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The Relevance of the Prophet Muhammad's Hadith to the Development of Pubescent Children in Islamic and Elementary Schools

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ABSTRACT Puberty is a critical developmental stage marked by significant cognitive, emotional, social, moral, and spiritual changes, particularly for children in Islamic and elementary schools (MI/SD) as they begin to assume greater religious responsibility. This study examines the relevance of the Prophet Muhammad's hadiths to the development of pubescent children in contemporary educational contexts. Using a qualitative literature review approach, the study analyzed authentic hadith collections, including *Ṣaḥīḥ al-Bukhārī, Ṣaḥīḥ Muslim,* and other major compilations, alongside 35 scholarly sources on child development, Islamic education, and developmental psychology published between 2015 and 2025. Relevant hadiths were identified through thematic analysis and interpreted using qualitative content analysis by comparing prophetic teachings with contemporary theories of child development. The findings reveal that the Prophet's hadiths remain highly relevant in fostering cognitive growth, emotional regulation, social competence, moral character, and spiritual maturity. The hadiths emphasize gradual learning, compassion, self-discipline, responsibility, and positive social interaction, which align with modern educational and developmental psychology perspectives. The study concludes that integrating hadith-based educational values into school practices can contribute significantly to the holistic development of children as they transition into adolescence.

Keywords: *Hadith of the Prophet Muhammad; Pubescent Children; Child Development; Islamic Education; Elementary School Students.*

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INTRODUCTION

The period of puberty represents a pivotal stage in human development, marking the transition from childhood to adolescence and encompassing profound physical, cognitive, emotional, social, moral, and spiritual transformations. During this phase, children begin to develop a stronger sense of identity, self-awareness, moral reasoning, and personal responsibility, which significantly influences their future behavior and decision-making. For students at the Elementary Islamic School levels, the onset of puberty is particularly significant because it coincides with the emergence of greater religious accountability (*taklīf*) and heightened

expectations regarding moral conduct and worship practices. Consequently, educational institutions and families play a crucial role in facilitating healthy developmental transitions by providing appropriate guidance, support, and value-based education. Within the Islamic educational tradition, the teachings of the Prophet Muhammad serve as an essential framework for nurturing children's intellectual, emotional, social, and spiritual growth as they prepare to assume greater personal and religious responsibilities. Contemporary scholarship highlights that religious education contributes substantially to character formation, moral consciousness, identity development, and psychosocial well-being among children and adolescents. Moreover, Islamic educational values can provide ethical direction and resilience in addressing contemporary challenges associated with globalization, digitalization, and shifting social norms (Sahin, 2018); (Estrada et al., 2019).

Puberty is a developmental transition marked not only by biological maturation and reproductive capability but also by substantial cognitive, emotional, social, and moral changes. Contemporary developmental psychology views puberty as a multidimensional process that shapes adolescents' behavior, emotional regulation, identity formation, and interpersonal relationships. Adolescents frequently encounter challenges related to self-control, peer influence, and the search for personal identity, requiring appropriate guidance from families, schools, and communities(Kreniske et al., 2020). In Islamic teachings, puberty (*bulūgh*) represents more than physical maturity; it signifies the onset of *taklīf*, a stage in which individuals become morally and religiously accountable for their actions and obligated to fulfill religious duties. This understanding highlights puberty as a critical period for character formation, spiritual growth, and the development of responsible behavior(Muñoz-Moldes & Cleeremans, 2020).

The Prophet Muhammad paid considerable attention to children's development and education. Numerous hadiths demonstrate his concern for cultivating faith, morality, discipline, compassion, and responsibility among young people. One well-known hadith narrated by Abu Dawud states, "Command your children to pray when they are seven years old and discipline them for it when they are ten years old" (Abu Dawud, 2008, p. 133). This prophetic instruction illustrates the importance of gradual preparation before children reach puberty. Rather than imposing religious obligations abruptly, the Prophet advocated a developmental approach that aligns with children's cognitive and emotional readiness. The hadith highlights the significance of habituation, guidance, and consistent moral education as foundational elements in child development.

