

Model of Islamic Educational Leadership Based on Prophetic Leadership Values: A Literature Review

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Abstract

This literature review examines the concept of Islamic educational leadership, focusing on the integration of Prophetic leadership values. The review synthesizes existing research to explore the historical and contemporary context of Islamic education, the principles of Prophetic leadership, and the potential for developing a leadership model that aligns with Islamic values. Methodologically, the review employs a systematic approach, analyzing relevant scholarly articles, books, and reports. The findings reveal a significant gap in the literature regarding the practical application of Prophetic leadership principles in modern educational settings. The review highlights key themes such as ethical conduct, justice, compassion, and consultation as central to Prophetic leadership. Furthermore, it discusses the challenges and opportunities in implementing such a model, including the influence of Western educational systems and the need for contextualization. The conclusion emphasizes the importance of a leadership model that fosters both academic excellence and spiritual development, ultimately promoting a holistic approach to education that reflects the values of Islam. This review aims to provide a foundation for future research and practice in Islamic educational leadership, offering insights into how educational leaders can embody the qualities of the Prophet Muhammad (peace be upon him) to guide and inspire their communities.

Keywords *Educational Leadership, Islamic Education, Leadership Model, Prophetic Leadership,*

Introduction

The field of Islamic education is experiencing a period of both challenge and opportunity. In a globalized world, Islamic educational institutions are tasked with providing students with a strong foundation in Islamic knowledge and values while also preparing them for the complexities of modern life (Şahin, 2018). This dual responsibility necessitates effective leadership that can navigate these challenges and foster an environment conducive to both academic and spiritual growth. The concept of leadership in Islam is deeply rooted in the teachings of the Quran and the example of Prophet Muhammad (peace be upon him), often referred to as the ultimate role model. Prophetic leadership, therefore, offers a framework for educational leaders to emulate the Prophet's qualities of wisdom, justice, compassion, and integrity (Uyun & Sidiq, 2019).

The importance of strong leadership in education is well-documented (Karsono et al., 2022). However, the application of Islamic principles to educational leadership requires a nuanced understanding of both Islamic theology and

contemporary educational practices. This literature review seeks to explore the existing scholarship on Islamic educational leadership, with a particular focus on how Prophetic leadership values can be integrated into a practical and effective leadership model. The review is motivated by the recognition that effective leadership is crucial for the success of educational institutions and the holistic development of students within an Islamic framework.

This literature review draws upon several theoretical frameworks to analyze the concept of Islamic educational leadership. Firstly, the review utilizes the framework of **“Servant Leadership”**, which emphasizes the leader's role as a servant to their followers, prioritizing their needs and well-being (Ahmad & Ogunsola, 2011). This aligns with the Prophetic model, where leadership is seen as a responsibility and a trust (amanah), not a position of power. Secondly, the review incorporates the concept of **“Transformational Leadership”**, which focuses on inspiring and motivating followers to achieve a shared vision (Ahmad & Ogunsola, 2011). This is relevant to understanding how leaders can foster a culture of innovation and excellence within educational institutions. Finally, the review draws on the principles of **“Islamic Ethics”**, which provide a moral compass for leadership decisions and actions. This includes the values of justice ('adl), consultation (shura), and trustworthiness (amanah).

Existing research on Islamic educational leadership is diverse, encompassing studies on leadership styles, organizational culture, and the role of religious values in educational settings. Some studies focus on the application of specific leadership models, such as transformational or servant leadership, within Islamic schools (Ahmad & Ogunsola, 2011). Other research examines the impact of leadership on student outcomes, teacher morale, and the overall effectiveness of educational institutions (Karsono et al., 2022). Furthermore, a growing body of literature explores the challenges and opportunities faced by Islamic schools in a Western context (Lahmar, 2020). This research often highlights the need for leaders to navigate the complexities of cultural diversity, religious pluralism, and the integration of Islamic values into the curriculum and school environment.

Studies have also explored the role of Islamic leaders in broader societal contexts. For example, research has examined how Islamic educational institutions interact with civil society and contribute to the development of a more inclusive and just society (Pohl, 2006). Other studies have investigated the relationship between Islamic education and social issues, such as disability (Al-Aoufi et al., 2012) and economic development (Ahmed & Rafiuddin, 2018). These studies often highlight the importance of leadership in promoting social justice, addressing inequality, and fostering a sense of community.

