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The Impact of Prophetic Leadership on Teacher Performance at Madrasah

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ABSTRACT

Prophetic leadership is a leadership approach that integrates prophetic values into the management of educational institutions through the dimensions of humanization, liberation, and transcendence. This study aims to describe the implementation of prophetic leadership, identify teacher performance, and examine the relationship between prophetic leadership and teacher performance at MTs Negeri 3 Purbalingga. The research employed a quantitative approach using a survey method and correlational design. The respondents consisted of 23 teachers selected through a total sampling technique. Data were collected through questionnaires, preliminary observations, and documentation, and analyzed using descriptive statistics, the Lilliefors normality test, correlation analysis, and simple linear regression. The results showed that the mean score of prophetic leadership was 89.45, while the mean score of teacher performance was 87.28. The correlation coefficient of 0.7201 indicated a strong positive relationship between the two variables. Simple linear regression yielded a coefficient of 0.6357, an F-value of 22.6203, and a significance level of 0.000107, with a coefficient of determination of 51.86%. These findings indicate that prophetic leadership is a statistically significant predictor of teacher performance in the madrasah studied. However, this predictive relationship should not be interpreted as evidence of a causal effect. Therefore, strengthening participatory communication, professional empowerment, moral exemplary, and reflective academic supervision may serve as strategies for supporting sustainable teacher performance improvement. This study is limited by its small sample of 23 teachers from a single madrasah, which restricts the generalizability of the findings to other educational institutions.

1. INTRODUCTION

The leadership of madrasah heads is one of the important factors in creating a conducive work environment, improving teacher performance, and determining the progress and quality of educational institutions (Tanjung & Irwansyah, 2025) (Suparyo et al., 2024) (Mundir et al., 2022). In facing the demands of improving the quality of education, it is not enough for madrasah heads to only carry out administrative functions, but also need to provide moral examples, build humanitarian relationships, and foster motivation and professional responsibility for teachers (Ilham et al., 2026) (Suparyo & Hanif, 2025). One relevant approach is prophetic leadership, which is leadership based on prophetic values (M. Nurhayati, 2024). Haikal et al. (2022) explained that prophetic leadership in Kuntowijoyo's perspective contains three main values, namely humanization, liberation, and transcendence. These three values can be the basis for madrasah heads in treating teachers humanely, encouraging improvement, and integrating professional responsibility with spiritual values. The importance of this research lies in the need to understand how these values are related to learning

planning, learning implementation, evaluation of learning outcomes, and teacher responsibilities at MTs Negeri 3 Purbalingga. Prophetic leadership in Islamic educational institutions has been discussed in various conceptual and empirical studies. Haikal et al. (2022), for example, describe the concept of prophetic leadership based on Kuntowijoyo's thought, emphasizing the dimensions of humanization, liberation, and transcendence. Syihabuddin and Huda (2024) examine the relevance of prophetic leadership in Indonesian Muslim society. Meanwhile, Rifaudin et al. (2026) explore the paradigm of prophetic leadership and teacher performance through a comparative study of four madrasahs in Banten Province. These studies provide an important foundation for understanding prophetic values in Islamic leadership and education. However, based on the studies reviewed, the empirical relationship between prophetic leadership and teacher performance remains an area that requires further investigation, particularly through quantitative measurement and statistical testing. Previous studies have primarily emphasized conceptual understanding, social relevance, and comparative perspectives, while the predictive relationship between the three dimensions of prophetic leadership and overall teacher performance in a specific madrasah context has received less attention. This study addresses that gap by examining prophetic leadership and teacher performance at MTs Negeri 3 Purbalingga through a quantitative correlational approach. Its novelty lies in providing context-specific empirical evidence by measuring prophetic leadership through humanization, liberation, and transcendence, and teacher performance through indicators of learning planning, learning implementation, learning outcome assessment, and professional responsibility. Furthermore, the use of correlation and simple linear regression analysis provides empirical evidence regarding the strength of the relationship and the predictive contribution of prophetic leadership to teacher performance.

