

Education actualization of the prophet Muhammad in facing the era of the industrial revolution 4.0

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ABSTRACT

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The root of Islamic education in the world is Rasulullah SAW. He used various methods in conveying Allah's revelations to his people and taught multiple things about monotheism. Rasulullah SAW's educational approach is an essential basis in the implementation of Islamic education today. The era of the Industrial Revolution 4.0 brought many changes and positive and negative influences in various fields. In this case, the world of education must create a means of defense and innovation that can blend in with every change in this industrial revolution era. Islamic education requires a learning method that can maintain the purity of Islamic teachings revealed by Allah SWT and conveyed by Rasulullah SAW through the Al-Qur'an and Sunnah by considering and linking it to the development of the world. The Prophet Muhammad's educational methods used at that time were the discussion method, the demonstration method, and the exemplary method. If the Prophet Muhammad SAW's educational method is applied by linking the development of technology and information, Islamic education will continue to develop and produce a progressing Islamic generation.

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Introduction

Islamic education at the Prophet Muhammad's time was divided into two periods, namely the Mecca and Medina periods. Rasulullah SAW was an educator for his community. Educators are people who can be used as role models or examples. He is a pioneer of Islamic education, and this is where Islamic education begins. Islamic education prioritizes learning from a spiritual and moral perspective. However, in Islamic teaching, the aspects of mental, physical, mathematics, social science, and practical majors are not neglected so that this education is a comprehensive education. Islamic education at the time of the Prophet Muhammad used several methods, namely the lecture method by explaining the revelations he received and providing explanations, the discussion

method using two-way communication, demonstration methods, and exemplary methods.

Meanwhile, the curriculum for Islamic education that was used during the time of the Prophet Muhammad was Al-Qur'an. Based on the research journal "Learning Methods of Rasulullah SAW" conducted by Hardivizon, the educational methods used by Rasulullah SAW have their respective advantages that support the effectiveness of education Islam. Some of the Prophet Muhammad's educational practices can be applied effectively if the use of these methods is aimed at students according to their individual levels and characteristics. (Hardivizon, 2017) (Hafiddin, 2015).

Globalization has entered a new phase known as the Industrial Revolution 4.0. the world has undergone four stages of the revolution. In the 18th century, there was revolution 1.0, which was marked by the discovery of a steam engine. After that, in the 19th to 20th centuries, there was an industrial revolution 2.0 through electricity, which made production costs cheap. Revolution 3.0 occurred around the 1970s through the use of computerization. Currently, the 4.0 process happened in the 2010s through intelligence engineering and the internet of things as the backbone of human and machine movement and connectivity. The industrial revolution 4.0 fundamentally changes the way humans think, live, and relate to one another. The world has currently entered the era of the 4.0 generation industrial revolution marked by increased connectivity, interaction, and development of digital, artificial intelligence, and virtual systems. Education 4.0 is a response where humans and technology are aligned to create new opportunities creatively and innovatively. The era of the industrial revolution 4.0 had an impact that was not merely because it affected the whole of human life, including in terms of education. This is indicated by the increasingly central role of cyber technology in human life (Rozi, 2020) (Susanti, 2018).

Along with the times, Islamic education's challenges and obstacles also continue to experience developments and changes. For example, in terms of the learning approach. In the era of traditional Islamic teaching, educators became central figures in learning activities. Educators are the primary source of knowledge in the classroom and can even be the only source of knowledge. However, in the era of the 4.0 industrial revolution, educators have experienced a shift, namely as facilitators for students. Uniquely, Islamic education is a little late in the development of educators as facilitators. Islamic education has not made any adjustments to this new style, emphasizing accelerated access, automation, connectivity, and efficiency, which are entirely controlled with developments in technology and information. But that does not mean that Islamic education does not make any efforts to improve, especially in Indonesia. The positive trend of Islamic education is of sufficient concern to the world. Muslims believe that Islamic education has advantages and virtues because its basis and purpose depart from the revelations of Allah SWT (Al-Qur'an and Sunnah) (Ghufron, 2018).

