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REIMAGINING HUMAN CAPITAL THROUGH PROPHETIC LEADERSHIP IN ISLAMIC EDUCATIONAL INSTITUTIONS

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Abstract

Digital transformation is reshaping the demands placed on Islamic educational institutions, particularly in developing human capital that integrates professional competence, ethical responsibility, and organisational adaptability. Although Prophetic Leadership and Human Capital Development (HCD) have been examined in educational management literature, the organisational mechanisms connecting prophetic values with specific HCD processes remain insufficiently understood. This study explores these relationships and develops the Prophetic Human Capital Development Framework (PHCDF) through a narrative literature review of relevant English- and Indonesian-language publications on Prophetic Leadership, HCD, Islamic Educational Management, and digital transformation. The synthesis examines four dimensions of Prophetic Leadership—Siddiq, Amanah, Tabligh, and Fathanah—in relation to six HCD dimensions: knowledge creation, competency development, organisational commitment, collaborative learning, innovation, and adaptive capability. The analysis identifies organisational trust, accountability, professional responsibility, knowledge sharing, and strategic judgement as key conceptual mechanisms linking prophetic values with human capital development. The resulting PHCDF positions digital transformation as the contextual driver, Islamic Educational Management as the institutional setting, Prophetic Leadership as the ethical and strategic orientation, and HCD as the developmental process towards institutional sustainability. The framework offers a conceptual basis for translating prophetic values into organisational development practices, although its proposed relationships require empirical validation.

Keywords: Prophetic Leadership; Human Capital Development; Islamic Educational Management; Digital Transformation; Narrative Literature Review.

Abstrak

Transformasi digital telah mengubah tuntutan terhadap lembaga pendidikan Islam, khususnya dalam mengembangkan sumber daya manusia yang mengintegrasikan kompetensi profesional, tanggung jawab etis, dan kemampuan beradaptasi secara organisasional. Meskipun Kepemimpinan Profetik dan Pengembangan Modal Manusia telah banyak dibahas dalam literatur manajemen pendidikan, mekanisme organisasional yang menghubungkan nilai-nilai profetik dengan proses pengembangan modal manusia secara spesifik masih belum banyak dijelaskan. Penelitian ini bertujuan untuk mengkaji hubungan tersebut dan mengembangkan Kerangka Pengembangan Modal Manusia Berbasis Kepemimpinan Profetik (Prophetic Human Capital Development Framework atau PHCDF) melalui kajian literatur naratif terhadap publikasi berbahasa Inggris dan Indonesia yang relevan dengan Kepemimpinan Profetik, Pengembangan Modal Manusia, Manajemen Pendidikan Islam, dan transformasi digital. Sintesis literatur ini mengkaji empat dimensi Kepemimpinan Profetik, yaitu Siddiq, Amanah, Tabligh, dan Fathanah, dalam kaitannya dengan enam dimensi Pengembangan Modal Manusia, yaitu penciptaan pengetahuan, pengembangan kompetensi, komitmen organisasi, pembelajaran kolaboratif, inovasi, dan kemampuan adaptif. Hasil sintesis mengidentifikasi kepercayaan organisasi, akuntabilitas, tanggung jawab

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profesional, berbagi pengetahuan, dan pertimbangan strategis sebagai mekanisme konseptual yang menghubungkan nilai-nilai profetik dengan proses pengembangan modal manusia. Berdasarkan sintesis tersebut, PHCDF menempatkan transformasi digital sebagai pendorong kontekstual, Manajemen Pendidikan Islam sebagai lingkungan kelembagaan, Kepemimpinan Profetik sebagai orientasi kepemimpinan etis dan strategis, serta Pengembangan Modal Manusia sebagai proses pengembangan yang diarahkan pada keberlanjutan institusi. Kerangka ini menawarkan landasan konseptual untuk menerjemahkan nilai-nilai profetik ke dalam praktik pengembangan organisasi, meskipun hubungan-hubungan yang diusulkan masih memerlukan pengujian empiris.

Kata kunci: *Kepemimpinan Profetik; Pengembangan Modal Manusia; Manajemen Pendidikan Islam; Transformasi Digital; Kajian Literatur Naratif.*

INTRODUCTION

Digital transformation has reshaped the governance, management, and human resource development practices of educational institutions, including those within Islamic education systems. Beyond the adoption of digital technologies, institutions are increasingly required to develop ethical values, organisational resilience, innovation, and sustainable human capital to respond to changing social and technological conditions. Human Capital Development (HCD) has consequently become an important concern because institutional quality and sustainability depend on the knowledge, competencies, professional capabilities, and adaptive capacity of educators, administrative personnel, and institutional leaders. In the digital era, these capabilities also encompass digital literacy, responsible technology use, continuous professional learning, and the ability to respond critically to technological and organisational change.

These demands carry particular significance for Islamic educational institutions, including madrasah, pesantren, Islamic schools, and Islamic higher education institutions. Such institutions are expected to improve educational quality and organisational effectiveness while maintaining their moral, spiritual, and educational commitments. Accordingly, HCD in Islamic educational settings should extend beyond the acquisition of individual skills. It also involves professional responsibility, organisational commitment, collaborative learning, innovation, and institutional adaptability (Filmer et al., 2021; Linda et al., 2020; Awodiji & Naicker, 2024). The challenge, therefore, is not merely to prepare institutional personnel to use new technologies but also to ensure that professional development remains consistent with the ethical foundations and educational purposes of Islamic institutions.

Leadership plays an important role in addressing this challenge because organisational conditions influence how professional capabilities are developed, shared, and applied. In Islamic educational settings, leadership responsibilities extend beyond administrative authority and performance management. They also involve integrity, trustworthiness, accountability, effective communication, and sound judgement. Prophetic Leadership provides an ethical perspective for understanding these responsibilities through four principal dimensions: Siddiq, Amanah, Tabligh, and Fathanah. These dimensions represent truthfulness and integrity, trustworthiness and responsibility, effective communication, and wisdom or strategic intelligence, respectively. Their relevance lies not only in the moral conduct of

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individual leaders but also in their potential to shape professional relationships, organisational trust, knowledge exchange, and institutional development (Makruf, 2017; Nadhirin, 2018; Rifa'i, 2019; Tarman, 2022).