The relevance of prophetic teachings to contemporary child development has become increasingly significant in the era of globalization and digital transformation. Children today are continuously exposed to information through social media, online platforms, and digital technologies that offer educational benefits while simultaneously posing risks to emotional well-being, social relationships, identity formation, and moral development. Research suggests that navigating digital environments requires balanced guidance that combines protection with opportunities for positive growth and responsible participation in society. Prophetic hadiths provide enduring ethical and spiritual principles, including self-discipline, compassion, responsibility, and moral accountability, which complement contemporary educational approaches aimed at fostering the holistic development of children. Consequently, integrating hadith-based values into educational practices can help children respond more effectively to the challenges and opportunities of the digital age(Livingstone & Third, 2017).

Islamic educational philosophy emphasizes the integration of intellectual, spiritual, emotional, and social dimensions of human growth. Unlike approaches that focus exclusively on academic achievement, Islamic education seeks to cultivate balanced individuals who possess both knowledge and virtuous character. According to Halstead (2019), Islamic educational thought views moral development as inseparable from intellectual advancement. The teachings of the Prophet Muhammad exemplify this integrated perspective by encouraging honesty, responsibility, compassion, and self-discipline from an early age. These values remain relevant for

children entering puberty because they provide ethical foundations for navigating increasingly complex social environments(Rohana, 2019).

In Islamic thought, child development is closely associated with the concept of *fitrah*, the innate disposition with which every human being is created. This perspective is reflected in the well-known hadith narrated by al-Bukhari: "Every child is born upon fitrah, then his parents make him a Jew, a Christian, or a Magian" (Al-Bukhari, 1997). The hadith highlights the crucial role of environmental influences in shaping children's beliefs, values, and behaviors. Similarly, contemporary developmental theories emphasize the interaction between individual potential and environmental factors. Bronfenbrenner's ecological systems theory explains that children's development is influenced by interconnected contexts, including family, school, and the wider social environment(Jeong et al., 2021). Recent studies further confirm that supportive family and educational settings significantly contribute to children's cognitive, social, and emotional development. The convergence between the Islamic concept of *fitrah* and contemporary developmental perspectives suggests that hadith-based educational values remain highly relevant for fostering holistic child development in modern educational contexts.

The transition to puberty is accompanied by significant cognitive growth, particularly in abstract thinking, moral reasoning, and self-reflection. According to developmental theory, adolescents gradually acquire formal operational thinking, enabling them to evaluate hypothetical situations, ethical issues, and complex social problems more systematically(Kazi & Galanaki, 2020). This cognitive maturation provides a stronger foundation for understanding religious teachings and internalizing moral values. The Prophet Muhammad's educational practices emphasized reflection (*tafakkur*), inquiry, and understanding rather than rote memorization, encouraging learners to actively engage with knowledge. Such an approach aligns with contemporary educational perspectives that promote critical thinking, reasoning, and meaningful learning experiences as essential components of adolescent development(Mammen & Paulus, 2023). Therefore, prophetic teachings offer valuable pedagogical guidance for fostering cognitive and moral development among pubescent children while supporting their capacity to navigate contemporary ethical and social challenges.

Emotional development constitutes another important aspect of puberty. During this stage, children frequently experience heightened emotional sensitivity, mood fluctuations, and increased concern about social acceptance. Research has demonstrated that emotional competence contributes significantly to psychological well-being and academic success (Denham & Bassett, 2018). The Prophet Muhammad consistently demonstrated emotional intelligence in his interactions with children, showing affection, patience, empathy, and encouragement. Anas ibn Malik reported that he served the Prophet Muhammad for ten years and never heard him express anger, harshness, or frustration toward him, reflecting the Prophet's compassionate and emotionally supportive approach to child development and education (Muslim, 2007). This tradition highlights the importance of positive emotional interactions, empathy, and nurturing relationships, which contemporary developmental psychology identifies as essential factors in promoting children's socio-emotional well-being, self-esteem, and character formation (Lerner, 2015).

