiritual dimensions. Islam views reason ('aql) as a divine gift that must be used responsibly and in harmony with revelation (Anwar, 2024). Education that only sharpens critical thinking skills without instilling moral values has the potential to produce destructive intelligence. Therefore, prophetic pedagogy emphasizes the integration of knowledge, ethical values, and transcendental awareness as a unified whole. This approach encourages students not only to understand reality but also to strive for just social change.

Furthermore, prophetic pedagogy holds strong relevance in the context of contemporary Islamic education, which faces various structural problems, such as the commercialization of education, the dehumanization of teacher-student relations, and the weakening of moral role models. Teachers in prophetic pedagogy function not merely as instructors (mu'allim) but also as educators (murabbi) and role models (uswah hasanah), presenting prophetic values in daily learning practices (Hasanah, 2022). Thus, education becomes a space for the formation of prophetic character that impacts the personal and social lives of students.

Based on this description, this study aims to examine and formulate prophetic pedagogy as a model of Islamic education capable of developing intellectual and moral development in an integrative manner. This research is crucial for enriching the body of Islamic educational thought and providing a conceptual contribution to efforts to renew the educational paradigm to be more humanistic, transformative, and oriented toward prophetic values. By adopting prophetic pedagogy as an analytical framework, it is hoped that Islamic education can return to its prophetic spirit as a means of liberation, enlightenment, and the formation of a dignified civilization.

Methods

Research Method (Literature Study)

This research uses a qualitative approach with a library research method. This method was chosen because the research focuses on conceptual and theoretical studies of prophetic pedagogy in Islamic education, particularly in intellectual and moral development. Literature studies allow researchers to examine, analyze, and synthesize various relevant scientific sources to develop a comprehensive and systematic framework (Zed, 2014).

Research Type and Approach

This research falls into the qualitative-descriptive category with a conceptual and philosophical approach. This approach is used to understand the meaning, values, and principles of prophetic pedagogy, which are sourced from the Quran, Hadith, and the thoughts of Muslim scholars and contemporary educational theorists. The research does not aim to test hypotheses, but rather to formulate a normative and applicable pedagogical model in the context of Islamic education.

Data Sources

The data sources in this study are divided into two types: primary and secondary sources.

Primary sources include classical and contemporary books discussing Islamic education, prophetic pedagogy, and prophetic thought, such as Kuntowijoyo's work on prophetic social science, Al-Attas's work on Islamic adab and education, and literature that directly refers to the Quran and the Hadith of the Prophet Muhammad (peace be upon him). Meanwhile, secondary sources include books, scientific journal articles, proceedings, and research reports relevant to the themes of pedagogy, Islamic education, moral development, and character education. These sources were used to enrich perspectives, strengthen analysis, and broaden the context of the discussion.

Data Collection Techniques

Data collection techniques were carried out through systematic literature searches and selection. Researchers collected data from various scientific databases, such as national and international journals, academic repositories, and credible reference books. The data collection process was carried out using keywords such as prophetic pedagogy, Islamic education, moral development, and intellectual development. The selected literature was selected based on topic relevance, source credibility, and its contribution to the development of the concept of prophetic pedagogy.

Data Analysis Techniques

Data analysis was conducted using content analysis. Each collected source was critically read to identify key concepts, themes, and arguments related to prophetic pedagogy and Islamic education. The data was then classified into several categories, such as theological foundations, principles of prophetic pedagogy, intellectual development, and moral formation. Next, the researcher synthesized and interpreted the data to formulate an integrative and contextual model of prophetic pedagogy.

Data Validity Techniques

To maintain data validity, this study employed source triangulation, comparing various literature from different authors and perspectives. Furthermore, the researcher checked the consistency of concepts and arguments across sources to ensure the validity and reliability of the study results. Thus, the research results are expected to have a strong theoretical foundation and be academically accountable.

Results and Discussion

Conceptual Foundation and Values of Prophetic Pedagogy

Prophetic pedagogy is an educational paradigm rooted in Islamic scholarly tradition that positions education as a holistic human development process, encompassing intellectual, moral, social, and spiritual dimensions (Rudiyanto & Anif, 2024). This approach is grounded in the educational practices of the Prophet Muhammad (peace be upon him), who served not only as a transmitter of revelation but also as an educator who shaped the character of the community through exemplary behavior, dialogue, and liberation. In this context, education is not merely interpreted as the transmission of cognitive knowledge, but rather as a process of value transformation aimed at producing individuals who are faithful, knowledgeable, and virtuous. Therefore, prophetic pedagogy critiques modern educational models that tend to be reductionistic and neglect the moral and spiritual dimensions of students.