Despite the existing body of research, a significant gap remains in the literature regarding the development of a practical and comprehensive model of Islamic educational leadership based on Prophetic leadership values. While many studies touch upon aspects of Islamic leadership, few offer a detailed framework for how educational leaders can embody the specific qualities of the Prophet Muhammad (peace be upon him) in their daily practice. Furthermore, there is a need for more research that addresses the challenges and opportunities of implementing such a model in diverse educational contexts, including those in Western countries (Lahmar, 2020). The existing literature often lacks specific guidance on how to translate

Prophetic principles into actionable strategies for leadership development, curriculum design, and school management.

Additionally, a lack of research exists on how to effectively integrate Islamic values with modern pedagogical approaches. This integration is crucial for creating learning environments that are both academically rigorous and spiritually enriching (Şahin, 2018). Moreover, there is a need for studies that examine the role of leadership in promoting critical thinking, creativity, and innovation within Islamic educational settings (Al Karasneh & Saleh, 2010). Finally, there is a gap in the literature regarding the role of women in Islamic leadership, particularly in educational contexts (DeCuir & Khalil, 2018; Mulya & Sakhiyya, 2020).

Islamic education has a rich history, dating back to the early days of Islam (Şahin, 2018). From the establishment of early mosques and madrasas to the development of universities and educational institutions, Islamic education has played a crucial role in the transmission of knowledge, values, and culture. Historically, Islamic education emphasized both religious and secular subjects, fostering a holistic approach to learning that aimed to develop the intellectual, spiritual, and moral capacities of students. The *pesantren* tradition in Indonesia, for example, has long been a significant feature of Islamic education, contributing to both the preservation of Islamic values and engagement with civil society (Pohl, 2006).

In the contemporary era, Islamic education faces a complex set of challenges and opportunities (Lahmar, 2020). The rise of globalization, the increasing diversity of Muslim communities, and the influence of Western educational systems have all shaped the landscape of Islamic education. Islamic schools are now operating in a variety of contexts, including Muslim-majority countries, Western countries, and countries with significant Muslim minority populations. These schools must balance the need to preserve Islamic values and traditions with the demands of modern education, including the need to prepare students for the global workforce (Şahin, 2018; Bruthiaux, 2002).

The relationship between Islamic education and civil society is also an important consideration (Bratton, 1989). Islamic educational institutions can play a vital role in fostering social cohesion, promoting civic engagement, and contributing to the development of a just and equitable society (Pohl, 2006; Enwerem, 1995). However, this requires leadership that is committed to both Islamic values and the principles of democratic governance. Moreover, the interplay between religion and media, as discussed by Stolow (2005), highlights the need for educational leaders to be mindful of the influence of media and technology on students' perceptions.

The example of Prophet Muhammad (peace be upon him) provides a comprehensive model of leadership that is based on ethical conduct, justice, compassion, and wisdom (Uyun & Sidiq, 2019). Several key principles of Prophetic leadership are particularly relevant to education: Sincerity (Ikhlās): The Prophet emphasized the importance of sincerity in all actions, particularly in the pursuit of knowledge and the service of others. Educational leaders should embody sincerity in their interactions with students, teachers, and parents, creating a culture of trust and transparency (Al Karasneh & Saleh, 2010). Justice ('Adl): The Prophet was known for his unwavering commitment to justice, treating all individuals with fairness and impartiality. Educational leaders should strive to create a just and equitable learning environment, where all students have equal opportunities to succeed (Ahmad &

Ogunsola, 2011). **Consultation (Shura):** The Prophet frequently consulted with his companions, seeking their advice and opinions on important matters. Educational leaders should involve teachers, parents, and students in decision-making processes, fostering a sense of ownership and shared responsibility (Ahmad & Ogunsola, 2011). **Compassion (Rahma):** The Prophet was known for his compassion and empathy, showing kindness and understanding to all. Educational leaders should cultivate a culture of compassion within the school, supporting the well-being of students and teachers (Al-Aoufi et al., 2012). **Trustworthiness (Amanah):** The Prophet was known for his honesty and integrity, earning the trust of those around him. Educational leaders should act with trustworthiness in all their dealings, setting an example for students and teachers (Ahmad & Ogunsola, 2011). **Wisdom (Hikmah):** The Prophet was known for his wisdom and sound judgment, making decisions that were beneficial to the community. Educational leaders should strive to develop their wisdom through continuous learning and reflection (Uyun & Sidiq, 2019).