Previous studies have examined leadership and human resource development in Islamic educational institutions from several complementary perspectives. Makruf (2017), for example, discussed a leadership model for integrated Islamic educational institutions, emphasising the professional, personal, social, and spiritual competencies required of institutional leaders. Nadhirin (2018) examined the communication practices of madrasah leaders in establishing relationships with stakeholders based on the Prophet's Sunnah, highlighting cooperation, social capital, and leadership responsibility. These studies demonstrate that leadership in Islamic educational institutions involves not only managerial competence but also ethical values and relationships with institutional stakeholders. However, their primary focus remains on leadership models and communication practices rather than explaining how specific prophetic leadership characteristics may contribute to different processes of human capital development.

Research focusing more explicitly on Prophetic Leadership has also explored its application in particular educational and social contexts. Tarman (2022), for instance, examined how Prophetic Leadership could support religious moderation through local wisdom, leadership education, and adaptive curriculum development in madrasah. Similarly, Kusumaputri et al. (2023) investigated Islamic educational leadership through case studies of principals in Indonesian Islamic boarding schools, demonstrating the importance of contextualising leadership practices within Islamic values and institutional conditions. Although these studies provide valuable insights into the ethical and contextual dimensions of leadership, their analytical emphasis is not directed towards establishing an integrated relationship between the four prophetic leadership dimensions and specific human capital development outcomes.

A different perspective is provided by studies of human capital and organisational development. Linda et al. (2020) examined the relationship between human capital, knowledge management, and innovation, highlighting the contribution of knowledge and intellectual capabilities to organisational development. This perspective helps explain why knowledge creation and innovation are important components of human capital development. Nevertheless, the study is situated in an organisational context and does not address the ethical and spiritual foundations of professional development within Islamic educational institutions. Taken together, these studies offer relevant but distinct contributions: research on Islamic leadership explains the ethical and institutional foundations of leadership, while HCD literature highlights the development of knowledge, competencies, and organisational capabilities. What remains insufficiently elaborated is how these perspectives can be connected through identifiable organisational mechanisms within Islamic educational settings, particularly when institutions face the demands of digital transformation.

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The research gap addressed in this study therefore concerns the limited conceptual integration of the four dimensions of Prophetic Leadership, the organisational mechanisms through which these values may operate, and the specific dimensions of HCD. More specifically, existing discussions do not adequately explain how Siddiq may establish conditions of organisational trust that encourage knowledge creation, how Amanah may strengthen accountability and professional commitment, how Tabligh may facilitate knowledge sharing and collaborative learning, or how Fathanah may inform strategic judgement, competency development, and responsible innovation. The issue is not that these relationships have never been discussed independently, but that their interconnections have not been sufficiently brought together into a coherent framework for understanding human capital development in Islamic educational institutions.

The relevance of this integration is further intensified by digital transformation. The adoption of artificial intelligence, digital learning platforms, educational analytics, and technology-supported administrative systems creates new requirements for digital competencies, continuous professional learning, responsible technology use, and institutional adaptability. These developments also raise ethical and managerial concerns relating to information integrity, data responsibility, professional accountability, and the suitability of technological innovations for educational purposes. Digital transformation is therefore treated in this study not merely as a background condition but as a contextual driver that influences institutional priorities and the capabilities required of educational personnel. Within this context, Prophetic Leadership may provide an ethical and strategic orientation for technological adaptation, while HCD represents the developmental process through which institutional members acquire and strengthen the capabilities needed to respond to these changes (Awodiji & Naicker, 2024).

To address this conceptual gap, the present study proposes the Prophetic Human Capital Development Framework (PHCDF). Its originality does not rest on introducing new prophetic values or merely combining established concepts of leadership and human capital development. Rather, the framework contributes an integrated analytical structure that connects four prophetic leadership dimensions with identifiable organisational mechanisms and six HCD dimensions: knowledge creation, competency development, organisational commitment, collaborative learning, innovation, and adaptive capability. It further situates these relationships within Islamic Educational Management and the demands of digital transformation. By positioning digital transformation as a contextual driver, the PHCDF recognises that technological developments influence institutional capability requirements and the ethical responsibilities associated with professional practice. Accordingly, the framework seeks to explain how prophetic leadership values may be translated into organisational conditions and development practices that support professional growth, institutional adaptation, and sustainability. Its proposed relationships remain conceptual propositions that require further empirical investigation.

Based on this research gap and the objectives of the study, the following research questions guide the review:

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RQ1. How has the existing literature conceptualised the relationship between Prophetic Leadership and Human Capital Development within Islamic educational institutions in the context of digital transformation?

RQ2. Through what conceptual and organisational mechanisms may the prophetic leadership dimensions of Siddiq, Amanah, Tabligh, and Fathanah contribute to Human Capital Development outcomes, including knowledge creation, competency development, organisational commitment, collaborative learning, innovation, and adaptive capability?

RQ3. What integrated conceptual framework can be developed from the existing literature to explain the potential role of Prophetic Leadership in strengthening Human Capital Development and supporting institutional sustainability within digitally transforming Islamic educational institutions?

METHOD

2.1 Research Design

This study adopts a narrative literature review to examine the conceptual relationship between Prophetic Leadership and Human Capital Development (HCD) within Islamic educational institutions in the context of digital transformation. This approach was selected because the primary objective is to interpret and integrate relevant theoretical and empirical discussions to develop a conceptual framework, rather than to conduct an exhaustive systematic examination of existing publications.

Unlike a Systematic Literature Review (SLR), which generally employs a predefined review protocol and structured screening procedures, a narrative literature review allows flexibility in identifying, selecting, and interpreting publications according to their relevance to the research objectives. This approach is particularly appropriate for the present study because the relationship between Prophetic Leadership and HCD involves several interconnected areas of scholarship that require conceptual interpretation and synthesis.

The review focuses on four areas: Prophetic Leadership, Human Capital Development, Islamic Educational Management, and digital transformation in education. These areas are examined through the four dimensions of Prophetic Leadership—Siddiq, Amanah, Tabligh, and Fathanah—and six dimensions of HCD: knowledge creation, competency development, organisational commitment, collaborative learning, innovation, and adaptive capability.

2.2 Literature Sources and Search Approach

The literature review draws on scholarly publications in English and Indonesian relevant to the research focus. The literature was identified through searches conducted using [insert the academic databases or search platforms actually used], supplemented by examination of the reference lists of relevant publications. The search covered literature published between [starting year] and [final search date or year].