The conceptual foundation of prophetic pedagogy is closely linked to the idea of prophetic social science developed by Kuntowijoyo. This concept places education within the framework of the prophetic mission, which rests on three core values: humanization, liberation, and transcendence. The value of humanization emphasizes the importance of humanizing humans through the development of students' intellectual, emotional, and conscience potential (Putri & Anwar, 2024). In Islamic education, humanization is reflected in the recognition of human dignity as rational and moral beings, so that the learning process is directed

toward fostering critical awareness, empathy, and social responsibility. Education is no longer authoritarian, but rather dialogic and participatory.

The value of liberation in prophetic pedagogy emphasizes the role of education as a means of liberation from ignorance, injustice, and various forms of structural and cultural oppression. Prophetic education encourages students to critically understand social realities and cultivates the moral courage to make changes. Within this framework, knowledge is not neutral but has an ethical orientation that favors justice and humanity. Islamic education based on the value of liberation aims to produce individuals who are not only academically intelligent but also possess social sensitivity and a commitment to fighting for values of justice in community life.

The value of transcendence is the primary foundation of prophetic pedagogy, distinguishing it from secular pedagogical approaches. Transcendence emphasizes that all educational activities must be oriented toward divine awareness and divine values. In Islamic education, intellectual development is inseparable from faith and morality. Reason ('aql) is viewed as a gift from God that must be used responsibly and in harmony with revelation. The value of transcendence fosters the awareness that knowledge is not merely a tool for achieving worldly interests, but rather a means of drawing closer to God and realizing the welfare of humanity (Ningsih et al., 2024).

In addition to these three core values, prophetic pedagogy also relies on the example of the Prophet Muhammad (peace be upon him) as an ideal educational model. The Prophet taught moral values not only through verbal advice but also through concrete practices in daily life. The Prophet's educational method was contextual, dialogical, and compassionate, fostering a humanistic educational relationship between educator and student. This exemplary nature demonstrates that effective moral education is not simply achieved through normative teaching but requires concrete examples for students to emulate.

The Role of Educators and the Prophetic Learning Process

Within the framework of prophetic pedagogy, educators occupy a central position as primary actors in the intellectual and moral development of students. Educators are not understood merely as transmitters of subject matter, but rather as figures who carry out the prophetic mission in the educational context. This role encompasses the functions of mu'allim (teacher of knowledge), murabbi (mentor and developer of potential), and uswah hasanah (moral role model). Therefore, educators in prophetic pedagogy are required to possess scientific integrity, exemplary morals, and spiritual commitment, which are reflected in daily learning practices (Yuwono et al., 2025).

As mu'allim, educators are responsible for developing students' intellectual abilities through the mastery and delivery of knowledge critically and contextually. The prophetic learning process does not stop at memorizing concepts, but encourages in-depth understanding, reflection, and critical thinking skills (Ramadhan, 2025). From this perspective, knowledge is viewed as a means of understanding the signs of God's greatness and social reality, so that intellectual development is always directed toward ethical goals and the common good. Thus, the learning process becomes a space for dialogue that brings together reason, experience, and moral values.

The role of educators as murabbi emphasizes the development of students' personalities and character. In prophetic pedagogy, education is understood as a long-term process aimed at fostering noble morals and self-awareness. Educators play a role in guiding students to internalize the values of humanity, justice, and social responsibility. The learning process takes place not only in the classroom but also through habituation, social interaction, and a conducive educational environment. With this approach, education becomes a means of comprehensive and sustainable character formation.

As good examples, educators serve as concrete examples of the prophetic values they teach. Moral role modeling is a key element in prophetic pedagogy, as ethical and spiritual values are more effectively transmitted through behavior than mere theoretical explanations. The honest, fair, empathetic, and humble attitudes demonstrated by educators create a humanistic and inspiring learning climate. This exemplary

behavior strengthens the educational relationship between educator and student and fosters trust, which is the foundation for a successful educational process.

The prophetic learning process is characterized by a dialogic, participatory, and contextual approach. Learning is not one-way, but rather actively engages students in discussion, reflection, and solving real-life problems (Asrofi et al., 2025). This approach aligns with the educational practices of the Prophet Muhammad (peace be upon him), which prioritized deliberation, question-and-answer sessions, and experiential learning. Through this process, students not only acquire knowledge but also develop empathy, critical thinking, and social awareness grounded in transcendental values.