These principles provide a framework for educational leaders to create a positive, supportive, and effective learning environment. They also emphasize the importance of ethical conduct, moral development, and the holistic well-being of students. The emphasis on these values aligns with the need for a "wisdom-based cultural environment" in Islamic education, as identified by Lahmar (2020).

Integrating Prophetic leadership values into educational practice requires a deliberate and systematic approach. This involves several key elements: **Leadership Development:** Educational leaders should participate in leadership development programs that emphasize Prophetic leadership principles. These programs should provide opportunities for leaders to reflect on their own values, develop their leadership skills, and learn from the example of the Prophet Muhammad (peace be upon him) (Uyun & Sidiq, 2019). **Curriculum Design:** The curriculum should be designed to reflect Islamic values and promote the development of students' moral character. This can be achieved by incorporating Islamic teachings into all subjects, emphasizing critical thinking, and fostering a sense of social responsibility (Şahin, 2018). **School Culture:** The school culture should be aligned with Prophetic leadership principles, creating a positive and supportive environment for students and teachers. This can be achieved by promoting ethical conduct, fostering a sense of community, and encouraging collaboration and dialogue (DeCuir & Khalil, 2018). **Teacher Training:** Teachers should be trained in Prophetic leadership principles and equipped with the skills and knowledge they need to embody these values in their teaching practice. This includes training in areas such as classroom management, student motivation, and conflict resolution (Al Karasneh & Saleh, 2010). **Parental Involvement:** Parents should be actively involved in the education of their children, and the school should work to build strong relationships with parents. This can be achieved through regular communication, parent-teacher conferences, and opportunities for parents to participate in school activities (Levin, 2016).

By implementing these elements, educational institutions can create a learning environment that fosters both academic excellence and spiritual development. This will allow students to become well-rounded individuals who are prepared to contribute to society and live according to Islamic values. The integration of Prophetic leadership values can also contribute to the development of a positive

school culture, which is essential for the success of any educational institution (Ahmad & Ogunsola, 2011).

Implementing a Prophetic leadership model in Islamic education presents both challenges and opportunities. One of the key challenges is the need to reconcile Islamic values with the demands of modern educational systems. This requires educational leaders to be adept at navigating cultural differences, religious pluralism, and the influence of Western educational philosophies (Şahin, 2018). Another challenge is the need to develop effective leadership development programs that are specifically tailored to the needs of Islamic educational leaders (Uyun & Sidiq, 2019). This includes providing leaders with the skills and knowledge they need to embody Prophetic leadership principles in their daily practice.

However, there are also significant opportunities associated with implementing a Prophetic leadership model. One opportunity is the potential to create a more engaging and meaningful learning environment for students. By emphasizing ethical conduct, justice, compassion, and consultation, educational leaders can foster a sense of community and belonging within the school (DeCuir & Khalil, 2018). Another opportunity is the potential to enhance the reputation and credibility of Islamic educational institutions. By demonstrating a commitment to Islamic values and best practices in education, these institutions can attract more students, teachers, and resources (Pohl, 2006). Furthermore, educational leaders can play a crucial role in countering extremist narratives and promoting tolerance and understanding (Akbarzadeh, 2013).

The rise of media and its influence on the younger generation also presents both a challenge and an opportunity. Leaders must be aware of the impact of media and technology and use it positively (Stolow, 2005). By addressing these challenges and capitalizing on the opportunities, Islamic educational leaders can create schools that are both academically excellent and spiritually enriching.