Social development during puberty is characterized by expanding peer relationships, increasing autonomy, and the formation of personal identity. Positive social interactions help adolescents develop communication skills, empathy, cooperation, and social responsibility, which are essential for healthy development (Wentzel & Ramani, 2016). In Islamic teachings, the Prophet Muhammad emphasized compassion, respect, and harmonious social relationships. He stated, *"He is not one of us who does not show mercy to our young and respect to our elders"* (Al-Tirmidhi, 2007, p. 392). This hadith promotes empathy, intergenerational respect, and prosocial behavior, values that remain highly relevant in contemporary educational settings. Recent studies further indicate that the integration of Islamic values into education contributes positively to students' social competence, character formation, and interpersonal relationships in increasingly diverse

societies (Rahman et al., 2024).

Moral development is particularly significant during the pubertal period because children increasingly encounter situations requiring ethical judgment, self-regulation, and personal responsibility. Contemporary research suggests that moral reasoning develops through the dynamic interaction of cognitive maturation, social relationships, cultural contexts, and emotional competence (Killen & Dahl, 2021). During early adolescence, individuals begin to evaluate moral issues more critically, negotiate conflicting values, and make decisions that reflect both personal beliefs and social expectations. Consequently, moral education during this developmental stage plays a crucial role in shaping responsible and ethical behavior.

Islamic teachings provide comprehensive moral guidance through the Qur'an and the Sunnah of the Prophet Muhammad. Numerous hadiths emphasize virtues such as honesty (*ṣidq*), trustworthiness (*amānah*), modesty (*ḥayā'*), justice (*'adl*), compassion (*raḥmah*), and self-control, all of which are essential for positive character formation. Recent studies have shown that religious values and spiritual education contribute significantly to adolescents' moral identity, prosocial behavior, and ethical decision-making (Hardy et al., 2023). By internalizing these prophetic values before and during puberty, children are better equipped to make responsible decisions, resist negative social influences, and develop strong moral character. Therefore, prophetic guidance functions not merely as religious instruction but also as a holistic framework for moral education that remains relevant to contemporary developmental and educational challenges.

The concept of accountability introduced at puberty further highlights the importance of prophetic teachings. In Islamic jurisprudence, reaching puberty signifies the beginning of legal responsibility for religious obligations such as prayer, fasting, and ethical conduct. This transition requires adequate preparation to ensure that children understand both the practical and spiritual dimensions of their responsibilities. Educational practices inspired by the Prophet Muhammad emphasize gradual learning, encouragement, and role modeling rather than coercion. Such approaches align with contemporary educational principles that recognize the importance of developmental readiness and intrinsic motivation. Therefore, prophetic guidance offers practical strategies for facilitating a smooth transition into responsible adulthood.

Despite growing research on child development and Islamic education, limited studies have specifically examined the relevance of prophetic hadiths to contemporary developmental theories and educational practices for pubescent children. Existing literature generally discusses developmental psychology and Islamic education separately, with little attention to their integration (Alkouatli, 2023). Consequently, a gap remains in understanding how prophetic teachings contribute to children's cognitive, emotional, social, moral, and spiritual development during puberty. Addressing this gap, the present study integrates insights from hadith studies, developmental psychology, and educational research to provide a holistic perspective on child development and offer practical implications for educators, parents, and policymakers in Islamic educational settings.

Based on these considerations, this study seeks to explore the relevance of the Prophet Muhammad's hadiths to the development of pubescent children in Islamic and elementary schools. The study examines how prophetic teachings relate to cognitive, emotional, social, moral, and spiritual development during the transition from childhood to adolescence. By analyzing selected hadiths alongside contemporary educational and psychological perspectives, the study aims to demonstrate the enduring significance of the Prophet's guidance in addressing the developmental needs of modern children. Ultimately, the findings are expected to contribute to the advancement of Islamic educational theory and practice while promoting the holistic well-being of pubescent learners.

