Education and Human Resource Development with Neuro-Linguistic Programming (NLP) Techniques: A Case Study of Muhammad Al-Fatih's Leadership

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Abstract

Education and human resource development (HRD) are critical components in achieving individual and organizational success, with Neuro-Linguistic Programming (NLP) being an effective technique for achieving positive change. This study examines the use of NLP in HR education and development through the lens of Muhammad Al-Fatih, Constantinople's visionary leader and conqueror. The study examines how NLP principles such as mind control, communication mastery, and goal setting were used in the leadership and educational strategies that shaped Al-Fatih's personality. A qualitative method with a historical perspective was used to examine primary and secondary sources about Al-Fatih's life. The findings indicate that NLP benefited his character and competency development, and using these techniques in education, such as vision building and motivation, contributed to his success. The study suggests incorporating NLP into modern education curricula to produce resilient, adaptive, and visionary human resources.

Keywords: Neuro-Linguistic Programming, human resource development, education, Muhammad Al-Fatih, leadership

Abstrak

Pendidikan dan pengembangan sumber daya manusia (SDM) memegang peranan penting dalam mencapai kesuksesan individu dan organisasi, dengan Neuro-Linguistic Programming (NLP) sebagai teknik yang efektif untuk mencapai perubahan positif. Studi ini menganalisis penerapan NLP dalam konteks pendidikan dan pengembangan SDM melalui studi kasus Muhammad Al-Fatih, pemimpin visioner dan penakluk Konstantinopel. Penelitian ini menyoroti bagaimana prinsip-prinsip NLP, seperti pengendalian pikiran, penguasaan komunikasi, dan perancangan tujuan, diterapkan dalam kepemimpinan dan strategi pendidikan yang membentuk karakter Al-Fatih. Metode kualitatif dengan pendekatan historis digunakan untuk menganalisis sumber-sumber primer dan sekunder terkait kehidupan Al-Fatih. Hasil penelitian menunjukkan bahwa NLP berperan penting dalam pembentukan karakter dan pengembangan kompetensinya, dengan penerapan teknik ini dalam pendidikan, seperti pembinaan visi dan motivasi, berkontribusi terhadap kesuksesannya. Studi ini merekomendasikan integrasi NLP dalam kurikulum pendidikan modern untuk menghasilkan SDM yang tangguh, adaptif, dan visioner.

Kata Kunci: *Neuro-Linguistic Programming, pengembangan sumber daya manusia, pendidikan, Muhammad Al-Fatih, kepemimpinan.*

INTRODUCTION

Education and human resource development are critical components in developing individuals with exceptional character and self-confidence (Abidin, 2021). The Neuro-Linguistic Programming (NLP) technique is one of several approaches developed to maximize individual potential (Qushoy et al., 2023; Soethama et al., 2024). Richard Bandler and John Grinder developed NLP techniques in the 1970s, focusing on the relationship between a person's mindset, language, and behavior (Bandler & Grinder, 1979). In the context of education, this approach is thought to be capable of instilling positive belief systems, developing character, and increasing individual confidence, thereby significantly impacting human resource development.

Education and human resource development (HRD) are critical components in developing individuals with strong character and confidence (Sada, 2017). Several studies have found that education and human resource development are essential in developing individual competencies, skills, and positive attitudes (Septiana et al., 2023). Effective education and training can help people develop adaptability, resilience, and positive contributions to organizations and society (Yusrin & Kurniaty, 2023). However, there are several challenges to implementing education and human resource development. For example, unequal access to workplace learning opportunities, particularly for workers with limited education and wages (Nuraeni & Suryono, 2021).

Furthermore, family structure, parental support, and peer influence all impact individual character development (Rahmalia & Laeli, 2024). Overall, education and HRD have enormous potential for developing excellent human resources. However, a comprehensive and inclusive approach involving many stakeholders, including governments, organizations, and families, is required. Thus, the synergy of formal education, on-the-job training, and a positive social environment can best support individual character development and self-confidence.

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developed by Richard Bandler and John Grinder in the 1970s, concentrate on the relationship between a person's mindset, language, and behavior (Bandler & Grinder, 1982). In the context of education, this approach is thought to be capable of instilling positive belief systems, developing character, and increasing individual confidence, thereby significantly impacting human resource development.

