



Role of Emerging Instructional Approaches in Seerat Taiba, Ikhlāq and Adab in Islamiyat on Students’ Learning at Grade-VIII: An Analysis

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ABSTRACT

The study aimed to analyze the, “Role of Emerging Instructional Approaches in Seerat Taiba on Islamiyat on Students’ Learning at Grade-VIII”. The main objectives of the study were to analyze the role of evolving instructional approaches in Islamiyat on students’ learning at Grade-VIII. To compare the role of evolving instructional approaches in Islamiyat on boys and girls students’ learning at Grade-VIII. To compare the role of evolving instructional approaches in Islamiyat on urban and rural students’ learning at Grade-VIII. This survey-based study utilized both quantitative and qualitative methods (QUAN-qual.), with a sample consisting of 20 HTs, 60 JESTs, and 320 primary school Students - for a total sample size of 400 individuals. The researchers followed L.R.GAY's sampling chart when selecting participants. Research tools included questionnaires based on three parts: Part-1 Demographic; Part-2 Closed-ended; and part-three Open-ended questions from sampled Head Teacher & JESTs. Additionally an observation sheet was used for data collection specific to primary class children. To ensure validity & reliability all research tools underwent pilot testing as well ensuring their accuracy through expert opinion while also having using Cronbach Alpha calculations to test questionnaire reliability. SPSS-24 statistical software was employed during analysis which involved utilizing relevant formulas such frequency measurement percentage measures standard deviation etc., thus enabling properly arranged results presented analyzed accurately according gathered statistics throughout this comprehensive investigation into early childhood education techniques found within care giving environments across identified regions or locations examined by these researchers striving towards optimal outcomes possible.

Introduction

The purpose is to review the using the Piaget's intellectual learning theory in topics selection of obligatory Islamiat at all levels of education since continuousness of fillings at levels is a code of conduct regarding curriculum development. It describes whether the titles are applicable and provide to mental learning needs as per age. The study found that replication of contents at various mental levels does not tie the mental stage at applicable level (Bhutto et al., 2022; Zafar et al., 2023; Ramzan et al., 2024; Arshad et al., 2024; Naz et al., 2024).

Teaching strategies have changed significantly in the educational environment in recent years, especially with the incorporation of new instructional approaches. Islamiat instruction and learning have been significantly impacted by this change, particularly in middle schools. Since they are in a critical developmental stage, students in grade VII gain a great deal from interactive, student-centered learning methods. These methods provide a deeper comprehension of Islamic beliefs, history, and values by going beyond rote memorization (Shakir et al., 2012; Akram et al., 2022; Naz & Zafar, 2023; Rasheed, Zafar & Munawar, 2024; Ahmad et al., 2025).

Instead of encouraging implementation or critical thinking, traditional methods to instruct Islamiat usually emphasize memorization of Sunnah and Quranic texts. Yet, fresh instructional techniques including inquiry-based learning, collaborative learning, and the use of educational technology are altering the means by which Islamiat is imparted. Student-centered teaching methods help pupils internalize Islamic principles by promoting serious debate and insight (Shakir et al., 2011; Anjum & Zafar, 2022; Mohiman et al., 2024; Shaheen et al., 2025). These strategies enhance pupils' spiritual or creativity by allowing them to explore Islamic concepts in real-world contexts. The use of gadgets is a crucial part of recent educational strategies. Digital technologies that offer pupils exciting approaches include whiteboards with graphics, multimedia lectures, and Islamic courses of study (Rasheed, Sadaf & Abbas, 2024; Sadaf et al., 2024; Maitlo et al., 2024).

Students retain more information and are more interested in Islamiat when multimedia resources are used in the classroom. For instance, eighth-grade students can better comprehend complex Islamic concepts by using dynamic Quran learning apps or visual narratives about the Prophet Muhammad (PBUH). Collaborative learning is another important component of Islamiat training. Through group discussions, role-plays, and project-based learning, students can examine Islamic concepts and adapt them in contemporary circumstances in tandem with one another (Akram et al., 2021; Kosar et al., 2024; Saleem et al., 2024; Saleem et al., 2025). If children work together to fix difficulties or examine issues of ethics from an Islamic perspective, people not only build academic skills but also interpersonal and ethical competence (Ahmad et al., 2023; Mumtaz et al., 2024). The term peer-to relationships promote interaction, feelings, and respect values central to Islamic principles (Fatima et al., 2024; Shahbaz et al., 2025).