In research conducted by Sukartono in the journal "Industrial Revolution 4.0 and its Impact on Education in Indonesia", education during the industrial revolution 4.0 focused on communication, collaboration, and critical thinking in problem-solving. In the learning process of Islamic education in this era, it is expected to be able to take advantage of the development of the industrial revolution by focusing on learning methods that make students active and think critically (Ghufron, 2018) (Sukartono, 2018).

The reason for choosing the theme of this journal is because the Prophet Muhammad SAW's educational method, which was previously applied in the teaching and learning process, is still relevant when used to the era of the industrial revolution 4.0 to prepare modern Islamic education by prioritizing the education concept of the Prophet Muhammad in facing various challenges aimed at Islamic religious education so that Islamic education itself is not eroded and replaced by the negative influence of the industrial revolution itself. This journal can contribute to Islamic education development to face the industrial revolution 4.0 and become the essential foundation for implementing Islamic education. This journal can explain the concept of instruction used by the Prophet Muhammad, which is very eleven when used in learning in the 4.0 industrial revolution so that it can make educators and students progress by following the flow of world development without losing their identity as a modern Muslim generation and ulil albab (Agus Supandi et al., 2019).

Method

This research was conducted using library research methods, historical methods, developmental methods, and correlational methods. The appointment of material regarding the concept of education at the Prophet Muhammad's time made research in the past with a qualitative approach necessary. The search for data through a library study on how the Prophet Muhammad's concept of education was carried out by linking to the case raised in this study, namely the industrial revolution 4.0. A qualitative approach is used in connecting the effects of education in different eras and focuses on the correlation between the implementation of Islamic teaching. The majority correlational method is used to determine what things are applied to education at the Prophet Muhammad, which is currently still used in the implementation of Islamic teaching. Islamic education's relationship must have developed and modified according to the era and development of science and technology. This raises the advantages and disadvantages of determining whether the concept of education during the Prophet's time was still fully used or had been eroded.

Discussion

Education Methods of the Prophet Muhammad

History is our vital asset to build the future. Regarding future development, we must first know the history of Islamic education and understand Islam's evolution in the past. The result of Islam in the past at the time of the Prophet Muhammad and his companions experienced a peak of glory due to Islam's purity, and there is a significant factor, namely the Prophet Muhammad. Rasulullah SAW is a pioneer and educator in the field of Islamic education. Like it or not, we must study and deepen how the real history of Islam and how Islamic education at that time worked to make it the basis and frame of mind for educators in the future. As Muslims, we should know history to develop the insights of the current and future generations to reap a lesson in every event that occurs in the historical incision (Hafiddin, 2015).

Educational methods have a very significant position in the process of Islamic education to achieve goals. An adage says that *at-Tariqat Ahamm Min al-Maddah*', which means the technique is more important than matter. Therefore, applying the right way influences the success of the learning and teaching process. The desired Islamic education method will bring progress in all fields of knowledge and skills. Prophet Muhammad SAW is the primary educator and role model in the application of the Islamic education system. At that time, Rasulullah SAW put forward monotheism's teachings to become the main foundation in early development and education. The material in tauhid education includes:

1. Faith education. Faith education describes the cultivation of monotheism to students and explains that only Allah SWT is the only god who must be worshiped.
2. Moral Education. Moral education instills everyday life's morals, such as manners to speak to others, styles, and Islamic forms and behavior (Sarjono, 2005).
3. Worship Education. Worship education teaches how to perform prayers, fasting, and worship that Allah SWT has revealed to His servants and Rasulullah SAW taught.
4. Health Education. Health education instills morals to maintain and care for personal hygiene, environmental cleanliness, and even the human soul's cleanliness (Sambas, 2018).

The Prophet's effectiveness of the delivery of the above material was obtained by using the methods he applied according to the situation and conditions of the congregation at that time and paying attention to what Rasulullah SAW would convey. The methods used by the Prophet Muhammad in Islamic education include:

1. The lecture method

The lecture method was directly noticed by Allah SWT to Rasulullah SAW through His revelations to preach openly. This lecture method is carried out by delivering the subject matter

through oral, which students hear both in a small scope and relatively large. The lecture method can emphasize the important things that the speaker wants to convey to the listener and can influence the listener on the material presented (Raden Rizky Amaliah, Abdul Fadhil, 2014).