The case of Muhammad Al-Fatih is an example of applying principles consistent with the concept of NLP. Muhammad Al-Fatih's parents and educators instilled in him from a young age the belief that he was the leader prophesied by the Prophet Muhammad to conquer Constantinople. The cultivation of this belief served as the foundation for character development and strong self-confidence, allowing him to achieve his great goal. This phenomenon demonstrates how consistently instilled beliefs can create a positive mindset and effective actions for achieving goals.

Previous research indicates that NLP has a variety of applications in education and human resource development. According to (Dilts, 1996), NLP techniques can change a person's mindset and behavior by reframing, modeling, and anchoring. These techniques help people understand and manage their emotions and improve their interpersonal communication skills. In education, NLP has been used to help students overcome fear, increase motivation to learn, and develop strong self-confidence (Rijk & Wake, 2010). This demonstrates NLP's potential for innovative solutions to educational and individual development challenges.

Furthermore, NLP promotes the development of belief systems at the heart of personal transformation. An individual's belief in their abilities, known as self-efficacy, significantly impacts goal achievement (Bandura, 1997). In this context, NLP techniques like visualization and positive affirmations can help to strengthen these beliefs. This is consistent with Muhammad Al-Fatih's experience, in which a strong belief in his role as a great leader was a driving force in shaping his personality.

Furthermore, character and confidence are important qualities in education and human resource development. According to Goleman (2012), emotional intelligence, which includes managing emotions and forming positive interpersonal

relationships, is critical to individual success. NLP, which uses techniques to improve self-awareness and communication skills, can help develop this attribute. Muhammad Al-Fatih's case demonstrates how a combination of faith, character, and confidence can be a critical factor in achieving great success. This principle applies to NLP concepts in education.

Education and human resource development face significant challenges in developing individuals with high self-esteem, character, and a positive outlook. This challenge is frequently caused by a lack of approaches to harmonize individuals' emotional, psychological, and cognitive aspects during the learning process. Most traditional educational methods prioritize the transfer of academic knowledge over the development of belief systems that underpin individual behavior and motivation (Dilts, 1996). This failure frequently produces academically competent individuals who lack self-confidence, character, or strong motivation to achieve their full potential.

Neuro-Linguistic Programming (NLP) techniques provide an innovative solution to these challenges. NLP allows people to change how they think, feel, and act in certain situations by employing techniques like modeling, anchoring, and reframing (Bandler & Grinder, 1982). However, the use of NLP in education and human resource development has not been fully explored. The main barriers to integrating NLP into the modern educational system are a lack of in-depth understanding of its effectiveness and limited empirical research. As a result, it is critical to investigate how NLP can be strategically applied to develop positive character traits, confidence, and belief systems in individuals.

The case of Muhammad Al-Fatih exemplifies the enormous power of cultivating a strong belief system in shaping an individual's personality and success. His parents and educators were instrumental in instilling the belief that he was the great leader prophesied by the Prophet Muhammad to conquer Constantinople. This belief, consistent with NLP principles, instilled confidence and a strong personality in Muhammad Al-Fatih. However, this success raises new questions about how similar techniques can be applied in education and human resource development.

Is it possible to adopt this approach to people from various cultural and social backgrounds?

Furthermore, research into using NLP to develop individual character and beliefs outside specific religious or cultural contexts remains limited. Most NLP research focuses on improving communication skills or stress management rather than belief systems and their impact on individual character and confidence (Rijk & Wake, 2010). Further research is needed to determine whether NLP can consistently produce results similar to those of Muhammad Al-Fatih. It is also critical to understand the factors that influence the effectiveness of NLP in various educational and human resource development settings.

With these issues in mind, this study seeks to fill a gap in the literature by investigating the efficacy of NLP techniques in instilling belief systems, developing character, and increasing self-esteem. This research will provide theoretical insights and relevant practical contributions for educators, human resource developers, and educational institutions interested in implementing NLP approaches to support holistic individual development.

METHOD

This study employed a qualitative research design with a case study approach (Sugiyono, 2017). The case study was chosen because the researcher wanted to better understand the phenomenon of education and human resource development by applying Neuro-Linguistic Programming (NLP) techniques to the research subject, Muhammad Al-Fatih, a historical figure who successfully led the conquest of Constantinople at the age of 21. The researcher wanted to know how NLP can help the subject improve their performance, motivation, and self-competence.

This research employed the documentation method to collect the data, as Arikunto (Arikunto, 2010) mentioned. This method collects data from written documents or recordings relevant to the research topic (Creswell & Creswell, 2017). The documentation method was used to learn more about Muhammad Al-Fatih's parents' and teachers' educational and human resource development practices.