Pupils are also encouraged to conduct investigation, ask inquiries, and expand their understanding using Islamic sources through inquiry-based learning. This method develops critical thinking and analytical skills, that's sometimes absent from traditional Islamiat classes. Children that take up the inquiry-driven Islamiat teachings do well in school and have a deeper understanding of faith concepts (Lone et al., 2011; Ahmad et al., 2023; Hassan et al., 2024). In conclusion, thanks to creative teaching methods, eighth-grade kids at Islamiat have a far better educational experience. By using technology, promoting collaboration, and fostering inquiry, educators can create more engaging, relevant, and effective Islamiat classes. These methods not only improve academic achievement but also assist pupils to grow as individuals and prepare them

to live ethically and responsibly in a multicultural society (Zafar & Ullah, 2020; Zafar & Akhtar, 2023; Murtaza et al., 2025).

Research Objectives

Following were the research objectives;

- To analyze the role of evolving instructional approaches in Islamiat on students' learning at Grade-VIII.
- To compare the role of evolving instructional approaches in Islamiat on boys and girls students' learning at Grade-VIII.
- To compare the role of evolving instructional approaches in Islamiat on urban and rural students' learning at Grade-VIII.

Research Methodology

“The research methodology is the procedure which is used by the researchers to gather data for resolving problems of investigation” (Ahmad et al., 2022, p.524). Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research (Ahmad et al., 2021; Cheema et al., 2023; Rao et al., 2023; Ahmad et al., 2024; Soomro et al., 2025). The research utilized surveys as its methodology, with a focus on description. Both quantitative and qualitative (QUAN-qual.) approaches were employed, in conjunction with the explanatory sequential technique.

Data Analysis

The collected data was properly arranged and feed into data sheet. Finally it was analyzed through SPSS-24 applying relevant formulas as frequency, percentage, mean score and standard deviation etc.

Table 1: Indicator-3: Seerat-e-Taiba

Res.	Stat.	Response						SD	Mean
		1	2	3	4	5	Total		
Item.1	F	0	14	12	32	22	80	1.04973	3.7750
	%	0	17.5	15.0	40.0	27.5	100		
Item.2	F	0	6	20	20	34	80	.99968	4.0250
	%	0	7.5	25.0	25.0	42.5	100		
Item.3	F	0	12	14	34	20	80	.99968	3.7750
	%	0	15.0	17.5	42.5	25.0	100		
Item.4	F	4	22	6	24	24	80	1.32021	3.5250
	%	5.0	27.5	7.5	30.0	30.0	100		
Item.5	F	2	8	22	26	22	80	1.06187	3.7250
	%	2.5	7.5	12.5	42.5	35.0	100		
Item.6	F	0	6	20	20	34	80	.99968	4.0250
	%	0	7.5	25.0	25.0	42.5	100		
Item.7	F	0	6	20	20	34	80	.99968	4.0250
	%	0	7.5	25.0	25.0	42.5	100		
Total	F	2	11	15	26	26	80	1.120	3.75
	%	3	15	19	33	30	100		

The data presents that teacher teaches about Seerat-e-Taiba in Islamiat Grade-VIII through the reading. According to data analysis 40% Head Teacher & JESTs favor and strongly favor 27.5% Head Teacher & JESTs favor while 17% Head Teacher & JESTs not favor and 0% Head Teacher & JESTs strongly not favor whereas 15% Head Teacher & JESTs were uncertain about the statement. Collectively, 67.5% (40%+27.5%) Head Teacher & JESTs were strongly favor with the statement. Mean score 1.04973 and SD 3.7750 endorsed. Item.2 presents that teacher teaches about Seerat-e-Taiba in in Islamiat Grade-VIII through the reading. According to data analysis 42.5% Head Teacher & JESTs strongly favor and 25% Head Teacher & JESTs favor while 7.5% Head Teacher & JESTs not favor and 0% Head Teacher & JESTs strongly not favor whereas 25% Head Teacher & JESTs were uncertain about the statement. Collectively, 67.5% (42.5%+25%) Head Teacher & JESTs were strongly favor with the statement. Mean score 0.99968 and SD 4.0250 Endorsed

Item.3 presents that teacher teaches about Seerat-e-Taiba in in Islamiat Grade-VIII through threading. According to data analysis 42.5% Head Teacher & JESTs favor and 25% Head Teacher & JESTs strongly favor while 15% Head Teacher & JESTs not favor and 0% Head Teacher & JESTs strongly not favor whereas 17.5% Head Teacher & JESTs were uncertain about the statement. Collectively, 67.5% (42.5%+25%) Head Teacher & JESTs were strongly favor with the statement. Mean score 0.99968 and SD 3.7750 endorsed