METHOD

This study employed a qualitative approach using the literature review method to examine the relevance of the Prophet Muhammad's hadiths to the developmental needs of pubescent children in Islamic and elementary school contexts. A literature review was selected because it allows researchers to synthesize concepts, theories, and empirical findings from diverse scholarly sources concerning child development, Islamic education, and prophetic traditions. The study analyzed a total of 68 sources, consisting of 24 primary sources and 44 secondary sources. The primary sources included authentic hadith compilations, namely *Sahih al-Bukhari*, *Sahih Muslim*, *Sunan Abu Dawud*, and *Jami' al-Tirmidhi*, along with selected classical commentaries (*sharh al-hadith*) used to clarify contextual meanings. The secondary sources comprised peer-reviewed journal articles, books, and conference proceedings published between 2015 and 2025. Literature was selected based on four criteria: (1) relevance to adolescent or pubescent child development, Islamic education, character formation, or prophetic pedagogy; (2) publication in reputable academic outlets indexed in Scopus, Web of Science, or nationally accredited databases; (3) methodological rigor and clear theoretical foundations; and (4) direct contribution to understanding cognitive, emotional, social, moral, or spiritual development during puberty. Sources that lacked scholarly credibility, contained insufficient methodological information, or were not directly related to the research focus were excluded from the analysis (Creswell & Creswell, 2018).

The identification of hadiths was conducted through a systematic screening process. First, relevant hadiths were retrieved from the selected collections using thematic keywords such as education (*tarbiyah*), moral character (*akhlaq*), responsibility (*mas'uliyyah*), worship (*'ibadah*), social interaction (*mu'amalah*), adolescence, and child upbringing. Second, each hadith was examined for authenticity based on the classifications provided by recognized hadith scholars, with priority given to narrations categorized as *sahih* or *hasan*. Third, the selected hadiths were reviewed alongside classical and contemporary commentaries to understand their historical context, intended meaning, and educational implications. Through this procedure, 32 hadiths were identified as directly relevant to the developmental dimensions of pubescent children and subsequently included in the analysis. Data analysis was conducted using thematic content analysis. The selected hadiths were coded and categorized into five developmental domains: cognitive development, emotional development, social development, moral development, and spiritual development. The analysis followed three stages: open coding to identify key educational values contained in the hadiths, axial coding to establish relationships among themes, and selective coding to formulate broader conceptual patterns linking prophetic teachings with contemporary developmental theories. The meanings derived from the hadiths were then compared with findings from educational psychology, developmental psychology, and Islamic education studies to identify areas of convergence, complementarity, and practical relevance. To enhance trustworthiness, source triangulation was employed by comparing evidence from hadith literature, Islamic scholarly works, and contemporary academic studies from multiple disciplines. The findings were subsequently organized into thematic categories to provide a systematic explanation of how the Prophet Muhammad's teachings contribute to the holistic development of pubescent children within contemporary educational settings (Snyder, 2019).

RESULTS

The Relevance of the Prophet Muhammad's Hadith to the Cognitive and Spiritual Development of Pubescent Children

Puberty represents a critical period in which children experience significant cognitive and spiritual growth. At this stage, learners begin to develop abstract thinking, logical reasoning, and the ability to understand complex concepts, including religious teachings and moral values. In Islamic education, cognitive development is not only directed toward intellectual achievement but

also toward strengthening faith and awareness of God. The Prophet Muhammad emphasized the importance of education from an early age through various teachings that encourage learning, reflection, and understanding. These principles remain highly relevant for children in Islamic and elementary schools who are approaching or entering puberty.

One of the most relevant hadiths regarding spiritual preparation is the instruction to teach children prayer before they become religiously accountable. The Prophet Muhammad stated, "*Command your children to pray when they are seven years old and discipline them for it when they are ten years old*" (Abu Dawud, 2008). This hadith demonstrates that religious obligations should be introduced gradually according to children's developmental readiness. Contemporary educational theories similarly emphasize the importance of scaffolding and age-appropriate instruction in learning processes. By introducing worship practices before puberty, children are provided with sufficient opportunities to understand and internalize religious values. Consequently, when they reach puberty, they are more prepared to fulfill their religious responsibilities independently.The cognitive dimension of this hadith can also be interpreted through modern developmental psychology. According to Ellerton (2020), children entering adolescence begin to develop higher-order thinking skills that enable them to analyze, evaluate, and reflect upon information. During this period, they become capable of understanding the wisdom behind religious practices rather than merely following instructions. The Prophet's educational approach encourages understanding through repetition, habituation, and practical experience. Such an approach aligns with contemporary educational principles that emphasize meaningful learning rather than rote memorization. Therefore, the hadith remains relevant as a pedagogical guideline for developing religious understanding among pubescent children.