2. Discussion Methods

The discussion method is one of the methods used to solve problems involving everyday needs and interests. This method provides an opportunity to gather opinions and draw conclusions to find alternative solutions to problems. Rasulullah SAW often held discussions and deliberations with friends and warriors, for example, discussing what actions should be taken to prisoners of war (Raden Rizky Amaliah, Abdul Fadhil, 2014).

3. Demonstration method

The demonstration method uses props or media to explain a particular concept of the subject matter by showing how the process must be carried out procedurally. Rasulullah SAW used the demonstration method to provide direct explanations by exemplifying material regarding worship such as a demonstration by the Prophet Muhammad to demonstrate the tayammum procedure to Ammar bin Yasir (Yadav & Prakash, 2016).

4. Exemplary methods

The exemplary method is a method that focuses on praiseworthy attitudes and behaviors that are displayed and carried out directly by educators so that students can imitate and implement them correctly. In this case, Rasulullah SAW always exemplifies good deeds, such as visiting worshipers who are not present because of illness. Because of this act of the Prophet Muhammad, many people were interested in the good teachings of Islam and were attracted to Islam.

Of the several methods above, Rasulullah SAW also emphasized that coaching and teaching take place following their respective abilities and jobs. Rasulullah SAW also taught us to work together and help each other to form a just and prosperous society. Islamic education has since emphasized character education for students from an early age. The concept of character education is reflected in Rasulullah SAW. In the person of Rasulullah SAW, there are noble and outstanding moral values. The idea of character education includes modeling and habituation to students to always be consistent in worshiping and doing good deeds, education about awareness of the principles and principles of morals, and instilling excellent and polite attitudes, behaviors, and speech.

The conception of education during the Prophet Muhammad's time was focused on tawhid education by instilling Tawheed's values into the soul of every individual Muslim so that their soul shines with the light of monotheism and is reflected in actions and behavior in everyday life.

Identifying the curriculum at the time of the Prophet Muhammad was difficult because the Prophet Muhammad taught in a large school without being limited by class walls by utilizing various existing places such as houses, mosques, and roads. To carry out its primary function as an educator, Rasulullah SAW has carried out a series of very strategic policies and is under the situation and conditions. As in the field of faith, the Prophet used the question-and-answer method with deep insight and was proven by rational and scientific evidence. The Prophet emphasized the technique of modeling. Rasulullah SAW appeared in life as a person who had glory and greatness in both words and deeds (Iskandar & Najmuddin, 2013).

Rasulullah SAW's educational methods have advantages and disadvantages in their implementation, namely as follows:

1. Excellences

- a. The center of attention of students is focused on what educators want, and students can observe.
- b. The demonstration method makes students more able to capture the results that have been exemplified by educators and get a clear picture through their observations.
- c. Attract students' attention to focus on the ongoing lesson.
- d. Students can find out students' ability when learning in the room through the method of discussion and question and answer.
- e. Bring up the courage of students in expressing ideas and opinions.
- f. They were moving students' feelings so that their determination to do good deeds and stay away from evil.
- g. The discussion method can train students to get used to exchanging ideas in solving a problem.

2. Weakness

- a. Demonstration methods require in-depth expertise and adequate equipment.
- b. The method of discussion and question and answer takes a long time.
- c. The discussion method creates differences of opinion between individuals, which can lead to an unfavorable atmosphere.

Development of Industrial Revolution Era 4.0 and Education 4.0

The industrial revolution 4.0 is an era in which the development of a variety of creativity without any balance from human resources can help create a new market. Innovation in the industrial revolution era can change and even damage various aspects of life. The period of the industrial revolution is centered on cyber systems and is implemented with the concept of automation. Increasingly developed, human resources are not needed. Changes that are so fast in

this era can lead to an age of disruption. This era of disruption saw changes that were passive, fast, and unpredictable patterns. The rapid changes in the 4.0 industrial revolution have caused a lot of uncertainty, thus giving rise to ambiguity (Susanti, 2018).