Based on this research gap, this study has three objectives: (1) to describe the implementation of prophetic leadership at MTs Negeri 3 Purbalingga based on the dimensions of humanization, liberation, and transcendence; (2) to describe teacher performance based on relevant professional performance indicators; and (3) to analyze the relationship between prophetic leadership and teacher performance and examine its predictive contribution through simple linear regression analysis. The findings are expected to contribute empirical insights to the study of prophetic leadership in Islamic educational institutions and provide practical considerations for developing ethical, professional, and collaborative leadership practices in madrasahs. This research departs from the argument that prophetic leadership has the potential to have a positive impact on teacher performance because it integrates moral examples, concern for people, encouragement to improve, and spiritual orientation in the management of educational organizations. The value of humanization is estimated to encourage the creation of working relationships that respect the dignity of teachers, while the value of liberation can support the courage to innovate and overcome professional obstacles. Furthermore, the value of transcendence is estimated to strengthen integrity, honesty, and awareness that the task of educating is a moral and professional responsibility. Based on this argument, the main hypothesis of this study is that prophetic leadership has a positive effect on teacher performance at MTs Negeri 3 Purbalingga. The study uses a quantitative approach, the zero hypothesis states that prophetic leadership has no significant effect on teacher performance, while the alternative hypothesis states that there is a positive and significant influence. Hypothesis testing is carried out based on empirical data, so that conclusions about the magnitude and significance of the influence are determined by the results of the analysis, not solely by theoretical assumptions.

2. METHODS

This research was carried out at MTs Negeri 3 Purbalingga, Purbalingga Regency, Central Java. The selection of the location is based on the relevance of madrasah educational institutions as

a context to examine the application of prophetic leadership in the management of educators. Prophetic leadership has characteristics related to the values of humanization, liberation, and transcendence so that it is relevant to be researched in Islamic educational organizations. In addition, research on one madrasah allows researchers to focus on leadership practices, work relationships, and the implementation of teachers' professional duties in a specific institutional environment. According to Cresswell (2018), the selection of location and research design need to consider the suitability between the problem, the purpose of the research, and the type of data needed. The focus of this research is the impact of prophetic leadership on teacher performance, while the unit of analysis is the individual teacher as the implementer of educational tasks. This study uses a quantitative approach with survey methods and correlational or explanatory designs. The quantitative approach was chosen because the research aims to measure perceptions of prophetic leadership, assess teacher performance based on measurable indicators, and test the statistical relationship between the two variables. Cresswell (2018) explained that quantitative research can be used to test the relationship between variables through numerical measurement and statistical analysis. The research data consists of primary data and secondary data. Primary data was obtained directly through questionnaires given to teachers regarding prophetic leadership practices and professional performance. Secondary data was obtained through relevant documents, in the form of madrasah profiles, educator data, academic supervision documents, and teacher performance assessment documents that were licensed to be used. Data collection was designed cross-sectionally, which was carried out in one research period.

The primary data for this study were obtained from teachers at MTs Negeri 3 Purbalingga. The research population consisted of all 23 active teachers at the madrasah, as confirmed by official institutional staffing records. Since the population was relatively small, all 23 teachers were included as research respondents using a total sampling technique (census). The respondents consisted of 7 male teachers (30.43%) and 16 female teachers (69.57%), all of whom held a bachelor's degree (S1). The inclusion criteria were active employment as teachers at MTs Negeri 3 Purbalingga and voluntary willingness to participate in the study. Data collection was conducted from October 15 to 26, 2026, after the researcher had obtained official research permission from the relevant institution. Institutional documents were also used as supporting data to complement the information obtained from the respondents. Following Creswell (2018), the description of the target population, respondent selection procedures, and sample size provides an important basis for understanding the scope and characteristics of survey research. The main data collection techniques used in this study were questionnaires, documentation, and preliminary observations. The questionnaires were developed based on the conceptual dimensions of prophetic leadership as the independent variable (X), namely humanization, liberation, and transcendence. The humanization dimension was operationalized through indicators of open communication, appreciation of teachers' contributions, provision of professional development opportunities, and fair treatment (Sriwahyuni et al., 2026; Mujahidin et al., 2025). The liberation dimension included teacher empowerment, reduction of unproductive bureaucratic barriers, support for learning innovation, and teacher involvement in decision-making (Tsang et al., 2022; Keriapy & Tafonao, 2022). Meanwhile, the transcendence dimension encompassed honesty, trustworthiness, responsibility, fairness, and consistency between leaders' words and actions (Solihhati et al., 2025). The prophetic leadership questionnaire initially consisted of 16 items, distributed across humanization (6 items), liberation (6 items), and transcendence (4 items). Following validity testing, 15 items were retained, while one item in the humanization dimension was excluded. Teacher performance as the dependent variable (Y) was measured through four indicators: learning planning, learning implementation, learning outcome assessment, and professional responsibility, with each indicator represented by four items, resulting in 16 items in total. Both questionnaires employed a five-point Likert scale, ranging from strongly disagree to

strongly agree. Following DeVellis (2017), instrument development involved establishing a conceptual foundation, formulating relevant items, and evaluating their validity and reliability.