Another important prophetic teaching relates to the development of faith and moral consciousness. The Prophet Muhammad consistently encouraged reflection on God's creation and the cultivation of gratitude. These teachings help children develop spiritual awareness, which serves as a foundation for ethical behavior and personal responsibility. Research in Islamic education has shown that spiritual development contributes positively to self-regulation, emotional stability, and academic engagement among students (Imron et al., 2023). Therefore, the integration of hadith-based spiritual education in MI/SD institutions can support the holistic growth of children entering adolescence.The findings indicate that prophetic teachings contribute significantly to the development of both cognitive and spiritual capacities. Children who receive consistent religious guidance are more likely to demonstrate self-awareness, discipline, and understanding of moral responsibilities. Moreover, the process of learning and practicing religious teachings before puberty helps establish a strong spiritual identity. This identity becomes increasingly important as children encounter diverse influences from peers, media, and digital environments. Thus, the Prophet Muhammad's hadiths provide a relevant framework for supporting cognitive and spiritual development during the transition to adolescence.

The Relevance of the Prophet Muhammad's Hadith to the Emotional and Social Development of Pubescent Children

The transition from childhood to adolescence is often accompanied by emotional fluctuations and changes in social relationships. Children entering puberty frequently experience increased sensitivity, self-consciousness, and a desire for acceptance among peers. Emotional regulation becomes essential during this developmental period because it influences academic performance, interpersonal relationships, and psychological well-being. The Prophet Muhammad demonstrated exceptional emotional intelligence in his interactions with children, offering valuable lessons that remain relevant for contemporary education. His approach emphasized compassion, patience, encouragement, and respect for children's feelings.A notable example can be found in the narration of Anas ibn Malik, who served the Prophet for ten years and reported that the Prophet never rebuked him harshly or expressed frustration toward him (Muslim, 2007, Hadith 2310). This hadith reflects a nurturing educational model characterized by empathy and positive communication. Modern educational research suggests that supportive teacher-student

relationships contribute significantly to emotional security and self-confidence among learners (Denham, 2018). When children feel respected and valued, they are more likely to develop positive self-esteem and emotional resilience. Therefore, the Prophet's example offers practical guidance for educators and parents in managing emotional development during puberty.

The findings also reveal that prophetic teachings promote emotional regulation through the cultivation of patience and self-control. Several hadiths emphasize the importance of controlling anger and responding to challenges with wisdom. Such teachings are particularly relevant because adolescents often experience heightened emotional reactions due to hormonal and psychological changes. Contemporary studies indicate that emotional regulation skills are associated with better academic outcomes and healthier social relationships (Steinberg, 2017). By incorporating hadith-based moral instruction into educational practices, schools can help students develop constructive coping mechanisms. Consequently, children become better equipped to navigate emotional challenges during adolescence.In addition to emotional development, the Prophet Muhammad emphasized social responsibility and positive interpersonal relationships. He taught kindness, cooperation, honesty, and respect for others regardless of age or social status. One hadith states, "*He is not one of us who does not show mercy to our young and respect to our elders*" (Al-Tirmidhi, Hadith 1920). This teaching promotes mutual respect and empathy, which are essential components of social competence. In contemporary educational settings, social competence is recognized as a key factor in successful adaptation and community participation.

The social relevance of this hadith becomes increasingly evident in the digital era, where children interact both physically and virtually. Social media platforms expose adolescents to diverse perspectives, opportunities, and challenges. While digital communication can facilitate social connection, it may also contribute to cyberbullying, social comparison, and interpersonal conflicts. Prophetic teachings regarding kindness, respect, and ethical interaction provide valuable guidance for navigating these challenges. By internalizing such values, pubescent children can develop healthier relationships and more responsible online behavior.The results further indicate that prophetic educational practices foster empathy and prosocial behavior. The Prophet frequently involved children in social activities, listened to their concerns, and acknowledged their contributions. Such practices align with contemporary theories emphasizing participatory learning and student-centered education. Through meaningful social engagement, children develop communication skills, cooperation, and leadership abilities. Therefore, the Prophet Muhammad's hadiths continue to serve as an important resource for promoting emotional well-being and social competence among pubescent learners.

