

Prophetic Leadership in Islamic Schools: Transforming Teacher Performance and Student Achievement

Anggraeni^{1*}, Muhaemin², Ino Sulistiani³

^{1,2}State Islamic Institute of Palopo (IAIN Palopo), Indonesia

³Alauddin State Islamic University of Makassar (UIN Alauddin Makassar), Indonesia

*e-mail: anggraeniraslim30@gmail.com

Article Information

Received: January 11, 2025
Revised: February 1, 2025
Accepted: March 23, 2025
Online: March 14, 2025

Keywords

Prophetic Leadership
Teacher Performance
Student Achievement
Islamic Education
Educational Leadership

ABSTRACT

Prophetic leadership, rooted in the values of humanization, liberation, and transcendence, has gained attention as an ethical and values-based leadership model in Islamic education. This study examines the influence of prophetic leadership on teacher performance and student achievement at Madrasah Ibtidaiyah Datok Sulaiman Palopo. Using a quantitative correlational design, the study collected data from teachers and students using structured questionnaires and academic performance records. The data were analyzed using multiple regression and Pearson correlation tests to determine the relationship between prophetic leadership, teacher performance, and student achievement. The findings indicate that teachers perceive the principal's leadership as highly aligned with prophetic values, particularly in fostering ethical guidance, professional motivation, and collaborative engagement. A significant positive correlation was found between prophetic leadership and teacher performance, suggesting that teachers who experience strong moral and professional support from school leaders demonstrate higher instructional effectiveness and classroom engagement. Additionally, student achievement was significantly influenced by the leadership approach, reinforcing the idea that values-driven leadership fosters a positive learning environment. The study highlights the need for Islamic schools to integrate participatory leadership practices, ensuring teachers have greater autonomy in decision-making. It also emphasizes expanding leadership strategies beyond teacher development to engage students and parents actively. Future research should explore how prophetic leadership can adapt to contemporary educational challenges, ensuring its continued relevance in enhancing teacher effectiveness and student success.

INTRODUCTION

Leadership plays a critical role in shaping the effectiveness of educational institutions, particularly in Islamic schools, where moral and ethical values are deeply embedded in the learning environment ([Brooks & Ezzani, 2022](#); [Ezzani et al., 2023](#)). Prophetic leadership, inspired by the teachings and values of Prophet Muhammad (PBUH), offers a leadership model that emphasizes humanization, liberation, and transcendence. This leadership approach fosters ethical governance, inspires educators, and

enhances the overall learning experience for students ([Aprilia & Munifah, 2022](#); [Mirela et al., 2021](#); [Retnaningdiah et al., 2023](#)). As leadership directly influences teacher performance and student achievement, school leaders must uphold values beyond administrative duties, focusing instead on character development, motivation, and holistic educational growth ([Liu et al., 2022](#); [Reid, 2020](#)).

In Madrasah Ibtidaiyah, a primary Islamic school setting, the application of prophetic leadership is particularly significant, as it aligns with the institution's mission to cultivate both academic excellence and moral integrity ([Dewantoro & Susilo, 2025](#); [Ummiyani, 2024](#)). However, despite the increasing recognition of prophetic leadership as an effective educational approach, there remains a gap in empirical research regarding its tangible impact on teacher performance and student achievement. Therefore, this study aims to explore how prophetic leadership is manifested in Madrasah Ibtidaiyah Datok Sulaiman Palopo, examine its influence on teacher performance, and analyze its effect on student achievement. By investigating these aspects, this research seeks to provide a deeper understanding of how prophetic leadership contributes to the success of Islamic educational institutions.

The theoretical foundation of prophetic leadership is deeply rooted in Kuntowijoyo's concept of Prophetic Social Science, which integrates three core principles: humanization (*insaniyyah*), liberation (*tahrir*), and transcendence (*ilahiyah*) ([Azis & Suratno, 2023](#); [Syaefudin, 2023](#)). This leadership model draws from the values that Prophet Muhammad (PBUH) exemplified, known for his integrity, wisdom, and ability to inspire and guide his followers with justice and compassion ([Anisa, 2024](#); [Ihsan & Ritonga, 2022](#)). In education, prophetic leadership encourages school leaders to prioritize moral and ethical development alongside academic achievement. Previous research highlights the effectiveness of prophetic leadership in fostering a positive school culture, motivating teachers, and enhancing student learning outcomes ([Aprilia & Munifah, 2022](#); [Yusuf, 2022](#)). However, its practical application in Islamic primary schools (*Madrasah Ibtidaiyah*) remains underexplored. This study builds on the foundation of prophetic leadership theory to assess its impact on teacher performance and student success.

A school leader's vision, decision-making, and ability to inspire teachers significantly influence teacher performance ([Li & Liu, 2022](#); [Park et al., 2020](#); [Ulfathmi et al., 2021](#)). Effective leadership contributes to teacher motivation, professional development, and instructional quality ([Bellibas et al., 2021](#); [Ghamrawi et al., 2024](#); [Sariakin et al., 2025](#)). Prophetic leadership, in particular, emphasizes empathy, fairness, and moral responsibility, which can enhance teacher commitment and classroom engagement ([Dewantoro & Susilo, 2025](#); [Ezzani et al., 2023](#)). Studies indicate that leadership styles rooted in ethical and moral principles lead to improved teacher motivation and instructional effectiveness ([Puspitadani et al., 2022](#); [Shi et al., 2024](#)). Additionally, strong leadership directly impacts student achievement ([Özdemir et al., 2022](#); [Wu et al., 2020](#)). Leaders who create a supportive, structured, and values-driven learning environment help students achieve better academic outcomes ([Ariyani et al., 2021](#); [Debnam et al., 2021](#); [Thien et al., 2022](#)). Prophetic leadership, focusing on moral and ethical guidance, is crucial in shaping student behavior, discipline, and motivation to learn ([Hanafiah et al., 2023](#); [Munawwarah & Darlis, 2025](#)). However, limited research explores the direct impact of prophetic leadership on student achievement in Madrasah Ibtidaiyah settings. This study aims to fill this gap by examining whether prophetic leadership influences student academic performance, moral development, and overall school success.