The search employed combinations and variations of keywords related to the four principal areas of the study. These included "Prophetic Leadership", "Prophetic Leadership in Islamic Education", "Human Capital Development", "Human Resource Development in

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Education", "Islamic Educational Management", "Digital Transformation in Education", and "Islamic Educational Institutions". Equivalent terms in Indonesian were also considered.

The search terms were combined according to the relevance of each topic. For example, combinations of "Prophetic Leadership" and "Islamic Education" were used to identify literature on prophetic leadership in educational settings, while combinations of "Human Capital Development", "knowledge management", and "organisational learning" were used to identify literature concerning professional and organisational capability development. Searches relating to digital transformation focused on its implications for educational management, professional competencies, and institutional adaptation.

In addition to database searches, relevant publications were identified by examining the bibliographic references of previously selected studies. This process helped identify additional conceptual and empirical sources that contributed to the interpretation of the research questions.

Consistent with the narrative literature review approach, the search process was exploratory rather than protocol-driven. It did not employ a predefined systematic review protocol, PRISMA-based screening procedure, or formal multi-stage systematic selection process. The purpose was to identify relevant literature that could contribute to the conceptual understanding and development of the PHCDF.

2.3 Scope and Relevance of the Literature

Literature selection was guided by its conceptual, theoretical, and contextual relevance to the research objectives. Publications were included when they addressed at least one of the following areas:

1. The conceptual foundations and organisational applications of Prophetic Leadership, particularly the dimensions of Siddiq, Amanah, Tabligh, and Fathanah.
2. Human Capital Development, including knowledge creation, competency development, organisational commitment, collaborative learning, innovation, and adaptive capability.
3. Leadership, governance, and organisational development within Islamic educational institutions.
4. Digital transformation and its implications for professional competencies, organisational learning, and institutional adaptation in education.

Publications were excluded from the synthesis when they did not provide a meaningful contribution to the research focus, lacked a clear conceptual or contextual connection to the research questions, or addressed topics outside the scope of Islamic educational management, leadership, and human capital development.

The relevance of each publication was considered by examining its research focus, conceptual contribution, and relationship to the study's central themes. Particular attention was given to publications that helped explain leadership values, organisational mechanisms, professional development processes, or the implications of digital transformation for educational institutions.

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The literature identification and selection process resulted in [insert the actual number] publications being considered in the final conceptual synthesis. This number represents the literature used for the narrative analysis rather than the outcome of a systematic screening procedure. A summary of selected studies and their contributions to the conceptual development of the PHCDF is presented in Table 1.

2.4 Narrative Synthesis and Framework Development

The selected literature was analysed through qualitative narrative synthesis. The analysis involved interpreting the central concepts, theoretical arguments, and relevant findings from publications concerning Prophetic Leadership, HCD, Islamic Educational Management, and digital transformation.

First, the literature was examined to identify the principal concepts and contributions relevant to the research questions. Second, the four dimensions of Prophetic Leadership were interpreted in relation to potential organisational mechanisms, including integrity, organisational trust, accountability, professional responsibility, communication, knowledge sharing, and strategic judgement.

Third, these mechanisms were conceptually connected to the six dimensions of HCD to examine how prophetic leadership values may support knowledge creation, competency development, organisational commitment, collaborative learning, innovation, and adaptive capability. Particular attention was given to the overlapping relationships among these dimensions rather than treating each leadership characteristic and developmental outcome as an isolated element.

Finally, the identified relationships were integrated within the institutional context of Islamic education undergoing digital transformation. This synthesis informed the development of the Prophetic Human Capital Development Framework (PHCDF), which positions digital transformation as the contextual driver, Islamic Educational Management as the institutional setting, Prophetic Leadership as the ethical and strategic leadership orientation, HCD as the developmental process, and institutional sustainability as the intended organisational outcome.

The PHCDF represents a conceptual proposition derived from the narrative interpretation of relevant literature. Its proposed relationships should not be interpreted as empirically established causal effects or statistically verified mediation processes. Further empirical investigation is required to assess the framework's applicability across different Islamic educational settings.

FINDINGS AND DISCUSSION

3.1. RQ1: Conceptual Relationship between Prophetic Leadership and Human Capital Development in Islamic Educational Institutions

This section addresses the first research question by examining how existing literature conceptualises the relationship between Prophetic Leadership and Human Capital Development (HCD) within Islamic educational institutions undergoing digital transformation.

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The synthesis indicates that these two perspectives offer complementary foundations for understanding institutional development. HCD concerns the development of knowledge, professional competencies, organisational commitment, collaborative learning, innovation, and adaptive capability. Prophetic Leadership, meanwhile, provides an ethical and strategic orientation for leadership practices through the principles of Siddiq, Amanah, Tabligh, and Fathanah. Their relationship becomes particularly relevant in Islamic educational institutions, where professional development is expected to support organisational effectiveness while remaining consistent with Islamic ethical and educational values.

The conceptual relationship between Prophetic Leadership and HCD can be understood through the organisational conditions that shape professional learning and the application of individual capabilities. Human capital development does not depend solely on formal education, training, or individual experience. It is also influenced by organisational culture, leadership practices, opportunities for knowledge exchange, professional interaction, and institutional support. From this perspective, leadership contributes to HCD by shaping an environment in which institutional members can develop their competencies, share knowledge, and participate in collective efforts to achieve organisational objectives. This understanding is consistent with the broader literature emphasising the relationship between human capital, knowledge management, and organisational innovation (Linda et al., 2020).

Within Islamic educational institutions, this relationship also involves an ethical and spiritual dimension. Institutional development is expected to maintain educational quality and organisational effectiveness without disregarding moral responsibilities and Islamic values. Prophetic Leadership provides a normative foundation for addressing this concern. Siddiq emphasises truthfulness and integrity, Amanah concerns trustworthiness and responsibility, Tabligh highlights communication and the dissemination of knowledge, while Fathanah represents wisdom and sound judgement. These characteristics provide an ethical orientation for leadership practices that may influence professional relationships, institutional trust, accountability, and organisational learning (Makruf, 2017; Nadhirin, 2018; Rifa'i, 2019; Tarman, 2022).