This study used both primary and secondary data. Primary data comes from biographies about the research subject, while secondary data comes from historical documents, biographies, and other sources. In this study, researchers used data sources such as books and articles as the primary method for identification. Primary data sources come from biographical writings about Muhammad Al-Fatih's education and character development. Hadith books and the history of Islamic civilization were thoroughly analyzed. In addition, secondary data includes works that support the research theme.

Certain techniques are commonly used in studies to analyze data or documents with a high content density. In terms of data analysis, researchers employ two techniques: descriptive analysis techniques and qualitative descriptive methods, which involve providing a narrative description of the state of the object (discussion) under study and then carefully analyzing it. Second, researchers use content analysis (also known as content studies) in addition to descriptive analysis. Content analysis, or content study, is a research method or technique for conclusions (Moleong, 2017).

RESULTS AND DISCUSSIONS

Muhammad Al-Fatih, the Ottoman Sultan known for his successful conquest of Constantinople in 1453, exemplifies visionary leadership, mental toughness, and strategic ability. Research on Al-Fatih frequently focuses on various aspects of his life, such as tactical intelligence, emotional management, and exceptional character. Some significant findings from the research on Muhammad Al-Fatih include:

Education by His Parents

Muhammad Al-Fatih's parents, particularly his mother, have significantly impacted his identity and beliefs since childhood. One of the most important beliefs they instilled was that Muhammad Al-Fatih's name is similar to the Prophet Muhammad's. This not only strengthened Al-Fatih's identity but also inspired him to follow in the Prophet's footsteps and uphold Islamic teachings.

First, instilling the belief that Muhammad Al-Fatih's name is the same as that of the Prophet Muhammad instills a sense of trust and responsibility in Al-Fatih. In education, parents frequently serve as role models and inspirations for their children. By associating Al-Fatih's name with that of the Prophet, his parents hoped that he would become a leader who would bring progress and glory to Muslims. This is consistent with the notion that family influence is extremely important in shaping children's personalities (Ridwan & Bakhtiar, 2020). The cultivation of these values served as the foundation for Al-Fatih's strong leadership vision.

Second, these beliefs motivated people to pursue great ideals, such as conquering Constantinople. Muhammad Al-Fatih's parents gave him a name and a profound meaning. They taught him that, as Muhammad, he was responsible for continuing the Prophet's struggle to spread Islam and uphold justice. The instillation of these values was critical in shaping Al-Fatih's character and vision of leadership, which was later evident in his actions and policies as Sultan (Nurdin, 2022).

Thus, Muhammad Al-Fatih's parents' role in instilling the belief that his name was the same as that of the Prophet Muhammad was critical in shaping his identity and leadership style. Through their education and guidance, they instilled in Al-Fatih a spirit of struggle and great responsibility, which later proved to be one of the key factors in his success as a legendary Islamic leader.

Education and Motivation by His Teachers

Shaykh Aaq Shamsuddin was instrumental in shaping Muhammad Al-Fatih's personality, particularly in terms of bolstering the Ottoman jihad movement and instilling the belief that he was the person mentioned in the Prophet Muhammad's hadith about the conquest of Constantinople (Ash-Shallabi, 2011). In this regard, Shaykh Aaq Shamsuddin served as a spiritual mentor, teaching religious principles and shaping Al-Fatih's leadership vision.

First, Shaykh Aaq Syamsuddin helped to instill the spirit of jihad in Muhammad Al-Fatih. In the Ottoman context, jihad was frequently interpreted as an attempt to expand Islamic territory and impose Sharia. Shaykh Aaq Shamsuddin's education for Al-Fatih emphasized strong religious and moral values,

which laid the foundation for Al-Fatih's continued conquest mission. This is consistent with the notion that a good religious education can shape individuals' character and motivation to fight for their beliefs (Nurdin, 2022; Ridwan & Bakhtiar, 2020). Thus, Shaykh Aaq Shamsuddin provided Al-Fatih with the knowledge and the spirit required to face the challenges of jihad.

Second, Shaykh Aaq Syamsuddin indicated to Muhammad Al-Fatih that he was the leader who would conquer Constantinople, following the hadith: "Constantinople will be conquered in the hands of a man." This belief played a significant role in shaping Al-Fatih's leadership identity and vision. Shaykh Aaq Shamsuddin instilled this belief in Al-Fatih, providing strong motivation to pursue this ideal, which was eventually realized with the conquest of Constantinople in 1453 (Mashail, 2020).