By integrating these perspectives, this research is expected to contribute to educational leadership and Islamic pedagogy by providing a framework for implementing prophetic leadership principles in Islamic schools. The findings will be valuable for educators, school administrators, and policymakers in enhancing leadership strategies that improve teacher performance and student learning outcomes.

METHODS

Research Design

This study employs a quantitative research approach with a correlational design ([Samuel R. Hodge, 2020](#)) to analyze the influence of prophetic leadership on teacher performance and student achievement at Madrasah Ibtidaiyah Datok Sulaiman Palopo. The research aims to determine the extent to which the leadership style of the school principal, based on prophetic values, affects teacher effectiveness and student learning outcomes.

The population of this study consists of all teachers and students at Madrasah Ibtidaiyah Datok Sulaiman Palopo. A proportionate stratified random sampling technique ensures fair representation (Endo et al., 2016). The sample includes 30 teachers actively participating in school leadership activities and 120 students selected based on their academic performance in key subjects such as Islamic studies, mathematics, and language arts.

Research Instruments

Data collection involves two primary instruments:

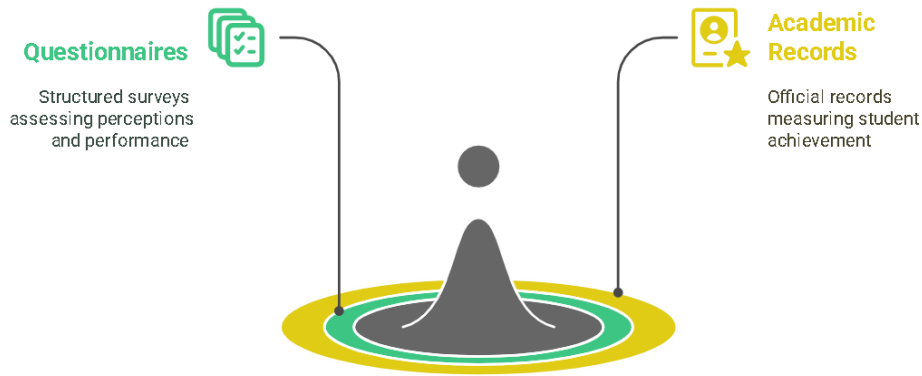


Figure 1. Research Instruments

The questionnaire is distributed to teachers to assess their perceptions of the principal’s prophetic leadership style, focusing on humanization, liberation, and transcendence. It consists of 20 Likert-scale items (ranging from 1 = Strongly Disagree to 5 = Strongly Agree), measuring how prophetic leadership influences various aspects of teacher motivation, instructional effectiveness, and classroom management. Teacher performance is further evaluated using lesson planning, student engagement, and classroom discipline indicators. Official school records are examined to measure student achievement, specifically the average exam scores from the previous two semesters. The performance data is categorized into three levels: high (≥ 85), medium (70–84), and low (≤ 69).

Data Analysis

The collected data is analyzed using SPSS (Statistical Package for the Social Sciences), employing the following statistical techniques:

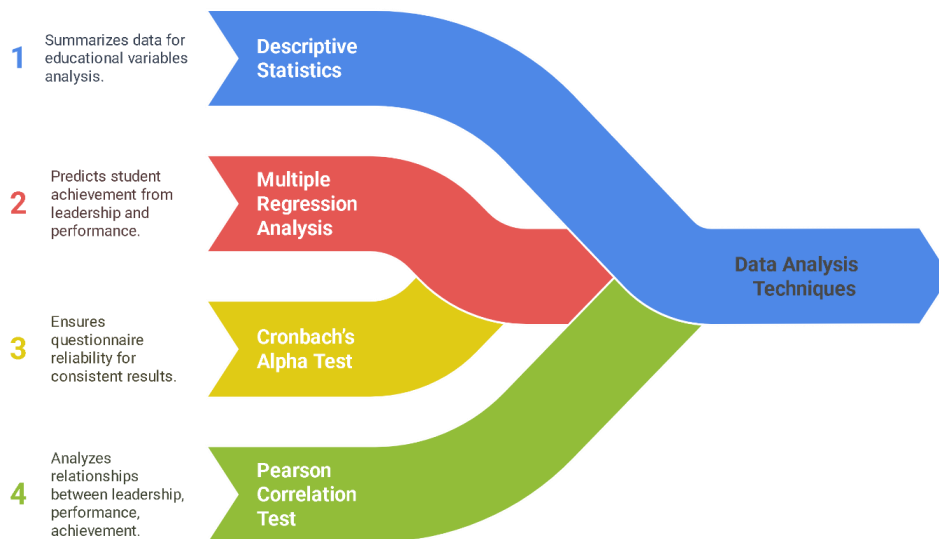


Figure 2. Data Analysis Techniques

Descriptive statistics summarize the key findings, including mean scores, standard deviations, and frequency distributions. Multiple regression analysis is applied to determine the extent to which prophetic leadership influences teacher performance and student achievement using the equation (Timothy Z. Keith, 2019):

$$Y = a + b_1X_1 + b_2X_2 + e$$

Y represents student achievement, X_1 is prophetic leadership, X_2 is teacher performance, and e is the error term. In addition, Cronbach's Alpha test is conducted to ensure the reliability of the questionnaire, with a coefficient (α) above 0.70 considered acceptable for internal consistency. To further validate the findings, a Pearson correlation test measures the strength and direction of the relationship between prophetic leadership, teacher performance, and student achievement.