Accordingly, the instruments were reviewed by experts and tested before being used for data collection. Instrument validity was assessed using the Pearson Product-Moment correlation. The results showed that the prophetic leadership instrument had validity coefficients ranging from 0.386 to 0.872, with 15 valid items and one invalid item, while the teacher performance instrument had validity coefficients ranging from 0.545 to 0.867, with all 16 items declared valid. Reliability was assessed using Cronbach's Alpha, yielding coefficients of 0.904 for prophetic leadership and 0.901 for teacher performance. Both values exceeded the commonly accepted threshold of 0.60, indicating high internal consistency and supporting the reliability of the instruments. Documentation was conducted by examining relevant institutional documents made available by the madrasah, while preliminary observations were carried out to understand the research context without replacing the questionnaire as the primary measurement instrument. Respondents participated voluntarily, and data collection was conducted while maintaining confidentiality and ensuring that teachers were not subjected to pressure from the school leadership. The collected data was analyzed quantitatively using statistical software (Excel) through several stages. First, the completeness of the answers was checked, data coding, and the preparation of scores for each variable based on the instrument guidelines. Second, descriptive analysis was used to describe the characteristics of the respondents as well as the distribution of prophetic leadership scores and teacher performance. Third, the instrument was evaluated through validity and reliability testing in accordance with the characteristics of the scale. Fourth, if the analysis requirements were met, simple linear regression was used to test the influence of prophetic leadership statistics on teacher performance. The model used was $Y=a+bX+e$, with Y as teacher performance, X as prophetic leadership, a as constant, b as regression coefficient, and e as error. The analysis also included checking linearity, error independence, homokedasticity, and residual normality to support statistical inference. The regression coefficient test was carried out using a significance level of 0.05, accompanied by reporting of coefficients, p values, and determination coefficients (R^2).

3. RESULTS AND DISCUSSION

RESULTS

The scoring and categorization of prophetic leadership and teacher performance were conducted by converting the questionnaire responses into percentage scores on a scale of 0–100. Since both instruments employed a five-point Likert scale, the minimum possible score was 1 and the maximum was 5 for each item. The percentage score was calculated by dividing the total score obtained by the maximum possible score and multiplying the result by 100. Thus, the percentage scores ranged from 20 to 100, rather than 0 to 100, because the lowest Likert response was assigned a score of 1. The quality of prophetic leadership implementation and teacher performance was categorized by adapting the classification proposed by Arikunto and Jabar (2009). The categorization used five levels: very good, good, pretty good, less, and very less. The interval width was determined by subtracting the minimum percentage score (20) from the maximum percentage score (100), resulting in a range of 80, which was then divided by five categories to obtain an interval width of 16. Accordingly, scores of 84–100 were classified as very good, scores above 68 up to 84 as good, scores above 52 up to 68 as pretty good, scores above 36 up to 52 as less, and scores from 20 to 36 as very less. This categorization provided a consistent basis for interpreting the descriptive results of both research variables.

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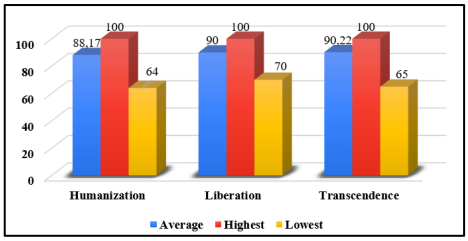
3.1 Application of Prophetic Leadership

Based on the results of research at MTs Negeri 3 Purbalingga, the application of prophetic leadership was studied using a questionnaire filled out by 23 teachers with 15 statements. The results of the descriptive analysis showed that the average score of prophetic leadership reached 89.45, with the highest score of 100.00, the lowest score of 72.00, and the standard deviation of 9.27. Based on the categorization listed in table 1, as many as 15 respondents (65.22%) rated prophetic leadership in the category as very good, while 8 respondents (34.78%) rated it in the good category. The results of preliminary observations on coordination activities also noted that the head of the madrasah conveyed directions politely, provided opportunities for teachers to convey obstacles, and responded to input without demeaning the teacher. In addition, madrasah profile documents, madrasah head work programs, meeting minutes, and teacher competency development programs are available as supporting materials to understand the institutional context and management of educators.