The era of the industrial revolution 4.0 changed the way of thinking about education, which was made not only a way of teaching but also action in the perspective of education itself. The era of industrial revolution 4.0 has had an impact that is not simple. Significant changes occur in the industrial sector and can be seen with the development of information and communication technology, which is fully utilized in all aspects of human life. The challenge for educators in this era is the need to change strategies and learning models following science and technology development. The current generation of disruption requires the world of education to be able to equip students with skills.

The skills in question are the skills of students to think critically and solve all problems in any field that is being faced and will be faced. Not only students but educators must also be ready to face these changes. Educators in the era of industrial revolution 4.0 must have strong competence and excellent soft skills and act as role models with character and spread the inspirational passion. Because students must meet their psychological needs, each student must be able to receive a variety of knowledge through educators' learning process through learning methods such as giving praise and appreciation. Education 4.0 is a response to the needs of the 4.0 industrial revolution where people and technology are aligned to create new creative and innovative opportunities (Rozi, 2020) (Dalpen, 2016).

We see education problems in this 4.0 era, and educators are advised to use the Blended Learning method. Some of the definitions of Blended Learning, according to experts, are a combination of online learning with face-to-face learning. The development of technology is the same as looking at the two sides of the blade, which gives a positive side, and the other shows a negative side. Therefore, we must be able to respond wisely to technological developments, especially in education. All changes should be a driving force for the world of education to give birth to various creativities. Somebody will face Particular challenges in every transition of innovation and technology, and we must always be ready for several types of challenges and if we are not prepared to be swallowed up by this era of disruption (Prasetyo & Trisyanti, 2019).

This era demands that Islamic education be able to adapt to any changes in globalization. Along with the times, Islamic education's challenges and obstacles are also getting chubbier and continue to change. Islamic education has a huge role, which has been going on since Indonesia was not yet independent. Muslims carry out Islamic educational practices through traditional educational institutions such as recitation, assembly, *taklim*, *surau*, and *pesantren*. Like national education, Islamic education is also being plagued by various problems because Islamic education is seen as

the substance of national education. When national education experiences a decline, it is because Islamic teaching does not fulfill its goals. Islamic education in Indonesia is still far behind Islamic education in other countries. This is caused by several factors including:

- a. Their educational orientation is still neglected; they don't know where to go.
- b. Islamic education still preserves the old heritage so that the science applied is still classical knowledge and modern knowledge is untouched.
- c. They are always proud of the past glory and are only oriented to use the past concept, do not see that the times are growing, and they do not realize that this pride has brought it backward.
- d. The Islamic education learning model still emphasizes intelligence, which can cause the death of children's criticism (Mohd Roslan, Mohd Nor, Wan Mohd Tarmizi, 2011).

The industrial revolution 4.0 places Islamic education at a crossroads. Islamic education is free to choose to stick with old patterns and systems with the consequences of being left behind with the times or decide to open up to seek relationships or accept disruption with the various effects that will be faced later. Based on this fact, there is a need for reform in the body of Islamic education. Islamic education in the 4.0 era needs to disrupt itself if it still wants to strengthen its existence. Disrupting oneself means adapting to the needs and demands of society and being oriented towards the future (Ghufron, 2018).

Actualization of Rasulullah's Education in the Industrial Revolution Era 4.0

The learning process of Islamic education during the Industrial revolution in Indonesia currently refers to the Regulation of the Minister of Religion No. 2 of 2008 concerning graduate competency standards and content standards for Islamic Education and Arabic in Madrasas. Islamic education in Indonesia, especially in madrasas, still finds gaps between what it should be and reality. In the madrasah, the proportion of Islamic education is reduced. The madrasah curriculum, which was initially 60% Islamic and 40% general, has changed to 30% Islamic education and 70% general education. Coupled with the emergence of the 2004 madrasah curriculum, which only gave a smaller proportion of Islamic education, around 12%. This is a negative influence from the era of the industrial revolution 4.0, which directly affects the development of Islamic education in Indonesia (Oliver, 2013).