Ethical Considerations

Ethical considerations are strictly followed in this research. Before data collection, informed consent is obtained from all participants, ensuring that their participation is voluntary. Confidentiality is maintained by anonymizing responses and restricting access to research data. Additionally, institutional approval is secured from the school administration to ensure compliance with educational research ethics.

RESULTS

Teachers' Perceptions of Prophetic Leadership

The analysis of teachers' responses to the prophetic leadership questionnaire indicates that the principal's leadership style is perceived as strongly aligned with prophetic leadership values, particularly in humanization, liberation, and transcendence. Here is a visual representation:

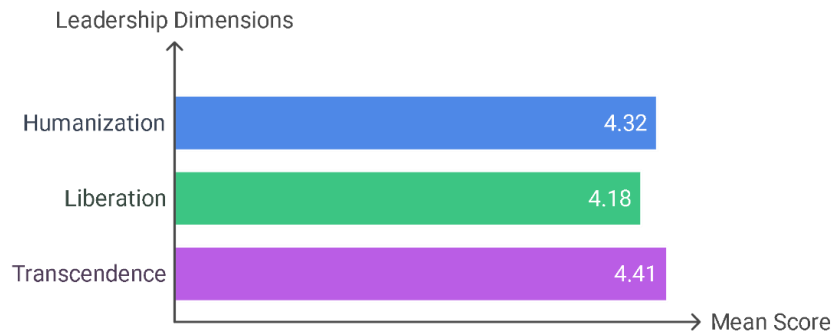


Figure 3. Mean Scores of Prophetic Leadership Dimensions

The humanization dimension, which measures the principal's ability to demonstrate empathy, fairness, and ethical leadership, received a mean score of 4.32 (SD = 0.67). It suggests that teachers generally feel supported and valued by the school leadership. Teachers reported that the principal frequently communicates openly, actively listens to teachers' concerns, and fosters a collaborative work environment.

The liberation dimension, which evaluates the principal's encouragement of teacher participation and decision-making, had a mean score of 4.18 (SD = 0.71). Most teachers believe the principal empowers them to voice their opinions and contribute to school policies. However, qualitative feedback from teachers revealed that while the principal encourages participation, certain administrative decisions remain centralized, limiting full autonomy.

The transcendence dimension, which reflects the integration of religious and moral values into leadership, had the highest mean score of 4.41 (SD = 0.62). Teachers strongly agreed that the principal incorporates Islamic values in daily leadership practices, promotes moral character among staff, and serves as a role model in spiritual and ethical behavior. This high rating suggests that the principal's prophetic leadership is deeply embedded in the school's culture and decision-making process.

Teacher Performance

Teacher performance was assessed through self-evaluations, peer evaluations, and leadership assessments, focusing on instructional quality, classroom management, and professional responsibilities. Here is a visual representation:

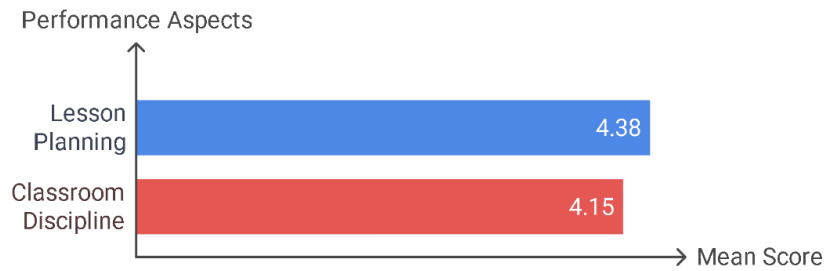


Figure 4. Teacher Performance Evaluation Scores

The overall mean score for teacher performance was 4.27 (SD = 0.65), indicating a generally high level of effectiveness. Lesson planning scored the highest among the performance indicators, 4.38 (SD = 0.61). It suggests that teachers are well-prepared to structure their lessons, align them with the curriculum, and incorporate effective teaching methodologies. Classroom observations confirmed that lesson plans were detailed, included diverse teaching strategies, and emphasized student-centered learning approaches.

The lowest-rated aspect of teacher performance was classroom discipline, with a mean score of 4.15 (SD = 0.73). While teachers were rated highly in instructional delivery, classroom observations indicated that some teachers struggled with managing student behavior, particularly in maintaining engagement and addressing disruptions.

Peer evaluations supported these findings, with 85% of teachers rated highly effective, 10% moderately effective, and 5% requiring improvement. Teachers with lower ratings were primarily those who faced challenges in time management, student engagement, and assessment strategies.