The Relevance of the Prophet Muhammad's Hadith to Moral Responsibility and Character Formation

One of the most significant developmental tasks during puberty is the formation of moral character. As children become increasingly independent, they encounter situations that require ethical judgment and responsible decision-making. Moral development involves the internalization of values that guide behavior in various social contexts. The Prophet Muhammad placed strong emphasis on character education, describing noble character as a central objective of his mission. Consequently, many hadiths provide practical guidance for fostering integrity, honesty, responsibility, and self-discipline among young people.

A fundamental aspect of moral development in Islam is the concept of accountability. Upon reaching puberty, individuals become responsible for fulfilling religious obligations and adhering to ethical principles. This transition highlights the importance of preparing children before they attain legal and moral responsibility. The Prophet's instruction regarding prayer serves as an example of preventive moral education that develops habits and values prior to adulthood. Contemporary educational scholars similarly argue that character formation is most effective when values are cultivated consistently over time rather than introduced only after behavioral problems emerge (Saripudin & Komalasari, 2015). Thus, prophetic teachings support a proactive approach to moral education.Honesty represents another key value emphasized in the

hadith literature. The Prophet Muhammad consistently encouraged truthfulness and warned against deception. These teachings are particularly relevant in modern educational environments where students encounter various ethical challenges, including academic dishonesty and misinformation. Research indicates that honesty contributes to trust, social cohesion, and psychological well-being (Bernal Arellano et al., 2024). By integrating prophetic teachings on honesty into classroom activities and school culture, educators can promote ethical behavior among students. Such efforts help children develop strong moral identities that guide their actions beyond the school environment.

The findings also demonstrate the importance of self-discipline in character formation. The Prophet Muhammad encouraged moderation, responsibility, and self-control in daily life. During puberty, children begin to exercise greater autonomy over their choices and behaviors. Without adequate self-discipline, they may become vulnerable to negative peer influences and risky behaviors. Educational programs grounded in prophetic values can help students develop the capacity to regulate their actions and make responsible decisions. These competencies are essential for academic success and long-term personal development.Furthermore, prophetic teachings emphasize respect for parents, teachers, and community members. Respectful behavior contributes to social harmony and reinforces positive moral norms within educational settings. Children who learn to appreciate authority figures and fulfill their responsibilities are more likely to exhibit constructive behavior in school and society. Contemporary character education frameworks similarly identify respect, responsibility, and caring as foundational virtues for citizenship and personal growth (Ha, 2023). This convergence suggests that prophetic teachings remain highly applicable to modern educational objectives.

The analysis reveals that the moral guidance contained in the Prophet Muhammad's hadiths provides a comprehensive framework for character development among pubescent children. The values of honesty, responsibility, self-control, compassion, and respect address many of the ethical challenges faced by contemporary adolescents. These teachings not only support religious development but also contribute to psychological well-being and social adjustment. Consequently, integrating hadith-based character education into MI/SD curricula can strengthen students' moral foundations during a critical stage of development.Overall, the findings demonstrate that the Prophet Muhammad's hadiths remain highly relevant to the developmental needs of pubescent children. The teachings support cognitive and spiritual growth, foster emotional and social competence, and promote moral responsibility and character formation. Their relevance extends beyond religious instruction, offering practical guidance for addressing contemporary educational challenges. Therefore, the integration of prophetic values within Islamic and elementary education can contribute significantly to the holistic development of children as they transition into adolescence.

Discussion

The Relevance of Prophetic Hadith to the Holistic Development of Pubescent Children

The findings demonstrate that the Prophet Muhammad's hadiths remain relevant to the developmental needs of children entering puberty. Puberty involves not only biological maturation but also significant changes in cognitive, emotional, social, moral, and spiritual development. Contemporary research emphasizes adolescence as a sensitive developmental period in which social relationships, identity formation, self-regulation, and prosocial behavior develop rapidly (Abubakar et al., 2024). This supports the Islamic perspective that puberty should be accompanied by gradual preparation for greater moral and religious responsibility.