Item.4 presents that teacher teaches about Seerat-e-Taiba in in Islamiat Grade-VIII through the reading. According to data analysis 30% Head Teacher & JESTs strongly favor and 30% Head Teacher & JESTs favor while 27.5% Head Teacher & JESTs not favor and 5% Head Teacher & JESTs strongly not favor whereas 7.5% Head Teacher & JESTs were uncertain about the statement. Collectively, 60% (30%+30%) Head Teacher & JESTs were strongly favor with the statement. Mean score 1.32021 and SD 3.5250 endorsed.

Item.5 presents that teacher teaches about Seerat-e-Taiba in in Islamiat Grade-VIII through the reading. According to data analysis 42.5% Head Teacher & JESTs strongly favor and 35% Head Teacher & JESTs favor while 7.5% Head Teacher & JESTs not favor and 2.5% Head Teacher & JESTs strongly not favor whereas 12.5% Head Teacher & JESTs were uncertain about the statement. Collectively, 77.5% (42.5%+35%) Head Teacher & JESTs were strongly favor with the statement. Mean score 1.06187 and SD 1.06187 Endorsed.

Item.6 presents that teacher teaches about Seerat-e-Taiba in in Islamiat Grade VIII through the conversation. According to data analysis 42.5% Head Teacher & JESTs strongly favor and 25% Head Teacher & JESTs favor while 7.5% Head Teacher & JESTs not favor and 0% Head Teacher & JESTs strongly not favor whereas 25% Head Teacher & JESTs were uncertain about the statement. Collectively, 67.5% (42.5%+25%) Head Teacher & JESTs were strongly favor with the statement. Mean score 4.0250 and SD 0.99968 Endorsed.

Item 7 presents that teacher teaches about Seerat-e-Taiba in in Islamiat Grade VIII through the conversation. According to data analysis 42.5% Head Teacher & JESTs strongly favor and 25% Head Teacher & JESTs favor while 7.5% Head Teacher & JESTs not favor and 0% Head Teacher & JESTs strongly not favor whereas 25% Head Teacher & JESTs were uncertain about the statement. Collectively, 67.5% (42.5%+25%) Head Teacher & JESTs were strongly favor with the statement. Mean score 4.0250 and SD 0.99968 Endorsed.

Table 2: Indicator-4: Ikhlāq and Adab

RPS	Statement	Responses						SD	Mean
		1	2	3	4	5	Total		
Item.1	F	2	8	12	26	32	80	1.09749	3.9750
	%	2.5	10.0	15.0	32.5	40.0	100		
Item.2	F	2	14	20	20	24	80	1.16987	3.6250
	%	2.5	17.5	25.0	25.0	30.0	100		
Item.3	F	4	18	18	28	12	80	1.14102	3.3250
	%	5.0	22.5	22.5	35.0	15.0	100		
Item.4	F	4	8	14	12	42	80	1.26085	4.0000
	%	5.0	10.0	17.5	15.0	52.5	100		
Item.5	F	16	8	22	32	2	80	1.16517	3.8974
	%	20.0	10.0	27.5	40.0	2.5	100		
Item.6	F	4	18	18	28	12	80	1.14102	3.3250
	%	5.0	22.5	22.5	35.0	15.0	100		
Total	F	5.6	11.2	17.2	23.6	22.4	80	1.167	3.765
	%	7	13	22	30	28	100		

Table 2 presents that teacher teaches about Ikhlāq and Adab in in Islamiat Grade VIII through the reading. According to data analysis 40% Head Teacher & JESTs strongly favor and 32.5% Head Teacher & JESTs favor while 10% Head Teacher & JESTs Not favor and 2.5% Head Teacher & JESTs strongly not favor whereas 15% Head Teacher & JESTs were uncertain about the statement. Collectively, 62.5% (40%+32.5%) Head Teacher & JESTs were strongly favor with the statement. Mean score 3.9750 and SD 1.09749 Endorsed

Item 2 presents that teacher teaches about Ikhlāq and Adab in in Islamiat Grade VIII through the reading. According to data analysis 30% Head Teacher & JESTs Strongly favor and 25% Head Teacher & JESTs favor while 17.5% Head Teacher & JESTs Not favor and 2.5% Head Teacher & JESTs strongly not favor whereas 25% Head Teacher & JESTs were uncertain about the statement. Collectively, 55% (30%+25%) Head Teacher & JESTs were strongly favor with the statement. Mean score 3.6250 and SD 1.16987 Endorsed.