The synthesis further suggests that the relationship between Prophetic Leadership and HCD should not be understood as a direct or automatic association. Rather, prophetic values may contribute to human capital development through organisational mechanisms that influence professional behaviour and institutional practices. Integrity and transparency associated with Siddiq may strengthen organisational trust, creating conditions for knowledge exchange and collaborative learning. Amanah may reinforce accountability and professional responsibility, which are relevant to organisational commitment and the responsible development of professional competencies. Tabligh may facilitate communication and knowledge sharing, supporting collective learning and the circulation of institutional knowledge. Meanwhile, Fathanah may inform strategic judgement and problem-solving, helping institutions develop competencies, encourage innovation, and respond to organisational change. These relationships indicate that prophetic values may influence HCD by shaping the conditions under which professional capabilities are developed and applied.

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Digital transformation further strengthens the relevance of this relationship. The adoption of digital learning platforms, artificial intelligence, educational analytics, and technology-supported administrative systems creates additional demands for professional competencies and organisational adaptability. Educational personnel require not only technical knowledge but also ethical awareness, responsible judgement, and the ability to use technology in ways that support educational objectives. Consequently, digital transformation involves changes in professional capabilities, organisational practices, and institutional decision-making rather than merely the introduction of technological tools. These demands highlight the importance of continuous professional development and organisational learning in responding to technological change (Filmer et al., 2021; Linda et al., 2020; Awodiji & Naicker, 2024).

In this context, Prophetic Leadership may provide an ethical and strategic orientation for managing technological and organisational change, while HCD represents the developmental process through which institutional members acquire and strengthen the capabilities required to respond to such changes. The four prophetic dimensions offer complementary principles for guiding professional conduct, knowledge exchange, accountability, and institutional decision-making. Their relevance therefore extends beyond individual leadership behaviour to the organisational environment in which human capital develops.

In response to RQ1, the literature suggests that Prophetic Leadership and HCD can be conceptually integrated through the relationship between ethical leadership values, organisational mechanisms, and professional development processes. Prophetic Leadership provides the normative orientation, while HCD represents the process through which individual and organisational capabilities are developed. Their integration offers a conceptual foundation for understanding human capital development in Islamic educational institutions, particularly those responding to the demands of digital transformation. This relationship also provides the basis for examining the specific organisational mechanisms associated with each prophetic leadership dimension in the following section.

3.2. Organisational Mechanisms Linking Prophetic Leadership and Human Capital Development

This section addresses the second research question by examining the organisational mechanisms through which Siddiq, Amanah, Tabligh, and Fathanah may contribute to the six dimensions of Human Capital Development (HCD). The synthesis identifies four interconnected mechanisms: organisational integrity and trust, accountability and professional responsibility, communication and knowledge sharing, and strategic judgement and responsible innovation. These mechanisms explain how prophetic leadership values may be translated into organisational practices that create conditions for professional learning, competency development, and institutional adaptation.

The relationship between these dimensions is not necessarily exclusive or linear. Each prophetic leadership characteristic may support more than one HCD dimension, while individual HCD outcomes may depend on the interaction of several leadership values.

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Accordingly, the following discussion examines both the specific contribution of each prophetic dimension and its relationship with other organisational mechanisms.

3.2.1. Siddiq: Organisational Integrity, Trust, and Knowledge Development

Siddiq refers to truthfulness, honesty, and integrity. Within educational organisations, these values are reflected in transparent decision-making, credible communication, and consistency between institutional commitments and managerial practices. Leaders who demonstrate integrity may strengthen organisational trust by reducing uncertainty concerning decisions, responsibilities, and institutional expectations.

Organisational trust is important for HCD because professional knowledge develops partly through open interaction and the willingness of individuals to exchange ideas and experiences. Educators, administrative personnel, and institutional leaders need an organisational environment in which they can discuss professional challenges, communicate new ideas, and reflect on their practices without unnecessary concerns about unfair treatment or misrepresentation. When leadership is perceived as honest and consistent, institutional members may become more willing to contribute their knowledge and participate in collaborative learning activities.

This relationship connects Siddiq particularly with knowledge creation and collaborative learning. Knowledge creation involves generating and applying professional understanding, whereas collaborative learning enables individuals to exchange expertise and develop shared solutions to institutional problems. Integrity and trust may provide enabling conditions for these processes by encouraging openness, professional dialogue, and the responsible exchange of information. The contribution of Siddiq therefore extends beyond individual moral conduct to the development of an organisational climate that supports collective learning.

In digitally transforming educational institutions, Siddiq also has implications for information integrity and transparency. Digital platforms and institutional information systems increasingly influence academic administration, educational assessment, and organisational communication. The accuracy of information and the credibility of digital communication consequently become important aspects of institutional governance. Leaders who uphold Siddiq may establish expectations for honest information management, transparent institutional reporting, and responsible communication in technology-supported environments.

Accordingly, Siddiq may contribute to HCD by strengthening organisational trust, knowledge exchange, professional interaction, and ethical information management. Its significance lies in creating organisational conditions that encourage institutional members to participate in knowledge development and collaborative professional learning.

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3.2.2. Amanah: Accountability, Professional Responsibility, and Organisational Commitment

Amanah refers to trustworthiness, responsibility, and accountability in fulfilling entrusted obligations. Within Islamic educational management, this dimension positions leadership as a responsibility towards institutional members, educational stakeholders, and the broader purposes of education. It emphasises the responsible use of authority and resources, fairness in decision-making, and the fulfilment of professional and institutional obligations.

The relationship between Amanah and HCD can be understood through the development of accountability and professional responsibility. When institutional responsibilities, performance expectations, and decision-making authorities are clearly established, personnel have a better understanding of their roles and obligations. Accountable leadership may also strengthen confidence in institutional governance because organisational members can recognise that responsibilities are distributed and evaluated according to clear expectations. These conditions may support organisational commitment by encouraging individuals to contribute consistently to shared institutional objectives.

Amanah is also relevant to competency development. Professional competence involves more than possessing knowledge or technical skills; it requires the responsible application of those capabilities in educational and administrative practice. Accountability can encourage personnel to maintain professional standards, recognise areas requiring improvement, and take responsibility for their development. When performance evaluation is accompanied by appropriate guidance and professional development opportunities, accountability may become a mechanism for continuous competency improvement rather than merely an instrument of administrative control.

In the context of digital transformation, Amanah is particularly relevant to accountability in the use of educational technologies and institutional data. The adoption of artificial intelligence, digital learning platforms, and educational information systems raises concerns about privacy, data management, transparency, and the responsible use of automated tools. Amanah provides an ethical basis for ensuring that technological adoption remains consistent with professional obligations and institutional values. It also highlights the responsibility of educational personnel to exercise appropriate judgement when using digital information and technology in professional activities.