Method

This literature review employs a qualitative research approach. This approach is appropriate for exploring the complex and nuanced nature of Islamic educational leadership and the integration of Prophetic leadership values (Uyun & Sidiq, 2019). The qualitative approach allows for an in-depth analysis of existing research, providing a comprehensive understanding of the key themes, concepts, and debates within the field. This approach enables the researcher to synthesize and interpret the existing scholarly work to construct a model of Islamic educational leadership.

The research design for this literature review is a systematic review. A systematic review involves a rigorous and transparent process for identifying, selecting, and synthesizing relevant research studies. This approach ensures that the review is comprehensive, objective, and replicable. The systematic review methodology helps to minimize bias and maximize the reliability of the findings. The systematic review methodology is also used to analyze the existing literature on Islamic education and Prophetic leadership (Şahin, 2018).

The primary data sources for this literature review consist of academic journal articles, books, book chapters, and reports related to Islamic education and leadership. These sources were identified through a comprehensive search of electronic databases, including but not limited to: JSTOR, Scopus, Web of Science, and Google

Scholar. The search terms used included: "Islamic education," "Prophetic leadership," "educational leadership," "Islamic leadership," "leadership in Islam," and related terms. The search strategy also included backward and forward citation tracking to identify additional relevant sources (Dawson, 2009).

The data collection process involved several key steps. First, the identified sources were screened for relevance based on the inclusion and exclusion criteria. The inclusion criteria were: (1) publications that focused on Islamic education or leadership; (2) publications that discussed Prophetic leadership or related concepts; and (3) publications that were written in English. The exclusion criteria were: (1) publications that were not peer-reviewed; (2) publications that were not directly relevant to the research topic; and (3) publications that were not accessible. Second, the relevant publications were retrieved and reviewed in detail. The data was extracted from each publication, focusing on the key themes, concepts, methodologies, and findings. The initial search yielded over 100 articles, which were then narrowed down based on the inclusion/exclusion criteria. The final selection of sources for this review was based on their relevance to the research question and the quality of the research.

The data analysis involved a thematic synthesis approach. This involved identifying and synthesizing the key themes and concepts that emerged from the literature. The analysis was conducted in several stages. First, the initial set of sources was read and reread to become familiar with the content. Second, the key themes and concepts were identified. Third, the data was coded and categorized based on the identified themes. Finally, the findings were synthesized to develop a comprehensive understanding of the research topic. Thematic analysis was used to identify recurring patterns and insights across the selected studies (Al Karasneh & Saleh, 2010). The synthesis was guided by the research questions and objectives, resulting in a coherent and comprehensive overview of the literature. The analysis also considered the methodological rigor of the studies and the theoretical frameworks used. This allowed for a critical assessment of the strengths and limitations of the existing research. The findings of the review were then used to develop a preliminary model of Islamic educational leadership based on Prophetic leadership values.

Result

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The literature review revealed several key themes related to Islamic educational leadership and Prophetic leadership values. These themes provide a foundation for understanding the key elements of an effective leadership model. **Ethical Conduct and Integrity:** The importance of ethical conduct and integrity was a pervasive theme throughout the literature. Leaders are expected to embody the highest moral standards, demonstrating honesty, trustworthiness, and transparency in all their dealings (Ahmad & Ogunsola, 2011). **Justice and Fairness:** Justice and fairness were identified as central to Prophetic leadership (Uyun & Sidiq, 2019). Leaders must treat all individuals with equity, providing equal opportunities and addressing any form of discrimination or bias within the school environment. **Compassion and Empathy:** Compassion and empathy were highlighted as essential qualities for leaders (Al-Aoufi et al., 2012). Leaders should demonstrate genuine care and concern for the well-being of students, teachers, and staff, creating a supportive and nurturing environment.

Consultation and Collaboration: The literature emphasized the importance of consultation and collaboration (Ahmad & Ogunsola, 2011). Leaders should actively involve stakeholders in decision-making processes, fostering a sense of shared responsibility and ownership. **Vision and Inspiration:** Effective leaders must articulate a clear vision for the school and inspire others to achieve it. This involves communicating the school's mission and values, setting high expectations, and motivating individuals to reach their full potential. **Knowledge and Wisdom:** The pursuit of knowledge and wisdom was recognized as a core value of Islamic leadership (Al Karasneh & Saleh, 2010). Leaders should continuously seek to expand their knowledge and understanding, making informed decisions based on sound judgment.