Item 3 presents that teacher teaches about Ikhlāq and Adab in in Islamiat Grade VIII through the reading. According to data analysis 35% Head Teacher & JESTs Strongly favor and 15% Head Teacher & JESTs favor while 22.5% Head Teacher & JESTs Not favor and 5% Head Teacher & JESTs strongly not favor whereas 22.5% Head Teacher & JESTs were uncertain about the statement. Collectively, 50% (35%+15%) Head Teacher & JESTs were strongly favor with the statement. Mean score 3.3250 and SD 1.14102 Endorsed.

Item 4 presents that teacher teaches about Ikhlāq and Adab in in Islamiat Grade VIII through the reading. According to data analysis 52.5% Head Teacher & JESTs Strongly favor and 15% Head Teacher & JESTs favor while 10% Head Teacher & JESTs Not favor and 5% Head Teacher & JESTs strongly not favor whereas 17.5% Head Teacher & JESTs were uncertain about the statement. Collectively, 67.5% (52.5%+15%) Head Teacher & JESTs were strongly favor with the statement. Mean score 4.0000 and SD 1.26085 Endorsed.

Item 5 presents that teacher teaches about Ikhlāq and Adab in Islamiat Grade VIII through the reading. According to data analysis 40% Head Teacher & JESTs Strongly favor and 2.5% Head Teacher & JESTs favor while 10% Head Teacher & JESTs not favor and 20% Head Teacher &

JESTs strongly not favor whereas 27.5% Head Teacher & JESTs were uncertain about the statement. Collectively, 42.5% (40%+2.5%) Head Teacher & JESTs were strongly favor with the statement. Mean score 3.8974 and SD 1.16517 Endorsed.

Item 6 presents that teacher teaches about Ikhlāq and Adab in in Islamiat Grade VIII through the reading. According to data analysis 35% Head Teacher & JESTs favor and 15% Head Teacher & JESTs strongly favor while 22.5% Head Teacher & JESTs Not favor and 5% Head Teacher & JESTs strongly not favor whereas 22.5% Head Teacher & JESTs were uncertain about the statement. Collectively, 50.5% (35%+15%) Head Teacher & JESTs were strongly favor with the statement. Mean score 3.3250 and SD 1.14102 Endorsed

Findings

- 40% Head Teacher & JESTs favor and strongly 27.5% Head Teacher & JESTs favor while 17% Head Teacher & JESTs not favor and 0% Head Teacher & JESTs strongly not favor whereas 15% Head Teacher & JESTs were uncertain about the statement. Collectively, 67.5% (40%+27.5%) Head Teacher & JESTs were strongly favor with the statement. Mean score 1.04973 and SD 3.7750 endorsed.
- 42.5% Head Teacher & JESTs strongly favor and 25% favor while 7.5% not favor and 0% strongly not favor whereas 25% were uncertain about the statement. Collectively, 67.5% (42.5%+25%) Head Teacher & JESTs were strongly favor with the statement. Mean score 0.99968 and SD 4.0250 endorsed.
- 42.5% Head Teacher & JESTs favor and 25% strongly favor while 15% Head Teacher & JESTs not favor and 0% s strongly not favor whereas 17.5% were uncertain about the statement. Collectively, 67.5% (42.5%+25%) Head Teacher & JESTs were strongly favor with the statement. Mean score 0.99968 and SD 3.7750 endorsed.
- 30% Head Teacher & JESTs strongly favor and 30% favor while 27.5% not favor and 5% strongly not favor whereas 7.5% were uncertain about the statement. Collectively, 60% (30%+30%) Head Teacher & JESTs were strongly favor with the statement. Mean score 1.32021 and SD 3.5250 endorsed.
- 42.5% Head Teacher & JESTs strongly favor and 35% favor while 7.5% Not favor and 2.5% strongly not favor whereas 12.5% were uncertain about the statement. Collectively, 77.5% (42.5%+35%) Head Teacher & JESTs were strongly favor with the statement. Mean score 1.06187 and SD 1.06187 endorsed.
- 42.5% Head Teacher & JESTs strongly favor and 25% favor while 7.5% not favor and 0% strongly not favor whereas 25% were uncertain about the statement. Collectively, 67.5% (42.5%+25%) Head Teacher & JESTs were strongly favor with the statement. Mean score 4.0250 and SD 0.99968 endorsed.
- 42.5% Head Teacher & JESTs strongly favor and 25% favor while 7.5% not favor and 0% strongly not favor whereas 25% were uncertain about the statement. Collectively, 67.5% (42.5%+25%) Head Teacher & JESTs were strongly favor with the statement. Mean score 4.0250 and SD 0.99968 endorsed.