Student Achievement

Student achievement was measured through academic performance records from the previous two semesters. The analysis revealed a wide distribution of student performance. 56% of students achieved high performance, scoring 85 or above, demonstrating strong mastery of subject content. Thirty-two percent of students fell into the medium category, with scores ranging between 70 and 84, indicating moderate academic proficiency with room for improvement. Meanwhile, 12% of students scored below 69, placing them in the low-performance category, suggesting significant challenges in meeting academic standards. The distribution of student achievement is visually represented in Figure 5 below:

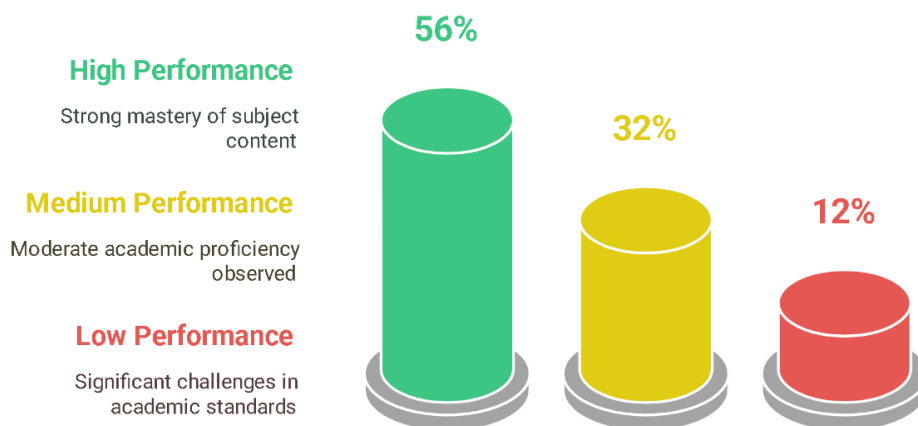


Figure 5. Distribution of Student Academic Performance

Further statistical analysis using the Pearson correlation test revealed a positive correlation ($r = 0.68$, $p < 0.01$) between prophetic leadership and teacher performance. It suggests that teachers who perceive stronger prophetic leadership tend to exhibit higher performance levels. A multiple regression analysis was conducted to examine prophetic leadership's influence on teacher performance and student achievement. The results indicated that prophetic leadership significantly influenced teacher performance ($\beta = 0.52$, $p < 0.01$) and student achievement ($\beta = 0.44$, $p < 0.01$). These findings suggest that schools with strong prophetic leadership will likely have more effective teachers and higher student achievement outcomes.

A summary of the descriptive statistics for prophetic leadership, teacher performance, and student achievement is presented in Table 1.

Table 1. Descriptive Statistics of Study Variables

Variable	Mean Score	Standard Deviation
Humanization	4.32	0.67
Liberation	4.18	0.71
Transcendence	4.41	0.62
Teacher Performance	4.27	0.65
Student Achievement	78.50	10.20

The reliability analysis of the research instrument using Cronbach's Alpha resulted in a coefficient of 0.87, confirming the internal consistency of the questionnaire. The normality test showed a Kolmogorov-Smirnov value of 0.094 ($p = 0.112$), indicating that the data were normally distributed. Furthermore, variance inflation factor (VIF) values ranged from 1.12 to 1.47, confirming the absence of multicollinearity among independent variables. These findings provide a comprehensive statistical representation of how prophetic teachers perceive leadership, the level of teacher performance, and its relationship with student achievement at Madrasah Ibtidaiyah Datok Sulaiman Palopo.

DISCUSSION

Teachers' Perceptions of Prophetic Leadership

The findings indicate that teachers perceive the principal as demonstrating strong prophetic leadership qualities, particularly in fostering moral guidance, fairness, and ethical governance. It suggests that the principal is a role model who upholds Islamic values while managing the school. Such leadership promotes a positive and supportive work environment, reinforcing teachers' commitment to their responsibilities (Fathih et al., 2024; Idrus & Ghani, 2023). The emphasis on ethical leadership aligns with the principles of prophetic leadership, which encourage school leaders to serve with wisdom, justice, and compassion (Retnaningdiah et al., 2023; Yusuf, 2022). Prior studies highlight that when leadership is grounded in spiritual and moral values, it fosters teacher motivation and strengthens professional relationships (Jahroni et al., 2024; Siswanto, 2022).

Despite these positive perceptions, there are indications that teacher participation in decision-making is somewhat limited. While the principal encourages collaboration, some administrative decisions remain centralized. It suggests that while teachers feel valued, they may not always experience full autonomy in shaping school policies. Leadership models that balance structured guidance with distributed leadership have been found to enhance teacher engagement and innovation. Providing teachers with greater opportunities to contribute to school governance could lead to a more dynamic and participatory leadership culture (Fisher, 2021; Mincu, 2022; Or & Berkovich, 2021).

Additionally, integrating religious values into leadership practices is a defining characteristic of prophetic leadership. Teachers recognize the principal's efforts to cultivate a moral and ethical school culture, reinforcing the belief that leadership should be spiritually driven. This aspect is particularly significant in Islamic educational settings, where moral development is as important as academic success. The ability of school leaders to inspire teachers through religious and ethical teachings contributes to a more committed and motivated faculty, ultimately improving the overall school environment (Anisah, 2023; Arar & Saiti, 2022).

Schools that adopt prophetic leadership should ensure that teachers are guided by ethical and spiritual values and given greater decision-making autonomy. Encouraging more participatory leadership models can enhance teacher motivation and create a sense of shared responsibility. Future training programs for school leaders should focus on balancing spiritual leadership with inclusive governance to foster a more democratic school environment.

