HISTORICAL PROSPECT ANALYSIS OF LEADERSHIP IN THE ERA OF THE CONQUEROR OF CONSTANTINOPLE IN THE BOOK MUHAMMAD AL FATIH 1453 BY FELIX Y. SIAUW

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ABSTRACT

This study aims to examine the values of character education in the book Muhammad Al Fatih 1453 by Felix Y. Siauw and its relevance to Islamic religious education in the contemporary era. Using a qualitative approach through literature study and content analysis, this research highlights the aspects of religiosity, leadership, hard work, tolerance, and love for the country reflected in the figure of Sultan Mehmed II. These values not only reflect the superior character of a past Islamic leader, but are also relevant in shaping the personality of today's learners. This book illustrates that learning based on the history of Islamic figures can be an effective and contextual character learning strategy. In addition, Muhammad Al Fatih as a historical figure becomes a strong role model in the formation of morals, spirituality, and leadership vision. The relevance of these values to the Islamic Religious Education curriculum further emphasizes that character strengthening can be done through the integration of historical narratives into the educational process. Therefore, this study concludes that this book is very worthy of being used as a learning medium to strengthen the character of the younger generation in an applicable manner.

Keywords: *Muhammad Al Fatih, Character Education, Leadership History.*

INTRODUCTION

Muhammad Al Fatih or commonly known as Sultan Mehmed II is not merely to know the history of the past, or take the essence of a story that emphasizes important events that have occurred in the past. But more than that, there is a big and invaluable goal, namely to understand the picture of Islam as a whole and comprehensive, gleaning lessons from the life of Muhammad Al Fatih as a proof of the bisyroh of the Prophet Muhammad SAW in which the religion of Islam also boils down. Therefore, the expedition led by Sultan Mehmed II was not an ordinary expedition, but a journey based on longing for 825 years. This mission was the culmination of a strong determination to conquer Constantinople, spread Islam with jihad as a way of spreading Islam throughout the world including Constantinople which led him to become the best commander who had been hinted at by Muhammad Rasulullah SAW. With his courage, he produced two

effects, namely converting Hagia Sophia into a mosque and making Ottoman civilization. (Anggre Apriliani, 2021) .

Muhammad Al-Fatih's success in conquering Constantinople began with the Prophet's words stating that the city would be conquered by the best leader with the best troops. This encouraged the Companions to compete to realize these words. This hadith comes from Abdullah bin Bisyr Al Ghonawi, he said: my father told me that the Messenger of Allah SAW said:

لَتُفتَحنَّ القُسطنطينيةُ ولنِعمَ الأميرُ أميرُها ولنعم الجيشُ ذلك الجيشُ

Meaning: "Verily, the city of Constantinople will be opened, and the best leader is the one who leads at that time, and the best army is the army of that time." (Paizin, 2020) .

Nowadays, many school and university graduates have high intelligence and creativity, but are still weak in terms of mentality and morals. Therefore, the book Muhammad Al-Fatih 1453 by Felix Y. Siauw is very relevant as a reference for the younger generation. This book contains many character education values that are important to form a strong and moral personality. Character education itself is an effort, either consciously or unconsciously, from all elements in the world of education to instill good moral and ethical values to students. This approach is important so that the next generation is not only intellectually intelligent, but also has integrity and social responsibility. (Ad'Ha & Al Ad'Ha, 2023) . Education as one of the main pillars in anticipating the future, because education is always oriented towards preparing future generations, namely students to meet human needs. (Ariandi, 2022a) . Character education is a demand in national education to build and foster good character in students. (Anshori et al., 2024) . Therefore, research on character education in the book Muhammad Al Fatih 1453 can provide insight into how these values are taught and implemented in everyday life.

The book Muhammad Al-Fatih 1453 is a valuable reference because it reviews in depth the life journey of Muhammad Al-Fatih or Sultan Mehmed II. This book contains stories about the value of Religious Character Education towards God, namely taqwa and belief in God, working hard and being honest, religious tolerance, reminding in worship, caring for the environment. (Ariandi, 2022b) Therefore, research on character education values in the book Muhammad Al Fatih 1453 can provide a strong foundation for understanding and applying these values in the context of education.

Therefore, based on the background description above, this research aims to analyze in depth the importance of understanding the history of the conquest of Constantinople as a means of taking valuable lessons that contain positive values of character education and their relevance in the book Muhammad Al-Fatih 1453. Where this research will focus on two main aspects formulated in the following research questions:

1. What are the character education values in the book Muhammad Al Fatih 1453 by Felix Y. Siauw and its relevance to Islamic religious education?
2. How is the relevance of historical values in the life of Muhammad Al Fatih, in the book Muhammad Al Fatih 1453 by Felix Y. Siauw?