Indicator-4: Ikhlāq and Adab

- 40% Head Teacher & JESTs Strongly favor and 32.5% favor while 10% not favor and 2.5% strongly not favor whereas 15% were uncertain about the statement. Collectively, 62.5% (40%+32.5%) Head Teacher & JESTs were strongly favor with the statement. Mean score 3.9750 and SD 1.09749 Endorsed. (Table 4.15)

- 30% Head Teacher & JESTs Strongly favor and 25% favor while 17.5% Head Teacher & JESTs Not favor and 2.5% strongly not favor whereas 25% were uncertain about the statement. Collectively, 55% (30%+25%) Head Teacher & JESTs were strongly favor with the statement. Mean score 3.6250 and SD 1.16987 Endorsed. (Table 4.16)
- 35% Head Teacher & JESTs Strongly favor and 15% favor while 22.5% not favor and 5% strongly not favor whereas 22.5% were uncertain about the statement. Collectively, 50% (35%+15%) Head Teacher & JESTs were strongly favor with the statement. Mean score 3.3250 and SD 1.14102 Endorsed. (Table 4.17)
- 52.5% Head Teacher & JESTs Strongly favor and 15% favor while 10% not favor and 5% strongly not favor whereas 17.5% were uncertain about the statement. Collectively, 67.5% (52.5%+15%) Head Teacher & JESTs were strongly favor with the statement. Mean score 4.0000 and SD 1.26085 Endorsed. (Table 4.18)
- 40% Head Teacher & JESTs Strongly favor and 2.5% favor while 10% not favor and 20% strongly not favor whereas 27.5% were uncertain about the statement. Collectively, 42.5% (40%+2.5%) Head Teacher & JESTs were strongly favor with the statement. Mean score 3.8974 and SD 1.16517 Endorsed. (Table 4.19)
- 35% Head Teacher & JESTs favor and 15% strongly favor while 22.5% Head Teacher & JESTs Not favor and 5% Head Teacher & JESTs strongly not favor whereas 22.5% were uncertain about the statement. Collectively, 50.5% (35%+15%) Head Teacher & JESTs were strongly favor with the statement. Mean score 3.3250 and SD 1.14102 Endorsed.(Table 4.20)

Discussion

The Seerat e Taiba is an important indicator of study. The study showed that overall of HTs, JESTs and students were favor with the statement that they teaches the Khulq-e –Azeem through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Sabur and Tahmul through sense teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Ikhlas and Takwa through evaluation teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Adal And Ihsan teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Husne Muashrat teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they that teaches the Hazrat MUHAMMAD (P.B.U.H) Conversation Style teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Domestic Life teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain.

Conclusions

The Seerat e Taiba is an important aspect of study and concluded that overall of HTs, JESTs and Students were favor with the statement that they teaches the Khulq-e –Azeem through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Sabur and Tahmul through sense teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Ikhlas and Takwa through evaluation teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Adal And Ihsan teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Husne Muashrat teachers have expertise in the

subject matter they instruct while some of were not favor whereas few were uncertain, they that teaches the Hazrat MUHAMMAD (P.B.U.H) Conversation Style teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Domestic Life teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain.

The Ikhlāq and Aādab is an important aspect of study concluded that overall of HTs, JESTs and Students were favor with the statement that they teaches the Amur bilmaroof and nahi anilmunkar teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Lawful Earnings teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Integrity in Business teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Discipline and respect for the law teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Unity (National Alliance) teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain, they teaches the Huqooq ul Ibad (Yateem, Bewah, Mazoor and Musafir) teachers have expertise in the subject matter they instruct while some of were not favor whereas few were uncertain.

Recommendations

The emerging Instructional approaches are necessary for students learning during unit.3 SeeratTaiba in Islamiat at Grade-VIII. The modern Instructional approaches may be adopted and preferred in teaching of Islamiat at elementary level.

The emerging Instructional approaches are necessary for students learning during unit.4 Ikhlāq and Aādab in Islamiat at Grade VIII. The modern Instructional approaches may be adopted and preferred in teaching of Islamiat at elementary level.

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