Teacher Performance

The relationship between prophetic leadership and teacher performance is evident in how teachers demonstrate dedication to their instructional practices. Teachers who perceive strong leadership support tend to be more engaged in lesson planning, instructional delivery, and professional development. A leadership style that emphasizes humanization, empathy, and encouragement contributes to teachers' sense of belonging and motivation. When school leaders prioritize professional growth and well-being, teachers become more effective. It aligns with research suggesting that leaders who actively mentor and support their teachers create a more productive educational environment ([Friedman et al., 2021](#); [Keiler et al., 2023](#); [Sawalhi & Chaaban, 2021](#)).

While teachers' overall effectiveness is notable, classroom management remains an area that requires further attention. Many teachers excel in instructional planning and student engagement but encounter challenges in maintaining discipline and addressing behavioral issues. Effective leadership includes instructional guidance and support in handling classroom challenges. Schools that implement clear behavioral policies, mentorship programs, and continuous professional development in classroom management can help teachers enhance their ability to create structured and engaging learning environments ([Hanaysha et al., 2023](#); [Monteiro et al., 2021](#)).

Another important aspect of teacher performance is the role of collaboration. Teachers thrive in environments where they can engage in peer discussions, co-teaching, and collective problem-solving. Leadership styles that encourage teamwork and shared responsibilities foster a sense of unity and professional growth. By strengthening a culture of collaboration, school leaders can further improve teacher efficacy and job satisfaction, which in turn benefits student learning outcomes ([Coban et al., 2020](#); [Gouédard et al., 2023](#); [Khan et al., 2024](#)).

The findings suggest that school leaders should implement ongoing professional development programs that focus not only on instructional skills but also classroom management and behavior regulation strategies. Peer mentoring programs and collaborative teaching approaches should also be encouraged to enhance teacher performance through shared learning experiences. Schools should also establish formal mechanisms for teacher feedback and consultation, ensuring that leadership decisions reflect teachers' insights and classroom realities.

Student Achievement

The study highlights the important role of prophetic leadership in shaping student academic success. When school leaders create a structured, ethical, and motivational learning environment, students perform better academically. The emphasis on moral values in leadership encourages students to develop discipline, responsibility, and a strong work ethic, positively impacting their engagement and achievement. Previous research suggests that schools led by values-driven leaders foster better academic performance due to the positive learning atmosphere they create ([Tan, 2022](#); [Thien et al., 2022](#)).

Although leadership plays a crucial role in student success, other factors, such as teaching strategies, parental involvement, and individual learning differences, contribute. While many students excel academically, others struggle due to personal challenges or external factors. It highlights the need for leadership that motivates teachers and engages with students on a deeper level, ensuring that learning support is accessible to all. Encouraging active parental participation, implementing differentiated learning strategies, and providing mentorship programs for struggling students can further improve student outcomes ([Harrison et al., 2022](#); [Smets et al., 2022](#); [Yulianti et al., 2022](#)).

Another key aspect of student success is the relationship between teachers and learners. When teachers feel motivated and supported by their leaders, they are more likely to create engaging, student-centered classrooms. Research has shown that students learn best in environments where they feel valued and encouraged ([Guzzardo et al., 2021](#); [Rusticus et al., 2023](#)). Therefore, prophetic leadership

influences students indirectly through teachers and plays a direct role in shaping the school culture and classroom dynamics (Azis & Suratno, 2023; Brooks & Ezzani, 2022).

Schools should adopt holistic leadership approaches that extend beyond teacher support to actively involve students and parents in learning. Implementing student mentorship programs, individualized learning plans, and community engagement initiatives can further enhance student achievement. Additionally, schools should develop systems for monitoring student progress and providing early intervention strategies for those facing academic difficulties, ensuring that no student is left behind.

CONCLUSION

This study highlights the crucial role of prophetic leadership in shaping educational outcomes, particularly in teacher performance and student achievement within Islamic schools. More than just a leadership style, prophetic leadership fosters an environment where ethical values, moral guidance, and participatory governance contribute to a holistic learning experience. The findings indicate that when school leaders embody humanization, liberation, and transcendence, they create a more engaged, motivated, and effective teaching force, ultimately leading to better student outcomes.

One of the most significant insights from this study is the need for school leadership to evolve beyond traditional hierarchical models. While prophetic leadership emphasizes moral guidance, there is an opportunity to integrate more democratic and participatory leadership structures that empower teachers to take on greater decision-making roles. Encouraging collaborative governance enhances teacher motivation and strengthens institutional resilience, fostering a school culture built on trust and shared responsibility.

Another critical implication is that effective leadership must extend its influence beyond teachers to engage with students and parents actively. The success of an educational institution does not solely depend on how well teachers perform but also on how leadership ensures that students receive the necessary academic, emotional, and moral support to succeed. Future leadership training programs should develop strategies that integrate leadership values with student-centered approaches, ensuring no student is left behind due to behavioral or learning challenges.

As the educational landscape continues to evolve, Islamic schools must rethink how prophetic leadership can be adapted to contemporary challenges. It includes leveraging technological advancements, innovative teaching methods, and community engagement strategies to enhance learning experiences. Future research should explore how prophetic leadership can be refined and expanded to address broader educational challenges, particularly in curriculum development, teacher retention, and student well-being. By continuously adapting leadership practices to meet the needs of modern education, schools can ensure that the values of prophetic leadership remain relevant, impactful, and transformative for future generations.