RESEARCH METHODS

This research is a qualitative study that uses a *library research* approach, which is a study used in collecting information and data by relying on various kinds of library sources such as books, documents, magazines, history, and others. (M. Sari & Asmendri, 2020) . Data is collected through searching and compiling information from various references such as books, scientific journals, and the results of research that has been done before. All literature materials were analyzed in depth and critically in order to support the ideas and arguments of the research. (Adlini et al., 2022) . Judging from its purpose, this research belongs to the descriptive research type, which is a type of research that aims to describe phenomena or events systematically, factually, and accurately. (Rengkuan et al., 2023) . This method was chosen to examine in depth the history of Muhammad Alfatih's success and analyze the lessons that can be taken from the story. The data sources in this research consist of primary data and secondary data. Primary data is a source of data obtained directly from authentic sources or relevant first parties. (Novaldy & Mahpudin, 2021) in this case the book Muhammad Al Fatih 1453 is the main source directly related to the research. Meanwhile, secondary data is indirect information that comes from online sites, or other relevance that is still relevant to the research topic being researched by the author. (M. S. Sari & Zefri, 2019) .

Data collection techniques in this study include: (1). Literature study, which is a method of collecting information from various books and literature related to the research topic. (2). Literature, namely the search for written references that are relevant and support the main discussion. (Arkam & Mustikasari, 2021) (3). Documentation, namely by collecting data in the form of quotes, important paragraphs, and supporting documentation that supports the arguments in the research. The data is then analyzed, the researcher uses descriptive methods and content analysis. The descriptive method is used to explain the character education values in the book by Felix Y. Siauw in a narrative manner. While content analysis is used to examine messages and meanings in written communication objectively and systematically. Berelson defines content analysis if translated into Indonesian as follows "*research techniques to explain objectively, systematically, and quantitatively the real content of communication*". (Marizen, 2021) While Weber explains that content analysis is a method that utilizes a set of procedures to draw valid conclusions from text or documents. (Soejono & Abdurrahman, 1999) . With these approaches and methods, it is hoped that the results of this study can make a significant contribution to the world of education, especially in efforts to instill character values based on exemplary Islamic historical figures. This method also allows researchers to develop a deeper understanding of how historical narratives can be integrated into the educational process in a contextual and applicable manner.

RESULTS AND DISCUSSION

Biography of Muhammad Al Fatih

Muhammad Al Fatih, also known as Sultan Mehmed II, was one of the most influential figures in Islamic and world history. He was the son of Sultan Murad II, born on 27 Rajab 835 AH or March 30, 1432 AD in Edirne, the capital of the Ottoman Empire at the time. His full name is Muhammad bin Murad Khan. Since childhood, he grew up in a very religious and intellectual environment, He is known as the conqueror of Constantinople at a young age, namely 21 years, a great achievement that had been prophesied by the Prophet Muhammad. This conquest was not only a military achievement, but also a symbol of the glory of Islam and proof of the Prophet Muhammad's bisyarah. Muhammad Al Fatih did not only rely on physical strength, but also the power of faith, strategic intelligence, and strong religious character education. (Ridwan & Bakhtiar, 2020) . He was known for his high faith in Allah, diligence in studying, and his praiseworthy character and commitment to worship. He had a close relationship with his teacher, Shaykh Aaq Syamsuddin, who was known as his spiritual guide and main motivator in his life. In fact, his teacher, Shaykh Aaq Syamsuddin once said that: *"if there is a leader who never masbuq in his prayer, then Sultan Muhammad Al Fatih is the one"*. (Priyadi, 2017) This testimony shows how strong Al Fatih's spirituality and discipline of worship were, which became the main foundation in all his policies and struggles.

The conquest of Constantinople on May 29, 1453 ended the rule of the Byzantine Empire that had stood for over a thousand years. The city was renamed Istanbul and Hagia Sophia, a symbol of Orthodox Christianity's glory, was converted into a mosque, an act that represented a major civilizational shift from the West to the Islamic world. Muhammad Al Fatih's success was due to careful preparation, including the construction of giant cannons, land and sea siege strategies, and high spiritual motivation. This conquest was not just a territorial expansion, but also a manifestation of Islamic preaching and a representation of the strength of character and leadership of a true Muslim.

Muhammad Al Fatih's leadership symbolizes the successful integration of the power of faith, intellectual intelligence, and effective leadership strategies. He died in 1481 AD at the age of 49, but his legacy lives on in Islamic history and serves as a model for subsequent leaders. Al Fatih's leadership and personality are a clear example of how a historical figure can make a major contribution not only in the political and military fields, but also in the education and character building of the people.