Thus, Amanah may contribute to HCD through accountability, professional responsibility, organisational commitment, and competency development. Its role is particularly important in ensuring that individual capabilities are developed and applied in accordance with institutional expectations and ethical responsibilities.

3.2.3. Tabligh: Communication, Knowledge Sharing, and Collaborative Learning

Tabligh refers to the responsibility to communicate knowledge, values, and information clearly and effectively. Within educational organisations, this dimension is reflected in transparent communication, constructive dialogue, stakeholder engagement, and the dissemination of institutional knowledge. Its significance extends beyond conveying

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information because communication also creates opportunities for professional interaction and collective learning.

Communication is important to HCD because professional knowledge develops through both individual learning and interaction with others. Educators and administrative personnel need opportunities to exchange experiences, discuss teaching and management challenges, and learn from the practices of their colleagues. Leadership that encourages meaningful communication may therefore strengthen knowledge-sharing activities and collaborative professional development.

Tabligh is particularly relevant to collaborative learning and knowledge creation. Collaborative learning allows institutional members to develop professional understanding through interaction, while knowledge creation involves generating and applying insights derived from individual and collective experiences. Effective communication facilitates both processes by enabling professional information and knowledge to circulate across individuals and organisational units. In this respect, Tabligh may also complement Siddiq: integrity and trust encourage individuals to share knowledge, while effective communication provides the means through which that knowledge can be exchanged and developed.

Digital transformation creates additional opportunities for implementing Tabligh through technology-supported communication. Digital platforms may facilitate professional discussions, collaborative teaching, online training, knowledge dissemination, and coordination across institutional units. Such platforms can also support professional learning communities that connect educators and administrative personnel across different locations. However, the availability of digital communication technologies does not automatically result in effective knowledge sharing. Their contribution depends on meaningful participation, accessible communication, institutional support, and responsible information exchange.

Within Islamic educational institutions, Tabligh therefore provides an ethical basis for integrating value-oriented communication with organisational learning practices. Its contribution to HCD lies in strengthening knowledge sharing, collaborative learning, professional engagement, and the development of institutional knowledge.

3.2.4. Fathanah: Strategic Wisdom, Innovation, and Adaptive Capability

Fathanah refers to intelligence, wisdom, sound judgement, and the ability to respond appropriately to complex circumstances. As a dimension of Prophetic Leadership, it provides a conceptual foundation for strategic thinking, informed decision-making, problem-solving, and responsible innovation. Its relevance to organisational development lies in the ability to connect professional knowledge with institutional priorities and changing environmental demands.

Educational institutions operate in environments characterised by evolving professional requirements, technological developments, and changing stakeholder expectations. Institutional leaders therefore need to identify emerging competency needs, evaluate organisational readiness, support professional learning, and determine appropriate responses to institutional challenges. Strategic judgement may help ensure that HCD

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initiatives are aligned with institutional objectives rather than being limited to routine training activities.

Fathanah is particularly relevant to competency development, innovation, and adaptive capability. Competency development enables institutional members to respond effectively to professional demands, while innovation involves identifying opportunities and developing appropriate solutions to educational and organisational challenges. Adaptive capability refers to the capacity of individuals and institutions to adjust their practices in response to technological, organisational, and environmental changes. Through strategic judgement and problem-solving, Fathanah may help institutions identify capability gaps, establish professional development priorities, and encourage the application of new knowledge in institutional practices.

In digitally transforming educational institutions, Fathanah is relevant to decisions concerning artificial intelligence, digital learning systems, educational analytics, and technology-supported management. Such decisions require more than an interest in technological advancement. They involve evaluating institutional needs, considering potential risks, assessing technological suitability, and ensuring that innovation remains consistent with educational objectives. For example, the adoption of AI-supported educational tools should be accompanied by consideration of their pedagogical relevance, data implications, and potential effects on professional responsibilities.

In Islamic educational settings, strategic wisdom should remain connected to ethical responsibility. Technological innovation should therefore be evaluated not only in terms of efficiency but also in relation to educational quality, professional accountability, privacy, and institutional values. Fathanah may consequently provide an ethical and strategic orientation for developing competencies, encouraging responsible innovation, and strengthening adaptive capability.

3.2.5. Integration of the Four Prophetic Leadership Dimensions

Although Siddiq, Amanah, Tabligh, and Fathanah can be examined individually, their potential contributions to HCD are interconnected. Organisational trust may encourage knowledge sharing, but effective communication is also necessary to ensure that knowledge circulates across institutional units. Similarly, accountability may strengthen professional commitment, while strategic judgement helps determine how professional competencies are applied to changing institutional needs. Innovation and adaptive capability may also depend on responsible resource management, professional collaboration, and the exchange of knowledge.

These relationships indicate that the four dimensions should be understood as complementary ethical and strategic orientations rather than isolated leadership behaviours linked exclusively to particular HCD outcomes. For example, knowledge creation may be supported by the trust associated with Siddiq and the communication practices associated with Tabligh. Competency development may be encouraged by the professional responsibility emphasised by Amanah and the strategic judgement associated with Fathanah.

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Organisational commitment may also be strengthened when integrity, accountability, and effective communication are reflected consistently in institutional practices.

The conceptual relationships between the four prophetic leadership dimensions and the six HCD dimensions are summarised in Table 1.

Table 1. Conceptual Integration of Prophetic Leadership and Human Capital Development

Prophetic leadership dimension	**Proposed organisational mechanisms**	**Relevant HCD dimensions**
Siddiq	Integrity, transparency, organisational trust, and information credibility	Knowledge creation; collaborative learning; organisational commitment
Amanah	Accountability, professional responsibility, and responsible application of competencies	Organisational commitment; competency development; adaptive capability
Tabligh	Effective communication, knowledge sharing, stakeholder engagement, and professional dialogue	Collaborative learning; knowledge creation; competency development
Fathanah	Strategic judgement, problem-solving, responsible innovation, and organisational decision-making	Competency development; innovation; adaptive capability

Source: Conceptual synthesis of the literature.