Intellectual and Moral Development of Students

The intellectual and moral development of students is at the heart of prophetic pedagogy in Islamic education. Based on a literature review, prophetic education views students as active subjects possessing intellectual, conscience, and spiritual potential that must be developed in a balanced manner. Intellectualism, from an Islamic perspective, is not defined solely as cognitive ability or mastery of knowledge, but as the capacity for critical, reflective, and responsible thinking grounded in ethical values and divine awareness (Afryansyah et al., 2025). Therefore, the educational process is directed toward developing meaningful and beneficial intelligence.

In prophetic pedagogy, intellectual development is always linked to the integration of reason ('aql) and revelation. Knowledge is viewed as a means to understand the reality of God's creation and the social dynamics that accompany it. Students are encouraged to develop analytical, reasoning, and critical reflection skills through a dialogic and contextual learning process. This approach rejects the separation between religious knowledge and general knowledge, as both are understood as a complementary whole, fostering a holistic perspective on life. Thus, education not only produces academically intelligent individuals but also individuals with a clear value orientation.

Moral development in prophetic pedagogy emphasizes the formation of morals as the primary foundation of students' personalities. Morals are not understood simply as normative knowledge of good and bad, but as attitudes and behaviors internalized in everyday life. The process of moral formation is carried out through the example of educators, the instilling of ethical values, and reflection on learning experiences and social realities. In this context, students are encouraged to understand the moral consequences of every action and develop sensitivity to the values of justice, honesty, and empathy (Raffin et al., 2024).

Furthermore, prophetic pedagogy emphasizes the close link between individual moral development and social responsibility. Students are guided not only to become pious individuals but also to develop social awareness and a commitment to humanitarian values. Education becomes a space for fostering awareness of social issues, such as injustice, poverty, and inequality, and encouraging active participation in social improvement efforts. With this approach, morality does not stop at the personal realm but develops into a transformative social ethic.

Studies also show that intellectual and moral development in prophetic pedagogy occur simultaneously and are mutually reinforcing. Intellectual intelligence without morals has the potential to give rise to destructive behavior, while morality without adequate intellectual understanding risks becoming dogmatic (Heri Suprapto, 2023). Therefore, prophetic pedagogy places a balance between knowledge and morality as a central principle of Islamic education. Through this integration, students are expected to become knowledgeable individuals with noble character, possessing transcendental awareness and social responsibility in community life.

The Integrative Model of Prophetic Pedagogy and Its Implications

Based on the results of the literature review, prophetic pedagogy can be formulated as an integrative educational model that unites intellectual, moral, social, and spiritual development within a single framework. This model is based on the understanding that Islamic education cannot be reduced to mere

cognitive instruction but must be positioned as a process of developing whole human beings oriented toward prophetic values. This integration is reflected in the alignment between educational objectives, the role of educators, the learning process, and the values of humanization, liberation, and transcendence as its primary foundation.

The integrative model of prophetic pedagogy places humanization as the foundation of the educational relationship between educators and students. Education is designed to respect human dignity, develop the potential of reason and conscience, and create a dialogical and participatory learning environment. In this model, students are positioned as active learning subjects, while educators act as facilitators, guides, and role models. The learning process is directed at fostering self-awareness, empathy, and critical thinking skills that are meaningful for personal and social life (Mun'im et al., 2023).

The liberating value in the integrative prophetic pedagogy model is realized through a transformative educational orientation that favors justice. Education aims not only to transmit knowledge but also to equip students with a critical awareness of social reality. This model encourages students to understand social problems, reject injustice, and actively participate in social change. Thus, knowledge is positioned as a tool of liberation with ethical dimensions and social responsibility, in line with the prophetic mission of building a civilized society.

Meanwhile, the value of transcendence serves as the spiritual foundation that guides the entire educational process in this integrative model. Education is inseparable from divine awareness and a divine value orientation. The integration of reason and revelation is a key principle in the development of students' knowledge and morality. The value of transcendence ensures that intellectual and skill development is not trapped in purely pragmatic interests, but rather directed toward drawing closer to God and realizing the benefit of fellow human beings (Pranilinsya & Ginting, 2025).

The implications of the integrative prophetic pedagogy model are evident in the renewal of the Islamic education paradigm, making it more holistic and contextual. This model demands a shift in educational orientation from merely academic achievement to the formation of prophetic character reflecting a balance between knowledge and morals. In practice, Islamic educational institutions are expected to create curricula, learning methods, and school cultures that align with prophetic values. Educators are required not only to be academically competent but also to possess moral and spiritual integrity as role models for students.