Funding and Conflicts of Interest

The authors declare no funding and conflicts of interest for this research.

REFERENCES

- Anisa, L. N. (2024). The Leadership of Prophet Muhammad: An Ethical Model in Facing Modern Leadership Crises. *Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam*, 6(1), 58–76. <http://dx.doi.org/10.32478/leadership.v6i1.2669>
- Anisah, A. (2023). Implementation Strengthening Education Character Student School Al-Anwar's Foundations Through School Culture. *Assyfa Journal of Islamic Studies*, 1(1), 121–129. <https://doi.org/10.61650/ajis.v1i1.296>
- Aprilia, T. H., & Munifah, M. (2022). Manifestation Of Prophetic Leadership Values In Islamic Education. *Tadbir : Jurnal Studi Manajemen Pendidikan*, 6(2), 273. <https://doi.org/10.29240/jsmp.v6i2.4896>
- Arar, K., & Saiti, A. (2022). Ethical Leadership, Ethical Dilemmas and Decision Making Among School Administrators. *Equity in Education & Society*, 1(1), 126–141.

<https://doi.org/10.1177/275264612111070828>

- Ariyani, D., Suyatno, & Zuhaery, M. (2021). Principal's Innovation and Entrepreneurial Leadership to Establish a Positive Learning Environment. *European Journal of Educational Research*, 10(1), 63–74. <https://doi.org/10.12973/EU-JER.10.1.63>
- Azis, A., & Suratno. (2023). The Relevance of Prophetic Social Concept According to Kuntowijoyo in Islamic Education to Prevent Bullying. *EDUSOSHUM Journal of Islamic Education and Social Humanities*, 3(1), 8–19. <https://doi.org/10.52366/edusoshum.v3i1.66>
- Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2021). Does School Leadership Matter for Teachers' Classroom Practice? The Influence of Instructional Leadership and Distributed Leadership on Instructional Quality. *School Effectiveness and School Improvement*, 32(3), 387–412. <https://doi.org/10.1080/09243453.2020.1858119>
- Brooks, M. C., & Ezzani, M. D. (2022). Islamic School Leadership: Advancing a Framework for Critical Spirituality. *International Journal of Qualitative Studies in Education*, 35(3), 319–336. <https://doi.org/10.1080/09518398.2021.1930265>
- Çoban, Ö., Özdemir, N., & Bellibaş, M. Ş. (2020). Trust in Principals, Leaders' Focus on Instruction, Teacher Collaboration, and Teacher Self-efficacy: Testing a Multilevel Mediation Model. *Educational Management Administration & Leadership*, 51(1), 95–115. <https://doi.org/10.1177/1741143220968170>
- Debnam, K. J., Edwards, K., & Cornell, D. (2021). Improving the School Environment: School Staff Perceptions of School Climate Data and Reporting Practices. *Journal of Community Psychology*, 49(6), 1965–1982. <https://doi.org/10.1002/jcop.22500>
- Dewantoro, M. H., & Susilo, M. J. (2025). Prophetic Values in the Leadership of Muhammadiyah Yogyakarta School. *Journal of Education and Learning*, 19(2), 1042–1052. <https://doi.org/10.11591/edulearn.v19i2.20732>
- Endo, T., Yamamoto, A., & Watanabe, T. (2016). Bias Factor Method Using Random Sampling Technique. *Journal of Nuclear Science and Technology*, 53(10), 1494–1501. <https://doi.org/10.1080/00223131.2015.1126541>
- Ezzani, M. D., Brooks, M. C., Yang, L., & Bloom, A. (2023). Islamic School Leadership and Social Justice: An International Review of the Literature. *International Journal of Leadership in Education*, 26(5), 745–777. <https://doi.org/10.1080/13603124.2021.2009037>
- Fathih, M. A., Supriyatno, T., & Tharaba, M. F. (2024). Prophetic Leadership as an Effort to Plant Moderate Value of Santri. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 9(2), 270–286. <https://doi.org/10.31538/ndh.v9i2.4622>
- Fisher, D. (2021). Educational Leadership and the Impact of Societal Culture on Effective Practices. *Journal of Research in International Education*, 20(2), 134–153. <https://doi.org/10.1177/147524092111032531>
- Friedman, D. B., Yelton, B., Corwin, S. J., Hardin, J. W., Ingram, L. A., Torres-McGehee, T. M., & Alberg, A. J. (2021). Value of Peer Mentorship for Equity in Higher Education Leadership: A School of Public Health Focus with Implications for All Academic Administrators. *Mentoring & Tutoring: Partnership in Learning*, 29(5), 500–521. <https://doi.org/10.1080/13611267.2021.1986795>
- Ghamrawi, N., Shal, T., & Ghamrawi, N. A. R. (2024). Cultivating Teacher Leadership: Evidence form a Transformative Professional Development Model. *School Leadership & Management*, 44(4), 413–441. <https://doi.org/10.1080/13632434.2024.2328056>
- Gouédard, P., Kools, M., & George, B. (2023). The Impact of Schools as Learning Organisations on Teachers' Self-efficacy and Job Satisfaction: A Cross-country Analysis. *School Effectiveness and School Improvement*, 34(3), 331–357. <https://doi.org/10.1080/09243453.2023.2196081>
- Guzzardo, M. T., Khosla, N., Adams, A. L., Bussmann, J. D., Engelman, A., Ingraham, N., Gamba, R., Jones-