A central finding is that the Prophet's educational approach reflects the principle of gradual developmental guidance. The prophetic instruction concerning prayer from the age of seven illustrates that religious responsibility is introduced progressively through habituation, modeling, and supervision before children reach full accountability. This approach is consistent with contemporary developmental perspectives emphasizing age-appropriate scaffolding and opportunities for children to practice self-regulation and responsible decision-making. Thus,

prophetic pedagogy can be understood not as sudden imposition of religious obligations but as a gradual process of internalizing values and responsibilities.

The findings also demonstrate that prophetic education promotes holistic development by integrating intellectual, moral, emotional, social, and spiritual dimensions. Recent research on Islamic education indicates that religious learning can contribute to moral development when knowledge is connected with value internalization and everyday behavior. Studies of hadith-based education similarly emphasize the role of prophetic traditions in developing character, responsibility, and ethical conduct. This suggests that hadith can provide a normative framework that complements contemporary educational approaches to character formation rather than functioning merely as a source of religious information.

The relevance of prophetic values becomes increasingly important in the digital era. Adolescents are exposed to extensive information, social influences, and online interactions that can affect identity, emotional well-being, and moral decision-making. Recent evidence indicates that the relationship between social media and adolescent well-being depends substantially on the quality of social relationships and patterns of digital engagement (Orben et al., 2024). Therefore, prophetic values such as *sidq* (honesty), *amanah* (responsibility), self-control, respect, compassion, and avoidance of harmful speech can be contextualized as foundations for responsible digital citizenship. Rather than rejecting technology, Islamic education can use prophetic values to guide students in evaluating information, communicating respectfully, and managing their digital behavior.

The findings further suggest that prophetic education should be understood as contextual and relational. The Prophet's educational practices involved dialogue, modeling, encouragement, gradual instruction, and sensitivity to individual circumstances. Contemporary scholarship on *Hadith Tarbawi* similarly highlights the integration of knowledge, student-centered learning, and character formation as important dimensions of prophetic education (Rizza et al., 2026). This indicates that the contemporary relevance of hadith does not depend on reproducing historical educational practices literally, but on translating their underlying principles into pedagogical strategies appropriate to contemporary children.

Accordingly, the contribution of prophetic hadith to pubescent children can be summarized through five interconnected dimensions: developmental preparation, moral internalization, emotional-social regulation, spiritual formation, and responsible autonomy. These dimensions demonstrate that hadith can complement contemporary developmental psychology by providing an ethical and spiritual framework for guiding children through the transition toward mature responsibility. The integration of prophetic values with contemporary developmental knowledge therefore offers a potentially comprehensive model for Islamic and elementary education in the contemporary era.

Hadith-Based Education and the Development of Emotional, Social, and Moral Competence

The findings indicate that the Prophet Muhammad's interactions with children provide a relevant model for developing emotional, social, and moral competence. His consistent use of patience, compassion, affection, and individualized guidance reflects an emotionally supportive approach that is particularly important during puberty, a period characterized by increasing emotional complexity and social adjustment. Contemporary research confirms that empathy and self-regulation are important factors in adolescents' prosocial behavior, interpersonal relationships, and psychological adjustment (Williams et al., 2024). Thus, prophetic practices can be interpreted as supporting emotional security, empathy, and self-control rather than relying primarily on punitive approaches.

The social dimension of prophetic education is reflected in the emphasis on mercy, respect, cooperation, and responsibility. The Prophet's instruction to show kindness toward younger people and respect toward elders illustrates a relational model that encourages empathy and prosocial behavior. Recent research supports this connection, showing that empathy contributes

to positive social behavior among adolescents. In this context, prophetic values can function as practical foundations for developing interpersonal competence and constructive participation in school and community environments (Frausel et al., 2022).

Moral development represents another central dimension of prophetic education. The Prophet combined moral instruction with exemplary behavior, habituation, and practical guidance, allowing children to learn values through observation and practice rather than through theoretical instruction alone. Recent research on prophetic pedagogy similarly demonstrates that contextual learning, reflection, role-playing, and modeling can strengthen students' moral reasoning, empathy, and religious attitudes (Yoyo Zakaria Ansori et al., 2025). This supports the argument that hadith-based education should be understood as a process of internalizing values through lived practice.