This demonstrates how the influence of a teacher or scholar can shape great leaders in Islamic history, as seen in Muhammad Al-Fatih's life. Everyone, including Muhammad Al-Fatih, can be influenced and shaped by other people and events in their surroundings, as illustrated in Figure 1.
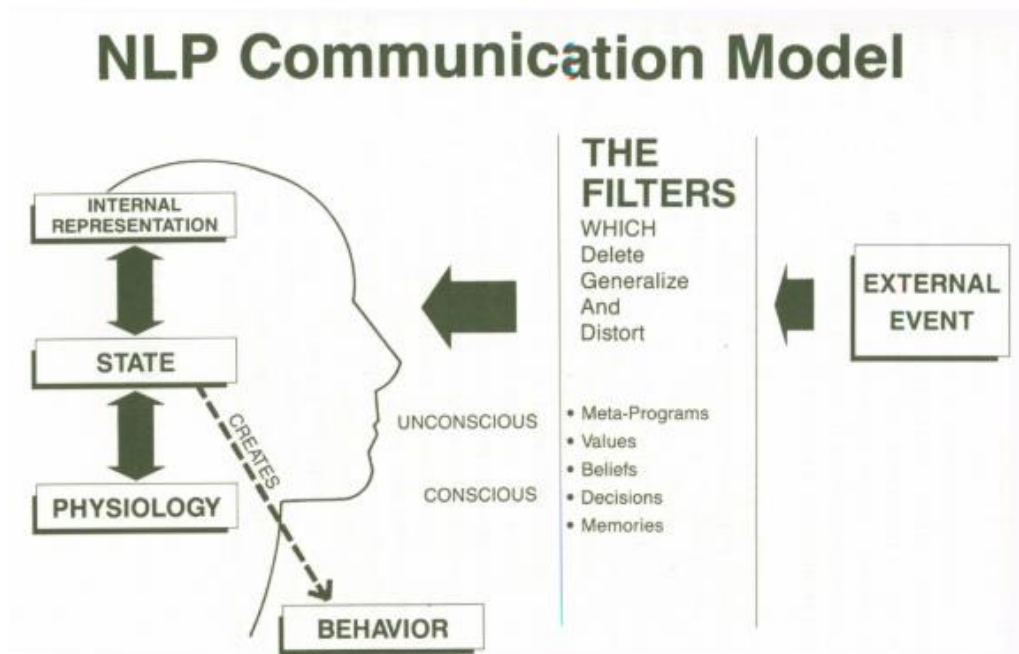

Figure 1.
NLP Communication Model (Hejase et al., 2015)

Thus, Shaykh Aaq Syamsuddin's influence on Muhammad Al-Fatih's character was significant. Through his education and spiritual guidance, he instilled the spirit of jihad and faith in his destiny as the leader who would conquer Constantinople. This demonstrates how the influence of a teacher or cleric can shape a great leader in Islamic history, impacting not only the individual but also the history of Muslims as a group.

The Application of NLP Techniques in Muhammad Al-Fatih's Education

The techniques used in education by both parents and teachers of Muhammad al Fatih are as follows:

a. Modeling techniques in Neuro-Linguistic Programming (NLP) are methods for learning and imitating the successful behavior of others. This process entails carefully observing the mindset, body language, and strategies successful individuals employ in a specific field. In the context of this study, Muhammad Al Fatih's parents and teachers use modeling techniques to help him develop effective skills and habits, increasing his ability to achieve his desired goals.

b. The anchor technique in Neuro-Linguistic Programming (NLP) associates a stimulus with a specific emotional or behavioral response. This process involves connecting a person's internal experience to an external trigger, such as a touch, sound, or image. Anchors can quickly and effectively elicit a desired emotional or mental state, which can help people manage their emotions and perform better in various situations.

The Impacts on Human Resource

Muhammad Al-Fatih, Constantinople's great leader and conqueror, was known for his strong personality, clear vision, and ability to motivate and manage others effectively. Using Neuro-Linguistic Programming (NLP) techniques to educate and develop his skills can provide valuable insights into the impact on human resources. This impact is visible in the following aspects:

a. The Development of Muhammad Al-Fatih's Personal and Leadership Skills

Muhammad Al-Fatih, also known as the Conqueror of Constantinople, was a leader with exceptional personal and leadership skills. Positive anchoring, a technique in Neuro-Linguistic Programming (NLP), can help develop such competencies. This technique entails reprogramming the mind to produce positive emotional states such as confidence and calmness in response to specific stimuli. This technique helped Muhammad Al-Fatih remain calm and confident in difficult situations, such as leading troops during a long siege. This steadiness inspired his followers, who saw his calmness and confidence as a strong and stable leadership symbol.