Discussion

The research results show that prophetic pedagogy is an Islamic educational paradigm that emphasizes the integration of intellectual, moral, social, and spiritual development within a unified framework. This finding reinforces the view that Islamic education cannot be understood in a partial or reductionistic manner, but rather as a process of developing the whole person. In this context, prophetic pedagogy presents itself as a critique of modern educational practices that tend to focus solely on academic achievement and neglect the dimensions of values and morality. Prophetic education reaffirms the prophetic mission of Islamic education, namely to shape individuals who are both knowledgeable and moral, possessing social and spiritual awareness.

The values of humanization, liberation, and transcendence that underlie prophetic pedagogy have important implications for how education is understood and implemented. Humanization positions students as subjects of learning with dignity and potential that must be optimally developed (Darmiyati, 2023). This is relevant to research findings that emphasize a dialogical and participatory educational relationship between educators and students. This approach aligns with the principles of Islamic education, which view humans as rational and moral beings. Therefore, the educational process must foster self-awareness, empathy, and critical thinking skills. Thus, education is no longer authoritarian but becomes a humanizing space that fosters intellectual and emotional potential in a balanced manner.

The liberating aspect of prophetic pedagogy expands the function of education from a purely individual process to an instrument of social transformation. Research findings indicate that prophetic education encourages students to critically understand social realities and play an active role in the struggle for justice.

This demonstrates that intellectual development in Islamic education is not neutral but has an ethical and social orientation. Education based on liberating values seeks to free students from ignorance, injustice, and oppressive social structures. Thus, Islamic education not only produces intelligent individuals but also citizens with social sensitivity and a moral commitment to change.

The value of transcendence identified in the research confirms that the spiritual dimension is a fundamental element of prophetic pedagogy. Transcendence ensures that the entire educational process remains oriented toward divine awareness and divine values. These findings demonstrate that the integration of reason and revelation is a key principle in students' intellectual and moral development. Prophetic education rejects the dichotomy between knowledge and faith, as both are understood as a complementary whole. With this transcendental orientation, knowledge is not used solely for pragmatic purposes but is directed toward fostering moral responsibility and the well-being of humanity.

The role of educators, as identified in the research findings, emphasizes the strategic position of teachers in the implementation of prophetic pedagogy. Educators function not only as mu'allim (leaders) who transmit knowledge, but also as murabbi (leaders) who foster character and uswah hasanah (good examples) who provide moral examples. This discussion demonstrates that the success of prophetic education depends heavily on the moral and spiritual integrity of educators. Role modelling is the primary medium for internalizing values, as students learn prophetic values not only through verbal instruction but also through the concrete practices they witness in their daily lives.

Furthermore, the integration of intellectual and moral development found in the research demonstrates that the two are inseparable. Intellectualism without morality has the potential to give rise to destructive intelligence, while morality without a strong intellectual foundation can become dogmatic. Prophetic pedagogy offers a balance between the two by using prophetic values as a guiding framework. This is relevant in the context of contemporary Islamic education, which faces the challenges of globalization, moral crisis, and the dehumanization of education. The integrative model formulated in this study provides an alternative, more holistic and value-oriented educational paradigm.

Conclusion

Prophetic pedagogy is a holistic and integrative Islamic educational paradigm that simultaneously develops students' intellectual and moral development. Based on prophetic values derived from the Qur'an, Hadith, and the educational practices of the Prophet Muhammad (peace be upon him), prophetic pedagogy positions education as a process of humanization and transformation oriented toward the formation of knowledgeable, noble individuals with social and spiritual awareness. The value of humanization emphasizes the importance of respecting the dignity of students as active and potential learning subjects, thus directing the educational process toward developing critical, reflective, and empathetic thinking skills. Meanwhile, the value of liberation expands the function of Islamic education as a means of liberation from ignorance and injustice, by encouraging students to critically understand social reality and play a role in change towards a more just and civilized order. The value of transcendence serves as the primary foundation that directs all educational activities toward divine awareness, so that the integration of reason and revelation becomes a fundamental principle in the development of science and morality. The research findings also emphasize the strategic role of educators as mu'allim, murabbi, and uswah hasanah, who not only transmit knowledge but also foster character and provide moral examples in the learning process. Dialogic, participatory, and contextual prophetic learning processes enable more effective internalization of prophetic values, so that intellectual and moral development occur in a balanced and mutually reinforcing manner. Thus, the integrative model of prophetic pedagogy offers an alternative paradigm of Islamic education that is relevant in addressing the challenges of contemporary education, particularly the moral crisis and dehumanization of education, and contributes to strengthening the role of Islamic education as a means of forming civilized humans and building a dignified civilization.

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