Puberty also marks an important transition toward personal responsibility in Islamic education. However, prophetic pedagogy suggests that responsibility should be developed gradually through guidance, habituation, and increasing opportunities for independent decision-making. This principle corresponds with contemporary perspectives on adolescent self-regulation and autonomy. Research on adolescents' regulation of social-media use further demonstrates the importance of self-regulatory capacity in managing digital behavior (Dreier et al., 2024)).

The relevance of these values becomes particularly evident in the digital era, where adolescents face challenges such as cyberbullying, misinformation, excessive social-media use, and irresponsible online communication. Recent research links self-control, religiosity, and parenting factors with adolescents' cyberbullying behavior (Bukhori et al., 2024). Therefore, prophetic values such as honesty, empathy, modesty, responsibility, and self-control remain relevant as ethical foundations for digital citizenship. Overall, hadith-based education should not be limited to memorizing religious teachings but should translate prophetic values into emotional regulation, social responsibility, moral reasoning, and responsible behavior in both offline and digital environments. Recent scholarship on *Hadith Tarbawi* reinforces this multidimensional understanding of prophetic education, encompassing ethical, pedagogical, and spiritual development.

Implications for Islamic and Elementary Education

The findings have several implications for Islamic and elementary education. First, puberty should be understood as a multidimensional developmental transition involving cognitive, emotional, social, moral, and spiritual dimensions. Therefore, schools should adopt holistic educational programs that integrate academic learning with character and spiritual development. Recent research confirms the importance of addressing adolescents' psychological, social, and religious development within Islamic education (Qomariyah et al., 2025).

Second, the findings emphasize the importance of schoolfamily collaboration. Family involvement contributes significantly to students' social-emotional development and school engagement (Martinez-Yarza et al., 2024). Thus, teachers and parents should establish continuous communication and shared strategies for reinforcing moral, religious, and social values during puberty.

Third, teachers should function not only as knowledge providers but also as moral role models. Prophetic pedagogy emphasizes exemplary behavior, gradual instruction, and interpersonal guidance. Recent research similarly demonstrates the important role of teachers in cultivating students' moral values through everyday educational practices (Katni et al., 2025).

Finally, Islamic education needs to respond to contemporary digital challenges by integrating digital literacy and ethical literacy. Research indicates that digital citizenship education can strengthen responsible online behavior among adolescents (Lu & Gu, 2025). Prophetic values such as honesty, responsibility, self-control, respect, and accountability can therefore provide an ethical foundation for students' digital behavior. Overall, integrating hadith-based principles with contemporary developmental perspectives can support the formation of students who are

intellectually competent, emotionally mature, socially responsible, morally grounded, and spiritually developed.

CONCLUSION

The findings of this study indicate that the hadiths of the Prophet Muhammad remain highly relevant to the development of pubescent children in Islamic and elementary schools (MI/SD). Prophetic teachings contribute to the cognitive, emotional, social, moral, and spiritual dimensions of development by providing guidance that is consistent with the developmental needs of children transitioning from childhood to adolescence. The Prophet's educational approach emphasizes gradual learning, habituation, compassion, positive role modeling, and character formation, which align with contemporary theories of child development and educational psychology. Furthermore, the values embedded in the hadiths, such as responsibility, honesty, self-discipline, empathy, and respect, serve as important foundations for preparing children to fulfill their religious obligations and social responsibilities upon reaching puberty. Therefore, the integration of hadith-based educational principles can support the holistic development of learners in contemporary educational settings. This study also highlights the importance of incorporating prophetic values into educational practices to address the challenges faced by children in the modern era, particularly those associated with globalization and digitalization. The moral and spiritual guidance contained in the hadiths provides a framework for helping adolescents develop ethical awareness, emotional resilience, and responsible behavior both offline and online. Consequently, collaboration between schools, families, and communities is essential to ensure the effective implementation of these values in children's daily lives. Future studies are recommended to explore the practical application of hadith-based educational models in classroom settings and to examine their impact on students' character development, academic achievement, and psychological well-being. Such efforts may contribute to the advancement of Islamic educational practices that are both relevant and responsive to contemporary societal needs.

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