Furthermore, the NLP reframing technique significantly impacted Muhammad Al-Fatih's perspective on the challenges he faced. Reframing is changing one's perspective on a situation to see it more positively. Muhammad Al-Fatih saw the conquest of Constantinople as a holy mission based on the Prophet's promise that the best leader would conquer the city. This perspective increased his personal optimism and inspired his troops to see every challenge as part of the journey to success. As a result, his soldiers developed a strong sense of unity.

These two techniques demonstrate the significance of developing personal competencies in supporting leadership. Muhammad Al-Fatih demonstrated that great success depends on military strategy, mental strength, and the ability to lead with a clear vision. He used positive anchoring to stabilize emotions and reframing to build an optimistic perspective. These techniques are still relevant today, as successful leaders can manage emotions and motivate their teams to achieve common goals (Bandler & Grinder, 1979).

b. The Effectiveness of Muhammad Al-Fatih's Communication and Human Resource

One of the keys to Muhammad Al-Fatih's leadership success was his ability to develop close and effective relationships with his troops, a process known as rapport building. This technique, a pillar of Neuro-Linguistic Programming (NLP), combines body language, voice intonation, and thought

patterns to foster trust and harmony. In the context of leadership, Muhammad Al-Fatih was able to show empathy and understanding for his troops, fostering collaboration and mutual trust. Through strong rapport, he not only won his soldiers' hearts but also cultivated deep loyalty, which was critical in the face of a major challenge like the siege of Constantinople.

In addition to building rapport, Muhammad Al-Fatih used language patterns to improve his communication skills. NLP teaches that specific language patterns can influence the subconscious mind, increase motivation, and strengthen vision. Muhammad Al-Fatih used powerful rhetoric to deliver inspirational messages, emphasizing the significance of their holy mission as part of religious teachings and national honor. With a thorough understanding of his troops' psychology, he chose words that boosted morale and increased collective awareness of their great cause. This made everyone on the team feel more connected and important to the team's overall success.

This combination of rapport building and language pattern utilization was the foundation for Muhammad Al-Fatih's successful leadership. He established two-way communication that not only moved orders but also instilled passion and commitment in team members. This technique is still relevant today, as effective modern leaders can build strong interpersonal relationships and deliver messages strategically to motivate team members to achieve common goals (Bandler & Grinder, 1979; İnalcık, 2000).

c. Muhammad Al-Fatih's Emotion Management and Conflict Resolution

Muhammad Al-Fatih possesses one of the most important skills for leading a large army: emotional management. State management techniques taught in Neuro-Linguistic Programming (NLP) can help you maintain a stable emotional state even in stressful situations. Muhammad Al-Fatih was known for remaining calm and focused amid difficult situations, such as the long siege of Constantinople, which necessitated careful planning and extraordinary mental fortitude. This emotional resilience motivated his followers and ensured that his

decisions were based on logic and strategy rather than emotional impulses. This ability demonstrates the value of self-management and ineffective leadership.

In addition, Muhammad Al-Fatih demonstrated his ability to resolve internal conflicts among his troops, which is a common challenge in large groups with diverse backgrounds and interests. Through NLP approaches, he used empathy to understand the root of the problem and find a solution acceptable to all parties. Throughout the process, he avoided authoritarian approaches and favored open communication, making his troops feel heard and valued. This approach increased team harmony and kept their focus on the larger common goal of conquering Constantinople.

Muhammad Al-Fatih's ability to manage emotions and resolve conflict demonstrates that effective leadership requires physical strength, military strategy, and emotional intelligence. With state management to maintain emotional stability and empathy-based conflict resolution techniques, he fostered a culture of solid cooperation in the face of shared challenges. This approach is relevant in today's context, where effective leaders can manage their emotions and resolve conflicts constructively to ensure team sustainability (Bandler & Grinder, 1979; İnalcık, 2000).

d. Developing Highly Competitive Human Resources (HR) According to Muhammad Al-Fatih

Muhammad Al-Fatih is a visionary leader who can transform human resources (HR) into a highly competitive team. Goal-setting techniques taught in Neuro-Linguistic Programming (NLP) are one relevant approach. This technique emphasizes setting specific, measurable, achievable, relevant, and time-bound goals (SMART). In the context of his leadership, Muhammad Al-Fatih ensured that his troops had clear objectives, such as the well-planned siege of Constantinople. With structured goal setting, each team member understands their roles and responsibilities, encouraging them to work effectively and collaboratively to achieve the common goal.