The world's continuous development makes the need for new reforms and defenses from within the body of Islamic education so that it is not increasingly eroded. Islamic education needs protection in the learning process used by educators so that the development of Islamic education continues without decreasing both quality and quantity. In this industrial revolution 4.0, the Prophet Muhammad SAW's educational methods that are still suitable for use are the discussion,

demonstration, and modeling methods. The discussion method can develop students' thinking to think critically to find solutions to the problems faced because this era is full of ambiguity. The discussion method can develop educators and students to have a growth mindset to develop their skills and try various alternatives to deal with cases and problems. Humanist relations literacy is critical in the era of the industrial revolution. Humanist literacy is obtained through a focused and conceptual discussion process (Saikhu, 2001) (B, 2013).

The method of discussion in Islamic education can develop students' creativity and love to know as the Prophet Muhammad SAW said, "From Abdurrahman bin Abi Laili said: Discuss you, actually the development of a hadith emerged from the discussion" (HR. Al-Darimi). Therefore, the method of discussion in Islamic religious education is not just conversation or debate, but debate arises because there are problems that require answers and opinions to find solutions (Nurmadiyah, 2016).

The demonstration education method carried out by the Prophet Muhammad was very relevant if it was actualized in the era of the industrial revolution 4.0 when it was placed in Islamic education learning in the fields of fiqh and worship. Demonstrations were carried out so that there was no ambiguity in understanding the material, especially in prayer. The era of the industrial revolution, which made the rapid development of various technologies and information, made multiple kinds of new problems such as fake news or material that was not following the truth. This makes the demonstration method carried out by educators needs to be used as well as possible to find out certain things about the material that students receive. Rasulullah SAW used the demonstration method to prevent misunderstandings and different intentions regarding fiqh and worship because fiqh science and worship were directed towards Allah SWT (B, 2013).

The exemplary method used by the Prophet Muhammad made the leading benchmark that the industrial revolution era 4.0 needed good role models for students. The character that needs to be instilled in students can be obtained through exemplary methods practiced directly by educators. The industrial revolution led to the development of various verbal and non-verbal information that could affect students' character. Globalization makes it easy for outside influences to shake Muslims' feelings in the wrong direction if there is no emotional basis in students. Exemplary needs to be maintained and continuously instilled so that dynamic students are increasingly trained to see, hear, and do-good things according to the teachings and guidance of the Prophet Muhammad (Salim, 2014).

Conclusion

As a Muslim, the history of education and the history of Islam must be continuously studied in the past. Rasulullah SAW used the methods applied to the congregation to find solutions and answer various questions that arose. The conception of education during the Prophet Muhammad's time focused on tauhid education and inculcating character values in each individual. One of the methods

used by Rasulullah SAW is the exemplary method. He is the primary role model in doing and behaving even in terms of worship. Apart from ideal methods, Rasulullah SAW also used lectures, discussions, and demonstrations in various circumstances and adjusted to conditions. The development of the 4.0 industrial revolution brought many changes and influences that could erode various fields of life, especially Islamic education. The story of the industrial revolution 4.0 and education 4.0 is an era in which the development of a variety of creativity without any balance from human resources can help create a new market. This era of education 4.0 challenges educators to have special skills and unique competencies because this era is full of challenges in every transition of innovation and technology.

The challenge of Islamic education in the era of the industrial revolution 4.0 is also getting tougher because it faces significant changes. Islamic education in Indonesia is still quite behind Islamic education in other countries. It still practices classical methods and does not keep up with developments in information and communication technology. In keeping with the rapid growth and changes in this era of industrial revolution 4.0, Islamic education needs a stronghold that can develop in harmony with world change speed. The Prophet Muhammad's educational methods in discussion methods, demonstration methods, and exemplary methods are very relevant when used in learning in this era of industrial revolution 4.0. Using this method is very high when applied in Islamic education learning, which is spurred by science and technology development. Students can obtain two-way communication, critical thinking, and structural problem analysis through this learning method. Islamic education can also survive and even develop following the direction of the development of the industrial revolution 4.0.

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