The mapping demonstrates that each prophetic leadership dimension may contribute to more than one HCD outcome. It also indicates that the six HCD dimensions should not be treated as independent developmental outcomes. Knowledge creation and collaborative learning, for instance, may reinforce one another through the interaction of trust and communication. Competency development may provide a foundation for innovation and adaptive capability, while organisational commitment may help sustain these processes through continued participation in institutional development.

The integration also highlights the importance of organisational conditions in translating ethical leadership values into human capital development practices. Prophetic values do not automatically produce improved professional capabilities. Their potential contribution depends on how leadership principles are reflected in organisational policies, professional relationships, opportunities for learning, and institutional decision-making. In this sense, organisational trust, accountability, knowledge sharing, and strategic judgement function as conceptual mechanisms connecting leadership orientation with developmental processes.

In response to RQ2, the synthesis suggests that the four dimensions of Prophetic Leadership may contribute to HCD through interconnected mechanisms involving integrity, organisational trust, accountability, professional responsibility, communication, knowledge sharing, and strategic judgement. These mechanisms provide an analytical explanation of how prophetic values may be translated into organisational conditions that support the

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development of individual and institutional capabilities. The identified relationships subsequently provide the conceptual foundation for constructing the Prophetic Human Capital Development Framework (PHCDF).

3.3. The Prophetic Human Capital Development Framework (PHCDF)

This section addresses the third research question by presenting the Prophetic Human Capital Development Framework (PHCDF), developed through the conceptual synthesis of the relationships identified in the preceding discussion. The framework integrates four interrelated elements: digital transformation, Islamic Educational Management, Prophetic Leadership, and Human Capital Development (HCD). It seeks to explain how prophetic leadership values may be translated into organisational practices and developmental processes that contribute to institutional sustainability.

Digital transformation is positioned as the contextual driver of institutional change. The increasing adoption of artificial intelligence, digital learning platforms, educational analytics, and technology-supported administrative systems creates new demands for professional competencies, ethical responsibility, continuous learning, and organisational adaptability. These developments require educational personnel to acquire not only technical capabilities but also the judgement needed to use technology responsibly and in accordance with institutional educational objectives. Consequently, digital transformation shapes the priorities and competency requirements that Islamic educational institutions need to address through their human capital development initiatives.

Islamic Educational Management provides the institutional setting in which these demands are addressed. Within this setting, institutional development involves balancing educational quality, organisational effectiveness, ethical governance, professional responsibility, and spiritual values. The adoption of technology and the development of professional competencies therefore need to remain consistent with the educational mission and ethical commitments of Islamic institutions. This institutional context is important because the application of leadership values and HCD strategies may differ according to organisational structures, available resources, and institutional priorities.

Within this organisational setting, Prophetic Leadership serves as the ethical and strategic leadership orientation. Its four dimensions provide complementary foundations for shaping institutional behaviour and organisational practices. Siddiq is associated with integrity, transparency, and organisational trust; Amanah with accountability, professional responsibility, and organisational commitment; Tabligh with effective communication and knowledge sharing; and Fathanah with strategic judgement, problem-solving, and responsible innovation. Through these mechanisms, prophetic leadership values may create organisational conditions that encourage professional learning, responsible decision-making, and the development of institutional capabilities.

HCD represents the central developmental process within the framework. It encompasses six interconnected dimensions: knowledge creation, competency development, organisational commitment, collaborative learning, innovation, and adaptive capability.

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These dimensions describe the individual and organisational capabilities that may be strengthened through ethical leadership, professional interaction, continuous learning, and institutional support. Rather than functioning as separate outcomes, they form an interconnected developmental process in which knowledge exchange supports competency improvement, professional commitment sustains collective learning, and developed competencies provide a foundation for innovation and adaptation.

The framework further proposes that strengthened HCD may contribute to institutional sustainability through improved educational quality, ethical governance, organisational resilience, and sustainable institutional performance. This relationship reflects the proposition that institutional sustainability depends not only on technological resources or administrative efficiency but also on the capacity of institutional members to develop and apply their knowledge and competencies responsibly. In this respect, HCD provides a conceptual connection between prophetic leadership values and the longer-term development of Islamic educational institutions.

The conceptual structure of the PHCDF can be expressed as follows:

Digital Transformation → Islamic Educational Management → Prophetic Leadership → Human Capital Development → Institutional Sustainability

This sequence provides an analytical representation of the proposed relationships rather than an empirically validated causal model. The components should not be interpreted as a rigid linear process. Digital transformation shapes institutional management priorities and leadership demands, while Prophetic Leadership may guide how institutions respond to technological change through the development of human capabilities. Conversely, strengthened HCD may also improve institutional readiness to adopt technology, support organisational learning, and respond to further changes in the educational environment. The relationships among the framework components are therefore potentially reciprocal and context-dependent.

3.3.1. The Distinctive Contribution of the PHCDF

The contribution of the PHCDF becomes clearer when its analytical focus is distinguished from broader discussions of ethical and Islamic leadership. Ethical leadership provides a perspective for examining moral conduct, integrity, fairness, and responsible decision-making in organisational relationships. Islamic leadership situates leadership responsibilities within Islamic principles, values, and ethical commitments. Prophetic Leadership offers a more specific normative orientation through the four characteristics of Siddiq, Amanah, Tabligh, and Fathanah.

The PHCDF builds on these perspectives but addresses a more specific analytical concern: how may the four prophetic leadership dimensions be connected to identifiable organisational mechanisms and particular human capital development processes? Its contribution is therefore not to introduce new prophetic values or to suggest that previous

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ethical and Islamic leadership perspectives have overlooked human development. Rather, it provides a conceptual mapping that makes the relationship between prophetic leadership values, organisational mechanisms, and HCD dimensions more explicit.

In this framework, Siddiq is associated with integrity, transparency, and organisational trust; Amanah with accountability, professional responsibility, and organisational commitment; Tabligh with communication, knowledge sharing, and collaborative learning; and Fathanah with strategic judgement, problem-solving, and responsible innovation. These mechanisms are subsequently related to six HCD dimensions: knowledge creation, competency development, organisational commitment, collaborative learning, innovation, and adaptive capability. This mapping offers an analytical connection between normative leadership principles and organisational development processes.

A further contribution of the PHCDF lies in its contextualisation within Islamic Educational Management and digital transformation. Human capital development in Islamic educational institutions involves more than professional and technological competencies; it also requires ethical governance and the preservation of educational values. Digital transformation increases the importance of digital competencies, responsible technology use, continuous professional learning, and adaptive institutional practices. Prophetic Leadership is consequently positioned as an ethical and strategic orientation that may guide the development and application of these capabilities in accordance with institutional responsibilities.