- Bey, A., Moore, M. D., Toosi, N. R., & Taylor, S. (2021). "The Ones that Care Make all the Difference": Perspectives on Student-Faculty Relationships. *Innovative Higher Education*, 46(1), 41–58. <https://doi.org/10.1007/s10755-020-09522-w>
- Hanafiah, Lidiawati, Lastriyani, I., & Ida Farida Fitriyani. (2023). Prophetic Leadership in Tabligh Aspect: A Study of Leadership Practices in Darussyifa Al-Fitroh Yaspida's Business Units. *International Journal of Nusantara Islam*, 11(1), 146--160. <https://doi.org/10.15575/Ijni.v11i1.27826>
- Hanaysha, J. R., Shriedeh, F. B., & In'airat, M. (2023). Impact of Classroom Environment, Teacher Competency, Information and Communication Technology Resources, and University Facilities on Student Engagement and Academic Performance. *International Journal of Information Management Data Insights*, 3(2), 1–12. <https://doi.org/10.1016/j.ijime.2023.100188>
- Harrison, H. F., Kinsella, E. A., DeLuca, S., & Loftus, S. (2022). "We Know What They're Struggling With": Student Peer Mentors' Embodied Perceptions of Teaching in a Health Professional Education Mentorship Program. *Advances in Health Sciences Education*, 27(1), 63–86. <https://doi.org/10.1007/s10459-021-10072-9>
- Idrus, F., & Ghani, Z. A. (2023). Examining the Relationship between Prophetic Leadership and Cultural Intelligence (CQ): Lessons from the Cultural Diplomacy of Anṣār and Muḥājirūn. *Intellectual Discourse*, 31(2), 475–499. <https://doi.org/10.31436/id.v31i2.1947>
- Ihsan, R., & Ritonga, I. (2022). The Relevance of Prophet Muhammad's Leadership As a Modern Leadership Role Model. *Jurnal EL-RIYASAH*, 13(2), 1. <https://doi.org/10.24014/jel.v13i2.18117>
- Jahroni, J., Sanaji, S., Witjaksono, A. D., & Kistyanto, A. (2024). Spiritual Leadership, Religiosity, and Change Management Effectiveness: A Study in Educational Organisations. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 1069–1082. <https://doi.org/10.62775/edukasia.v5i1.942>
- Keiler, L. S., Diotti, R., & Hudon, K. (2023). Supporting Teachers as They Support Each Other: Lessons Concerning Mentor Teacher Feedback to Teacher Mentees. *Professional Development in Education*, 49(2), 225–242. <https://doi.org/10.1080/19415257.2020.1839781>
- Khan, F., Preeti, & Gupta, V. (2024). Examining the Relationships Between Instructional Leadership, Teacher Self-Efficacy and Job Satisfaction: A Study of Primary Schools in India. *Journal of Educational Administration*, 62(2), 223–238. <https://doi.org/10.1108/JEA-09-2022-0145>
- Li, L., & Liu, Y. (2022). An Integrated Model of Principal Transformational Leadership and Teacher Leadership that is Related to Teacher Self-efficacy and Student Academic Performance. *Asia Pacific Journal of Education*, 42(4), 661–678. <https://doi.org/10.1080/02188791.2020.1806036>
- Liu, B. F., Shi, D., Lim, J. K. R., Islam, K., Edwards, A. L., & Seeger, M. (2022). When Crises Hit Home: How U.S. Higher Education Leaders Navigate Values During Uncertain Times. *Journal of Business Ethics*, 179(2), 353–368. <https://doi.org/10.1007/s10551-021-04820-5>
- Mincu, M. (2022). Why is School Leadership Key to Transforming Education? Structural and Cultural Assumptions for Quality Education in Diverse Contexts. *Prospects*, 52(3–4), 231–242. <https://doi.org/10.1007/s11125-022-09625-6>
- Mirela, T., Arifin, Z., Jamroh, M., & Us, K. A. (2021). Prophetic Leadership: Examining the Prophetic Leadership Concept of the Prophet Muhammad SAW. *INNOVATIO: Journal for Religious Innovation Studies*, 21(1), 62–74. <https://doi.org/10.30631/innovatio.v21i1.130>
- Monteiro, V., Carvalho, C., & Santos, N. N. (2021). Creating a Supportive Classroom Environment Through Effective Feedback: Effects on Students' School Identification and Behavioral Engagement. *Frontiers in Education*, 6(June), 1–14. <https://doi.org/10.3389/feduc.2021.661736>
- Munawwarah, R., & Darlis, A. (2025). The Implementation of Prophetic Education in Shaping Students' Islamic Character: A Phenomenological Study at MAS Plus Al-Ulum. *Asatiza: Jurnal Pendidikan*, 6(1), 77–87. <https://doi.org/10.46963/asatiza.v6i1.2609>