Leadership Styles and Approaches

The review also explored different leadership styles and approaches that align with Prophetic leadership values. The servant leadership approach, which emphasizes the leader's role as a servant to their followers, was frequently discussed (Ahmad & Ogunsola, 2011). Transformational leadership, which focuses on inspiring and motivating followers to achieve a shared vision, was also identified as relevant (Ahmad & Ogunsola, 2011). The study by Mulya and Sakhiyya (2020) found that relationality and spirituality were key aspects of leadership, particularly for women in Indonesian academia. These approaches emphasize the importance of ethical conduct, collaboration, and the well-being of students and staff.

Challenges and Opportunities in Islamic Education

Several challenges and opportunities facing Islamic education were highlighted in the literature. The need to balance Islamic values with modern educational practices was a recurring theme (Şahin, 2018). The influence of Western educational systems and the need for contextualization were also discussed (Lahmar, 2020). The literature also addressed the importance of fostering critical thinking, creativity, and innovation within Islamic educational settings (Al Karasneh & Saleh, 2010). The challenge of countering extremist narratives and promoting tolerance and understanding was also discussed (Akbarzadeh, 2013). The review also noted the role of educational leaders in broader societal contexts, such as interacting with civil society and promoting social justice (Pohl, 2006).

[TABLE: Summary of Key Findings]

Theme	Description	Relevance to Prophetic Leadership
Ethical Conduct	Demonstrating honesty, integrity, and transparency	Aligns with the Prophet's emphasis on trustworthiness (amanah).
Justice	Treating all individuals with fairness and equity	Reflects the Prophet's unwavering commitment to justice ('adl).

Theme	Description	Relevance to Prophetic Leadership
Compassion	Showing care and empathy for others	Emulates the Prophet's kindness and concern for all.
Consultation	Involving stakeholders in decision-making	Embraces the Prophet's practice of seeking advice (shura).
Vision	Articulating a clear vision and inspiring others	Reflects the Prophet's ability to guide and motivate his followers.

Findings

The literature review reveals that a model of Islamic educational leadership based on Prophetic leadership values is both feasible and highly desirable. The key findings suggest the following: **Prophetic Leadership Principles are Relevant:** The core principles of Prophetic leadership, including ethical conduct, justice, compassion, consultation, and wisdom, are highly relevant to the context of education. These principles provide a strong foundation for creating positive and effective learning environments. **Servant and Transformational Leadership are Compatible:** Servant and transformational leadership styles are compatible with Prophetic leadership values. These leadership approaches emphasize the importance of serving others, inspiring a shared vision, and fostering a culture of collaboration. **Challenges Exist, but Opportunities Abound:** Implementing a Prophetic leadership model in Islamic education presents challenges, such as navigating cultural differences and integrating Islamic values with modern educational practices. However, there are also significant opportunities, including creating a more engaging and meaningful learning environment, enhancing the reputation of Islamic schools, and promoting tolerance and understanding. **Holistic Approach is Essential:** A holistic approach to education, which addresses the intellectual, spiritual, and moral development of students, is crucial for the success of Islamic educational institutions. Prophetic leadership values can help to foster this holistic approach.

In essence, these findings emphasize the potential for educational leaders to embody the qualities of the Prophet Muhammad (peace be upon him) in their leadership practices. By embracing ethical conduct, justice, compassion, and consultation, leaders can create schools that are not only academically excellent but also spiritually enriching.

Discussion

Interpretation of Findings

The findings of this literature review support the development of a model of Islamic educational leadership based on Prophetic leadership values. The key themes identified in the literature, such as ethical conduct, justice, compassion, consultation,

and wisdom, align directly with the principles of Prophetic leadership (Uyun & Sidiq, 2019). This suggests that integrating these values into educational practice can significantly enhance the effectiveness of leadership and the overall quality of the learning environment.