The PHCDF should therefore be understood as a conceptual integration and operational mapping framework rather than a replacement for existing ethical or Islamic leadership theories. Its value lies in specifying potential organisational mechanisms and HCD dimensions that can be examined in future research. By connecting prophetic values with organisational conditions and developmental processes, the framework provides a basis for investigating how ethical leadership may contribute to human capital development and institutional sustainability. Whether these proposed relationships operate as described, and under what institutional conditions they may be effective, remains an empirical question.

3.4. Theoretical and Practical Implications

The conceptual synthesis and the proposed PHCDF offer implications for the development of Islamic Educational Management, particularly in connecting ethical leadership with human capital development and institutional adaptation. These implications concern both the theoretical understanding of Prophetic Leadership and the practical strategies that educational institutions may adopt to strengthen professional capabilities in the context of digital transformation.

3.4.1. Theoretical Implications

The study contributes to the discussion of Islamic Educational Management by establishing a conceptual relationship between Prophetic Leadership and specific human capital development processes. Rather than treating ethical leadership and professional

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development as separate organisational concerns, the PHCDF proposes that prophetic values may shape organisational conditions that support knowledge creation, competency development, organisational commitment, collaborative learning, innovation, and adaptive capability.

A further theoretical contribution lies in explaining the organisational mechanisms associated with the four dimensions of Prophetic Leadership. Siddiq is connected with integrity, transparency, and organisational trust; Amanah with accountability, professional responsibility, and organisational commitment; Tabligh with communication and knowledge sharing; and Fathanah with strategic judgement, problem-solving, and responsible innovation. This mapping provides a conceptual basis for examining how normative leadership principles may be translated into organisational practices that support professional learning and human capital development.

The framework also positions HCD as a developmental process connecting Prophetic Leadership with institutional sustainability. This perspective highlights the importance of examining how professional competencies, organisational commitment, collaborative learning, innovation, and adaptive capability may contribute to institutional development. However, the proposed role of HCD as a connecting process should be understood conceptually rather than as an empirically confirmed mediating relationship.

Finally, the PHCDF situates these relationships within the context of digital transformation. It highlights the need to consider technological competencies alongside ethical responsibility and institutional values. By positioning digital transformation as a contextual driver, the framework provides a basis for understanding how changing technological demands may influence leadership priorities and human capital development within Islamic educational institutions. This contextualisation may also inform future theoretical discussions on the relationship between value-based leadership, professional development, and institutional adaptation.

3.4.2. Practical Implications

From a practical perspective, the PHCDF may serve as a reference for institutional leaders seeking to integrate prophetic values into human capital development strategies. Its four dimensions can be translated into institutional policies, leadership practices, professional development programmes, and organisational learning activities.

Siddiq may be implemented through transparent academic and administrative management, accessible institutional information, and consistent decision-making. In practical terms, institutional leaders can establish transparent staff evaluation procedures, provide clear information regarding institutional policies, and ensure that performance assessments are based on credible and accountable information.

Amanah may be reflected in clearly defined professional responsibilities, accountable performance evaluation, responsible resource management, and commitments to continuous professional development. Educational institutions can strengthen this dimension by establishing clear job descriptions, conducting regular performance evaluations, and

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providing follow-up development plans that encourage personnel to improve their professional competencies.

Tabligh may be strengthened through effective communication channels, professional learning communities, collaborative discussions, and structured knowledge-sharing activities. Institutions can organise regular teaching and management forums, encourage peer learning, and facilitate the exchange of professional experiences. Digital platforms may also support these activities by enabling communication and knowledge sharing across institutional units.

Fathanah may be developed through strategic planning, digital competency programmes, data-informed decision-making, and the responsible evaluation of technological innovations. Institutional leaders need to identify emerging competency requirements, assess the suitability of digital technologies, and provide opportunities for personnel to develop the knowledge and skills needed to respond to technological change. This includes professional learning related to digital literacy and the responsible use of artificial intelligence in educational activities.

The proposed strategies and their illustrative operational indicators are summarised in Table 2.

Table 2. Proposed Practical Strategies and Operational Indicators for Implementing the PHCDF

Prophetic leadership dimension	**Proposed institutional strategies**	**Illustrative operational indicators**
Siddiq	Strengthen integrity and transparency in academic and administrative management through clear information-sharing practices and transparent institutional reporting.	Availability and regularity of institutional performance reports; accessibility of relevant institutional information; documented procedures for transparent decision-making.
Amanah	Establish clear professional responsibilities, accountable performance evaluation, and continuous professional development commitments for educators and administrative personnel.	Availability of documented job responsibilities; completion of agreed work programmes; regular performance evaluations and documented follow-up development plans.
Tabligh	Develop structured communication and knowledge-sharing activities, including professional learning communities, staff discussions, and collaborative problem-solving forums.	Frequency of professional learning activities; staff participation in knowledge-sharing forums; number of documented teaching or management practices shared internally.

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Fathanah	Strengthen strategic decision-making, digital competencies, data-informed planning, and the responsible adoption of educational technologies.	Staff participation in digital competency development; evidence of data-informed institutional planning; documented evaluation of adopted digital tools and innovations.

Source: Proposed operational strategies and indicators developed from the conceptual synthesis of the PHCDF.

The indicators presented in Table 2 provide illustrative examples that institutions may adapt according to their organisational needs and development priorities. They are intended to support institutional planning and monitoring rather than function as validated measurement instruments. Their application should therefore consider institutional characteristics, available resources, professional development needs, and levels of technological readiness.

The proposed strategies may be incorporated into leadership development, staff training, professional learning activities, and institutional digital transformation programmes. For example, digital literacy and responsible AI use can be integrated into staff development programmes, accompanied by institutional guidance on information management, data protection, and the ethical use of educational technologies. Professional learning communities can also be strengthened through digital platforms that facilitate knowledge sharing and collaborative problem-solving among educators and administrative personnel.

For institutional leaders, the framework emphasises the importance of aligning leadership development with organisational capability-building. The adoption of digital technologies should be accompanied by professional support, clearly defined responsibilities, effective communication, and opportunities for continuous learning. For policymakers and educational management authorities, the PHCDF may provide a conceptual reference for integrating ethical leadership development, digital competencies, and professional learning into institutional capacity-building policies.