- Or, M. H., & Berkovich, I. (2021). Participative Decision Making in Schools in Individualist and Collectivist Cultures: The Micro-politics behind Distributed Leadership. *Educational Management Administration & Leadership*, 51(3), 533–553. <https://doi.org/10.1177/17411432211001364>
- Özdemir, N., Gümüş, S., Kılınç, A. Ç., & Bellibaş, M. Ş. (2022). A Systematic Review of Research on the Relationship Between School Leadership and Student Achievement: An Updated Framework and Future Direction. *Educational Management Administration & Leadership*, 52(5), 1020–1046. <https://doi.org/10.1177/17411432221118662>
- Park, J.-H., Cooc, N., & Lee, K.-H. (2020). Relationships between Teacher Influence in Managerial and Instruction-related Decision-making, Job Satisfaction, and Professional Commitment: A Multivariate Multilevel Model. *Educational Management Administration & Leadership*, 51(1), 116–137. <https://doi.org/10.1177/1741143220971287>
- Puspitadani, E., Yudea, F., & Loo, F. (2022). Educational Leadership and Learning Quality: The Influence of the Principal's Leadership Style on Teacher Performance. *Jurnal Ilmu Pendidikan Dan Humaniora*, 11(3), 206–220. <https://doi.org/10.35335/jiph.v11i3.24>
- Reid, D. B. (2020). US Principals' Sensemaking of the Future Roles and Responsibilities of School Principals. *Educational Management Administration & Leadership*, 49(2), 251–267. <https://doi.org/10.1177/1741143219896072>
- Retnaningdiah, D., Muzakkir, M. F. A., Rahayu, N. E. E., Sangaji, R. C., Triono, T. A., & Hidayat, A. (2023). A Literature Review: Future Prophetic Leadership. *Management Analysis Journal*, 12(1), 42–50. <https://doi.org/10.15294/maj.v12i1.66715>
- Rusticus, S. A., Pashootan, T., & Mah, A. (2023). What are the Key Elements of a Positive Learning Environment? Perspectives from Students and Faculty. *Learning Environments Research*, 26(1), 161–175. <https://doi.org/10.1007/s10984-022-09410-4>
- Samuel R. Hodge. (2020). Quantitative Research. In *Routledge Handbook of Adapted Physical Education* (p. 16). Routledge. <https://doi.org/10.4324/9780429052675>
- Sariakin, S., Yeni, M., Usman, M. Bin, Mare, A. S., Munzir, M., & Saleh, M. (2025). Fostering a Productive Educational Environment: The Roles of Leadership, Management Practices, and Teacher Motivation. *Frontiers in Education*, 10(February), 01–12. <https://doi.org/10.3389/feduc.2025.1499064>
- Sawalhi, R., & Chaaban, Y. (2021). Mentor Teachers' and Student Teachers' Perspectives Toward Teacher Leadership. *Mentoring & Tutoring: Partnership in Learning*, 29(1), 70–88. <https://doi.org/10.1080/13611267.2021.1899586>
- Shi, X., Fan, Q., Zheng, X., Qiu, D., Sindakis, S., & Showkat, S. (2024). Optimal Leadership Styles for Teacher Satisfaction: A Meta-analysis of the Correlation Between Leadership Styles and Teacher Job Satisfaction. *Journal of the Knowledge Economy*, 15(4), 20459–20490. <https://doi.org/10.1007/s13132-023-01697-9>
- Siswanto, S. (2022). Strengthening Spiritual Leadership in Preserving Religious Culture and Local Wisdom in Madrasah. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(3), 907–920. <https://doi.org/10.33650/al-tanzim.v6i3.3357>
- Smets, W., De Neve, D., & Struyven, K. (2022). Responding to Students' Learning Needs: How Secondary Education Teachers Learn to Implement Differentiated Instruction. *Educational Action Research*, 30(2), 243–260. <https://doi.org/10.1080/09650792.2020.1848604>
- Syaefudin, F. (2023). Comparing Al-Faruqi's Concept of Islamization of Science with Kuntowijoyo's Prophetic Social Science. *ISLAMIKA INSIDE: Jurnal Keislaman Dan Humaniora*, 9(2), 145–161. <https://doi.org/10.35719/islamikainside.v9i2.226>
- Tan, C. Y. (2022). Influence of Cultural Values on Singapore School Leadership. *Educational Management Administration & Leadership*, 52(2), 280–303.

<https://doi.org/10.1177/17411432211073414>

Thien, L. M., Adams, D., Kho, S. H., & Yap, P. L. (2022). Exploring Value-driven Leadership: Perspectives From School Leaders. *Journal of Research on Leadership Education*, 18(3), 534–551.

<https://doi.org/10.1177/19427751221097988>

Timothy Z. Keith. (2019). *Multiple Regression and Beyond: An Introduction to Multiple Regression and Structural Equation Modeling* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315162348>

Ulfathmi, U., Arafat, Y., & Setiawan, A. A. (2021). The Influence of Principal Leadership and Work Motivation on Teacher Performance. *Journal of Social Work and Science Education*, 2(2), 160–168.

<https://doi.org/10.52690/jswse.v2i2.238>

Ummiyani. (2024). Character Development of Discipline and Teacher Responsibility at Madrasah Ibtidaiyah Banda Aceh. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, 10(2), 355–372.

<https://doi.org/10.24952/fitrah.v10i2>

Wu, H., Shen, J., Zhang, Y., & Zheng, Y. (2020). Examining the Effect of Principal Leadership on Student Science Achievement. *International Journal of Science Education*, 42(6), 1017–1039.

<https://doi.org/10.1080/09500693.2020.1747664>

Yulianti, K., Denessen, E., Droop, M., & Veerman, G.-J. (2022). School Efforts to Promote Parental Involvement: The Contributions of School Leaders and Teachers. *Educational Studies*, 48(1), 98–113.

<https://doi.org/10.1080/03055698.2020.1740978>

Yusuf, M. (2022). The Effect of Prophetic Leadership on Employee Work Motivation at The Islamic Higher Education. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(1), 195–206.

<https://doi.org/10.33650/al-tanzim.v6i1.3326>