The emphasis on servant and transformational leadership styles further supports this notion (Ahmad & Ogunsola, 2011). These leadership approaches prioritize the needs of followers, foster a culture of collaboration, and inspire others to achieve a shared vision. These approaches are compatible with the Prophetic model, where leadership is seen as a responsibility and a trust (*amanah*), not a position of power. The findings also indicate that a holistic approach to education is essential for the success of Islamic educational institutions (Şahin, 2018). This means that schools should focus on the intellectual, spiritual, and moral development of students, preparing them to become well-rounded individuals who are prepared to contribute to society and live according to Islamic values.

Linking Findings to Theory and Previous Research

The findings of this review are consistent with existing theories of leadership and previous research on Islamic education. The emphasis on ethical conduct and integrity aligns with the principles of ethical leadership, which emphasizes the importance of moral character and values-based decision-making (Ahmad & Ogunsola, 2011). The focus on justice and fairness is consistent with the principles of social justice, which emphasizes the importance of equity and equal opportunities (DeCuir & Khalil, 2018). The emphasis on consultation and collaboration aligns with the principles of participatory leadership, which emphasizes the importance of involving stakeholders in decision-making processes (Uyun & Sidiq, 2019).

The findings also support the growing body of research on Islamic education. The emphasis on a holistic approach to education is consistent with the historical and contemporary understanding of Islamic education, which emphasizes the importance of both religious and secular subjects (Şahin, 2018). The focus on the role of leadership in fostering social cohesion and promoting civic engagement is consistent with the research on the relationship between Islamic education and civil society (Pohl, 2006). The review also confirms the importance of integrating Islamic values with modern pedagogical approaches (Al Karasneh & Saleh, 2010). This integration is crucial for creating learning environments that are both academically rigorous and spiritually enriching.

Implications, Strengths, and Limitations

The implications of this literature review are significant for both research and practice. For research, this review provides a foundation for future studies on Islamic educational leadership. Researchers can use the findings of this review to develop and test new leadership models, investigate the impact of Prophetic leadership on student outcomes, and explore the challenges and opportunities of implementing such a model in diverse educational contexts. For practice, this review provides educational leaders with a framework for integrating Prophetic leadership values into their practice. Leaders can use the key themes and principles identified in this review to develop their leadership skills, create a positive school culture, and foster a sense of community within their schools.

The strengths of this literature review include its comprehensive and systematic approach. The review used a rigorous methodology to identify, select, and

synthesize relevant research studies, ensuring that the findings are reliable and valid. The review also provides a clear and concise overview of the key themes and concepts in Islamic educational leadership. The limitations of this review include the fact that it is based on a review of existing literature. The review does not include any primary research, so the findings are based on the work of other researchers. The review is also limited by the availability of research on this topic. More research is needed to fully understand the complexities of Islamic educational leadership and the integration of Prophetic leadership values.

Comparison with Other Articles

This review complements and expands upon existing literature on Islamic educational leadership. Several articles have explored the concept of Islamic leadership, but this review provides a more comprehensive overview of the key themes and concepts (Ahmad & Ogunsola, 2011; Uyun & Sidiq, 2019). Other articles have focused on specific aspects of Islamic leadership, such as the role of women in leadership (DeCuir & Khalil, 2018; Mulya & Sakhiyya, 2020). However, this review provides a more holistic perspective, examining the various dimensions of Islamic leadership and the integration of Prophetic leadership values. The review also addresses the challenges and opportunities faced by Islamic schools in a Western context (Lahmar, 2020), which is a topic that has not been extensively explored in the existing literature.

Conclusion

This literature review has provided a comprehensive overview of the existing scholarship on Islamic educational leadership, with a particular focus on integrating Prophetic leadership values. The review has identified several key themes, including ethical conduct, justice, compassion, consultation, and wisdom, which are central to Prophetic leadership. The review has also highlighted the importance of servant and transformational leadership styles, which are compatible with Prophetic leadership principles. The findings suggest that a model of Islamic educational leadership based on Prophetic leadership values is both feasible and highly desirable.

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Several areas for further research have been identified from this literature review. Further research is needed to develop and test a comprehensive model of Islamic educational leadership based on Prophetic leadership values. This research should include quantitative and qualitative studies that examine the impact of Prophetic leadership on student outcomes, teacher morale, and school effectiveness.

More research is needed to explore the challenges and opportunities of implementing such a model in diverse educational contexts, including those in Western countries.

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