Character Education Values in the Book of Muhammad Al Fatih 1453

Syafi'i said that character education is a learning process about moral and ethical values. (Waroh et al., 2023, p. 72) . The book Muhammad Al Fatih 1453 written by Felix Y. Siauw is a historical narrative that not only conveys the facts of the conquest of Constantinople, but is also full of character values that can form a superior person. Based on the results of the analysis conducted in this study, it can be concluded that the various character education values contained in the book can be grouped into several main categories that reflect important aspects in the formation of

personality, morality, and positive attitudes that need to be developed in students including:

First, the value of religiosity (spirituality), Muhammad Al Fatih since childhood has been educated in a very religious atmosphere. He was known to never leave the night prayer, fasting sunnah, and always reading the Qur'an. This obedience and faith became the main foundation of all his life steps and leadership. In the context of education, this value is important as the basis for shaping the morals and integrity of students. Religious character education forms an attitude of responsibility to God, and this creates a generation that has a high moral awareness. Which until now in the world of education, character problems are still a concern, especially in Indonesia. (Apriliana et al., 2024) .

Second, the Value of Discipline and Hard Work, in this book it is described that from a young age, Al Fatih underwent rigorous education in the fields of religion, science, military strategy, and leadership. The hard training he underwent became part of the process of forming a fighting mentality and high work ethic. Planting the value of hard work early on in education will create a generation that does not give up easily and is process-oriented. The discipline and hard work shown by Al Fatih since his youth shows that success is not achieved instantly, but through serious effort and perseverance. This value is very important in building students' learning ethos so that they do not give up easily and are accustomed to facing challenges with an unyielding spirit. Discipline can lead a person to train and shape him to do something better. (Damanik, 2019) .

Third, the Value of Leadership and Responsibility, Leadership is not just an official position given by others to someone who is considered worthy or trusted. More than that, in the Islamic view, leadership is part of the fitrah or basic nature that Allah SWT has bestowed on every human being. As His servants, humans are given the responsibility to be able to lead, starting from leading themselves, then leading others around them, even to maintain and manage this universe as well as possible. (Toha et al., 2022) . Muhammad Al Fatih showed true leadership by being at the forefront of the struggle. He not only commanded but also became a real example for his troops. In the world of education, this value is important to train students to be able to lead others, especially themselves, and be responsible for the tasks and decisions taken.

Fourth, the value of tolerance and humanity after the conquest of Constantinople, his military bravery was balanced by his wisdom in maintaining interfaith harmony. This attitude shows the virtues of a leader who is not only superior in tactics, but also in maintaining social peace. (Musthofa, 2021) . Islam as a religion of rahmatan lil alamin teaches its people to live in a moderate, balanced and peaceful manner. Religious moderation in Islam means not being extreme, not being excessive, and not underestimating the teachings of other religions. Muslims are taught to maintain a balance in carrying out their teachings and establishing relationships with others in a spirit of tolerance, compassion and peace. (Hakim, 2024) . So the value of tolerance and humanity shown by Al Fatih after the conquest of Constantinople, such as respecting other people and protecting their rights, teaches the importance of living in harmony in differences. In the context of education, this value is needed to instill mutual respect among students who come from different backgrounds. Muhammad Al Fatih did not oppress the local population, especially the Christians. He guaranteed protection, freedom of religion, and other human rights. This attitude is a concrete example of tolerance in Islam. In the world of education, this is relevant to instill the value of inclusiveness and respect for differences.

Fifth, the Value of Love for Country and Civilization, the Conquest of Constantinople was not done merely to expand power, but also to restore the glory of Islam and build civilization. Muhammad Al Fatih built mosques, schools, libraries, and various other public facilities. This reflects the spirit of building the country and fighting for noble values, which in the context of character education is very relevant to foster a sense of patriotism and positive contribution to society. As well as nationalism, attitudes and actions that put the interests of the nation and state above personal and group interests. This attitude reflects a sense of love for the country and awareness to prioritize common interests as citizens. (Iffah et al., 2022) . Thus, the character values exemplified by Muhammad Al Fatih are very relevant and can be integrated in Islamic Religious Education learning as part of efforts to instill strong, spiritual, and applicable characters in the younger generation.

Relevance of Character Education Values of Muhammad Al Fatih

1. Towards Islamic Religious Education

   The values of character education contained in the book Muhammad Al-Fatih 1453 have a strong relationship with the main objectives of Islamic religious education. Islamic religious education does not only focus on mastering academic aspects or knowledge alone, but also includes the formation of character, morals and spirituality of children, so that they can develop into balanced individuals in all aspects of their lives. (Solihin, 2024) . This is in line with the direction and objectives of the national education curriculum, especially in the subject of Islamic Religious Education (PAI), which seeks to form a person who is not only intellectually intelligent, but also has integrity and noble character. (Wahab & Islam, 2022) there are several components that are in line with the character values of Muhammad Al Fatih, including:

   a) Aqidah: Instilling faith in Allah SWT as exemplified by Al Fatih. Muhammad Al Fatih since childhood has been educated with a strong basis of Islamic aqidah. His faith in Allah SWT was not only a spiritual foundation, but also the main driver in his struggle and leadership. He grew up as a person who believed in God's promises, including the promise of the Prophet Muhammad about the conquest of Constantinople. This shows how important it is to instill a strong faith in Islamic education so that students have the right and directed motivation for life.
   b) Worship: Making worship an integral part of daily life. Muhammad Al Fatih was known as a very devout person. He always maintained five daily prayers, qiyamul lail, and read the Qur'an regularly. His diligence in worship is proof that the vertical relationship with Allah is the main thing in every decision and struggle. In Islamic Religious Education, students are taught that worship is a means of forming a pious personality, not just a ritual obligation. Al Fatih's example in this case can be used as an effective spiritual education model.
   c) Morals: Forming a person who is honest, trustworthy, tolerant and just. One of the most prominent aspects of Muhammad Al Fatih's character was his noble character. He was known as an honest, fair, humble, disciplined and brave leader. In the context of character education, this is very relevant to the formation of a Muslim personality with noble character. Values such as honesty (shidq), trustworthiness,

responsibility, tolerance, and compassion are part of the core material in PAI and can be enriched by the study of figures like Al Fatih.

d) History of Islamic Civilization: Using historical figures as inspiration and role models. Muhammad Al Fatih is an important figure in the history of Islamic civilization whose success in conquering Constantinople became a milestone in the history of the rise of Muslims. In the PAI curriculum, learning Islamic history not only aims to know the events, but also to explore the values and inspiration of the figures. By studying the figure of Muhammad Al Fatih, students can be motivated to have high ideals, fighting spirit, and love for religion and people.

2. The Relevance of Muhammad Al Fatih's Life History for Today's Generation.
The story of Muhammad Al Fatih is not only an inspiring heroic story, but also serves as a contextualized and character-building history learning tool. In the modern world, the challenge of education lies not only in the mastery of material, but also in the moral and character degradation of students. Some of the relevance that can be drawn include:
   a) As a Leadership Role Model, Muhammad Al Fatih is an ideal example of a visionary, tough, religious and just Muslim leader. These values are very important to instill in the younger generation who will be the future leaders of the nation. In fact, the younger generation enjoys a number of advantages over previous generations, and since these advantages usually foster creativity, idealism, and technological literacy, the younger generation should make good use of these advantages. (Safitri, 2022)
   b) As a Reflection of the Glory of Islam
   Reading the story of Muhammad Al Fatih can foster a sense of pride and enthusiasm to revive the glory of Islam, not in the form of political expansion, but in the form of contributions to science, technology and morality. Communities during the Ottoman Empire endeavored to build libraries, and the government developed education by building law schools, medical schools, and universities. Many famous writers were born during this time. Islamic art, Islamic architecture, ornamental art, music, and performing arts all flourished during the Ottoman Empire, transforming Islamic culture into a highly developed society. (Fitriana et al., 2022)
   c) As a Source of Ibroh and Hikmah
   The effect of applying the law of Allah SWT is straight and true, so that the teachings of Islam become perfect and comprehensive, as shown in Medina Al-Munawaroh by the Prophet Muhammad SAW. Islam also contributed to the change of leadership, stabilization of authority, and the realization of justice, security and peace during the reign of Sultan Muhammad Al-Fatih in the Ottoman Turkish Sultanate. (Rahmatullah, 2022) Every step of Muhammad Al Fatih's life contains lessons. Starting from strategy, faith, to attitudes towards his people. This can be used as a means of internalizing values in modern character education.

CONCLUSION

Based on the research results, it can be concluded that the book Muhammad Al Fatih 1453 by Felix Y. Siauw is not only a historical narrative, but also full of character education values that are very relevant to be instilled in Islamic religious education. The figure of Muhammad Al Fatih is depicted as an ideal leader who has high religiosity, discipline, a spirit of hard work, responsible leadership, interfaith tolerance, and a spirit of love for the country and civilization. These values are not only part of history, but can be used as guidelines in shaping the character of the younger generation in the modern era. This research confirms that learning based on Islamic historical figures has great potential in internalizing strong, contextual, and applicable character values. In the context of Islamic religious education, Muhammad Al Fatih's character is in line with the objectives of PAI in forming a solid aqidah, consistent worship, noble character, and appreciation for the history of Islamic civilization. Al Fatih's example as a successful and religious young leader is a real inspiration for the current generation to foster leadership with integrity, faith, and foresight. In addition, Muhammad Al Fatih's success in conquering Constantinople also shows that strong character and spiritual education can be a solid foundation in realizing great visions, even from a young age. Thus, learning from Muhammad Al Fatih's life story should be an important part of the educational curriculum that emphasizes the formation of character and spirituality of students.

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