In addition to goal setting, Muhammad Al-Fatih used the NLP principle of modeling excellence, which involves imitating successful individuals' thinking strategies and behaviors. He set an example for his troops by demonstrating discipline, dedication, and bravery. Throughout this process, Muhammad Al-Fatih was a leader and a role model for his soldiers. He encouraged his troops to develop into superior human resources by instilling values of excellence such as hard work, innovation, and integrity. For example, innovations in military tactics, such as using large cannons and unconventional siege strategies, demonstrate how these values were applied in practice.

Muhammad Al-Fatih's approach to people development demonstrates that successful leaders lead and empower their teams to achieve their full potential. By combining strategic goal-setting and inspirational modeling excellence, he created an army that was competent and adaptable to challenges. This approach is especially relevant today, where high-quality human capital is a valuable asset in the face of global competition.

e. Improving the Motivation and Loyalty of Muhammad Al-Fatih's Troops

Motivation and loyalty are critical components in leading a team to success, and Muhammad Al-Fatih exemplifies a leader who cultivated both of these qualities. One way to boost motivation is to understand meta-program awareness, a concept in Neuro-Linguistic Programming (NLP) that addresses an individual's mindset. Meta-programs assist in identifying what motivates people, such as achievement orientation, security, or teamwork. With this understanding, Muhammad Al-Fatih could tailor his approach to each army member. For example, he emphasized the importance of conquering Constantinople as a holy mission to soldiers motivated by a grand vision. In contrast to those more pragmatically, he highlighted victory's tangible benefits. This strategy generated intense motivation and increased loyalty to his leadership.

Furthermore, Muhammad Al-Fatih actively promoted empowering beliefs in his troops through NLP. This technique entails developing positive beliefs that can empower individuals or groups. He successfully instilled the belief that

conquering Constantinople was possible and part of a glorious destiny. This belief boosted his troops' confidence and encouraged them to give their all, even when faced with difficult challenges. With the belief that they were part of a larger mission, each person felt a personal responsibility to contribute to the group's success.

Understanding meta-program awareness and strengthening empowering beliefs enabled Muhammad Al-Fatih to create an army that was motivated and loyal to the end. He demonstrated that sustained motivation stems from material rewards and a firm belief in the vision and mission. This approach is especially relevant today, where successful leaders can align individual motivation with organizational goals, resulting in long-term loyalty among their teams.

The use of NLP shaped Muhammad Al-Fatih as a visionary leader while significantly impacting the human resources under his leadership. His troops improved their organization, motivation, and ability to collaborate on a common goal. The combination of Muhammad Al-Fatih's strategic vision and NLP-based HR management resulted in resilient, innovative, and results-driven troops.

CONCLUSION

The use of Neuro-Linguistic Programming (NLP) techniques in education can significantly impact the development of human resources, both academically and personally. Using NLP techniques such as rapport-building, anchoring, reframing, and eliciting values, educators can create a more effective learning environment, improve communication, manage students' emotions, and develop a resilient and leadership mindset. These techniques also assist students in identifying their personal goals, increasing intrinsic motivation, and approaching challenges with a positive attitude. The application of NLP, inspired by Muhammad Al-Fatih's leadership, allows students to develop the emotional and leadership intelligence required for academic and real-world success.

Through longitudinal studies, future research can investigate the long-term impact of NLP techniques in education, particularly on students' emotion management, intrinsic motivation, and academic performance. Research could also

focus on using NLP in various educational contexts, both formal and informal, and at various educational levels, to determine whether these techniques are universal or require customization. Furthermore, investigating the integration of NLP with other learning theories, such as constructivism or social learning theory, may provide new insights into developing more holistic teaching methods. Evaluation of NLP training for educators is also necessary to determine its impact on teaching, classroom management, and communication abilities. Finally, case studies of applying NLP to educational leadership, such as Muhammad Al-Fatih's, can shed light on how this technique can improve educational organization performance and human resource development.

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