3.4.3. Limitations and Directions for Future Research

The findings and implications of this study should be interpreted in light of its methodological and conceptual limitations. First, the study employs a narrative literature review and does not claim exhaustive coverage of all publications concerning Prophetic Leadership, HCD, Islamic Educational Management, and digital transformation. The synthesis therefore represents a conceptual interpretation of relevant literature rather than the outcome of a systematic evidence-screening process.

Second, the PHCDF remains a conceptual framework. The proposed relationships between the four prophetic leadership dimensions, the six HCD dimensions, and institutional sustainability have not been empirically tested in this study. Consequently, the identified

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organisational mechanisms should not be interpreted as established causal relationships or confirmed mediating effects.

Third, the proposed institutional strategies and operational indicators require further examination across different educational settings. Islamic educational institutions vary in organisational structures, resources, leadership practices, technological readiness, and professional development needs. The implementation of the PHCDF may therefore require contextual adaptation to ensure that its proposed strategies are relevant to particular institutional conditions.

Future research may examine the framework through qualitative case studies, quantitative survey research, or mixed-method approaches involving madrasah, pesantren, Islamic schools, and Islamic higher education institutions. Qualitative studies could explore how the four prophetic leadership dimensions are reflected in everyday institutional practices and how these practices relate to professional learning and organisational development. Quantitative research could investigate the relationships between the proposed leadership mechanisms and HCD dimensions, following the development and validation of appropriate measurement instruments. Mixed-method research could further combine institutional experiences with an assessment of the proposed relationships and operational indicators.

Such empirical investigations are necessary to assess the applicability of the PHCDF, refine its conceptual structure, and determine the institutional conditions under which Prophetic Leadership may contribute to human capital development and institutional sustainability.

Overall, the discussion suggests that Prophetic Leadership may provide an ethical and strategic orientation for strengthening human capital development in Islamic educational institutions. By connecting prophetic values with organisational trust, accountability, knowledge sharing, professional responsibility, and strategic judgement, the PHCDF offers a conceptual basis for understanding how ethical leadership may support professional capabilities and responsible institutional adaptation in the digital era.

CONCLUSION

4.1 Conclusion

This study examined the conceptual relationship between Prophetic Leadership and Human Capital Development (HCD) within Islamic educational institutions undergoing digital transformation through a narrative literature review. The synthesis indicates that Prophetic Leadership and HCD offer complementary perspectives on institutional development. Prophetic Leadership provides an ethical and strategic orientation for organisational conduct, while HCD concerns the development of knowledge, competencies, organisational commitment, collaborative learning, innovation, and adaptive capability.

In response to the first research question, the literature suggests that the relationship between Prophetic Leadership and HCD can be understood through the interaction of leadership values, organisational conditions, and professional development processes. Prophetic Leadership may shape the organisational environment in which human capital

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develops, while HCD represents the processes through which individual and institutional capabilities are strengthened.

Regarding the second research question, the synthesis identifies four interconnected mechanisms linking the prophetic leadership dimensions with HCD. Siddiq may strengthen integrity, transparency, and organisational trust, thereby supporting knowledge creation and collaborative learning. Amanah may reinforce accountability, professional responsibility, and organisational commitment, which are relevant to competency development and responsible professional practice. Tabligh may facilitate communication and knowledge sharing, supporting collaborative learning and the circulation of institutional knowledge. Fathanah may encourage strategic judgement, problem-solving, and responsible innovation, contributing to competency development, innovation, and adaptive capability. These relationships represent conceptual propositions rather than empirically established effects.

In response to the third research question, this study proposes the Prophetic Human Capital Development Framework (PHCDF). The framework positions digital transformation as the contextual driver of institutional change, Islamic Educational Management as the institutional setting, Prophetic Leadership as the ethical and strategic orientation, HCD as the developmental process, and institutional sustainability as the intended organisational outcome. Its contribution lies in establishing a conceptual connection between prophetic leadership values, organisational mechanisms, and six HCD dimensions. Through this integration, the PHCDF provides an analytical basis for understanding how prophetic values may be translated into organisational practices that support professional development and institutional adaptation.

Overall, the study suggests that sustainable Islamic educational institutions require more than professional competence and technological readiness. They also depend on ethical leadership, organisational accountability, continuous learning, and the responsible application of knowledge and technology. The PHCDF offers a conceptual foundation for integrating these elements within Islamic Educational Management, although its proposed relationships have not yet been empirically validated.

4.2 Suggestions

Based on the conceptual findings, several suggestions can be proposed for institutional leaders, policymakers, and future researchers.

First, leaders of Islamic educational institutions are encouraged to integrate the four dimensions of Prophetic Leadership into institutional human capital development policies and practices. Siddiq can be reflected in transparent management and fair staff evaluation; Amanah in professional accountability and clearly defined responsibilities; Tabligh in collaborative communication and structured knowledge-sharing activities; and Fathanah in strategic decision-making, continuous competency development, and responsible innovation.

Second, Islamic educational institutions should strengthen professional development programmes in response to digital transformation. Such programmes need to address digital literacy, the responsible use of artificial intelligence, information management, and

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technology-supported professional learning. These initiatives should be accompanied by ethical guidelines and institutional policies that ensure technological adoption remains consistent with Islamic educational values and professional responsibilities.

Third, policymakers and educational management authorities may consider the PHCDF as a conceptual reference for developing leadership training, professional development programmes, and institutional capacity-building policies. The proposed operational indicators may serve as initial references for monitoring institutional initiatives, but they should be adapted to organisational conditions and evaluated before being used as formal performance measurement instruments.

Finally, future researchers are encouraged to examine the applicability of the PHCDF through qualitative case studies, quantitative surveys, or mixed-method research across madrasah, pesantren, Islamic schools, and Islamic higher education institutions. Empirical studies are particularly needed to investigate the relationships between the four prophetic leadership dimensions, the six HCD dimensions, and institutional sustainability. Further research should also develop and validate appropriate measurement instruments to assess the proposed organisational mechanisms and operational indicators.

Since this study is based on a narrative literature review, the PHCDF remains a conceptual framework rather than an empirically established model. Its further development therefore depends on empirical investigation across different institutional contexts to determine the relevance, applicability, and potential contribution of Prophetic Leadership to sustainable human capital development in Islamic educational institutions.

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