Table 1. Category Of Teachers' Perception Of Prophetic Leadership Of Madrasah Heads

No	Interval	Category	Frequency	Percentage (%)
1	84 < score ≤ 100	Very Good	15	65,22
2	68 < score ≤ 84	Good	8	34,78
3	52 < score ≤ 68	Pretty Good	0	0
4	36 < score ≤ 52	Less	0	0
5	20 < score ≤ 36	Very Less	0	0

The application of prophetic leadership in this study includes three aspects, namely humanization, liberation, and transcendence. The results of the questionnaire recapitulation (Graph 1) show that the humanization aspect obtained an average of 88.17, liberation 90.00, and transcendence 90.22. Thus, transcendence has the highest average score, while humanization obtains the lowest score. In the humanization aspect, the indicator with the highest achievement is the appreciation of madrasah heads for the dignity of teachers regardless of background, at 93.91%; the lowest indicator is the teacher's opportunity to express their opinions, at 81.74%. In the liberation aspect, the encouragement to develop innovative learning methods reached 94.78%, while the indicator of restricting opportunities to participate in professional development reached 86.96%. In the aspect of transcendence, the consideration of moral values, justice, and responsibility in decision-making reached 93.04%, while the consistency between words and actions was recorded at 86.96%. The findings show that the achievements of each indicator are different, so openness to teachers' opinions, professional development opportunities, and behavioral consistency remain relevant for attention.



Graph 1. Graph Of The Value Of Each Aspect Of Prophetic Leadership

The application of prophetic leadership can be seen from the results of observation of meeting activities or coordination and documentation at MTs Negeri 3 Purbalingga. In the humanization aspect, observation notes show that the head of the madrasah uses polite language, does not interrupt conversations, responds to opinions calmly, and provides opportunities for teachers to convey learning obstacles and work needs. In the liberation aspect, the coordination forum provides space for teachers to propose improvements in learning and administrative activities. The proposals are recorded for follow-up, while the discussion of work obstacles includes problem identification, solution choices, person in charge, and follow-up. In the aspect of transcendence, the head of the

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madrasah reminded the madrasah residents to submit data according to the situation, maintain the mandate, and complete the agreed tasks. Consideration of rules, the interests of students, and fair treatment are also recorded when teachers' obstacles are discussed. Documentation in the form of a profile and organizational structure explains the management or division of tasks in the madrasah, while the work program of the head of the madrasah shows the planning of the development of educators. The minutes of the meeting show the polite communication process, the involvement of teachers, and the follow-up of decisions. Meanwhile, the training and coaching programs are related to teacher professional development efforts. Thus, the results of observation and documentation strengthen the findings of the prophetic leadership questionnaire at MTs Negeri 3 Purbalingga.

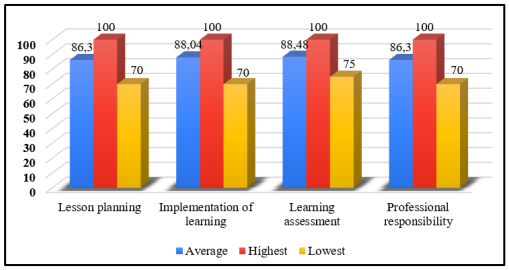
3.2 Teacher Performance

The results of the research on teacher performance at MTs Negeri 3 Purbalingga were based on the results of questionnaires, preliminary observations, and documentation. The questionnaire consisted of 16 instruments filled in by 23 teachers. The results of data processing showed that the average teacher performance reached 87.28, with the highest score of 100, the lowest score of 77.5, and the standard deviation of 8.185. Based on the categorization in table 2, as many as 12 teachers (52.17%) were in the very good category and 11 teachers (47.83%) were in the good category. There were no respondents in the categories of moderate, poor, or very poor. The results of the observation also showed that learning planning tools were available and could be reviewed with permission. Teachers conveyed learning objectives, provided opportunities for students to participate, and used appropriate strategies and media. Students' understanding was also monitored through questions, work examinations, and providing feedback. The findings illustrate that teacher performance in general is in the good to very good category.

Table 2. Performance categories of MTs Negeri 3 Purbalingga teachers

No	Interval	Category	Frequency	Percentage (%)
1	84 < score ≤ 100	Very Good	12	52,17
2	68 < score ≤ 84	Good	11	47,83
3	52 < score ≤ 68	Pretty Good	0	0
4	36 < score ≤ 52	Less	0	0
5	20 < score ≤ 36	Very Less	0	0

Reviewed based on its aspects, teacher performance includes learning planning, learning implementation, learning assessment, and professional responsibility. The results of the questionnaire (Graph 2) show that the learning assessment aspect obtained the highest average, which was 88.48, followed by the implementation of learning at 88.04. Meanwhile, learning planning and professional responsibility each obtained an average of 86.3. In the planning aspect, the highest indicator was the preparation of plans according to learning objectives (92.17%), while the lowest indicator was related to the use of the same planning without considering the characteristics and needs of students (78.26%). In implementation, the delivery of material in a sequential manner reached 91.30%, while the dominance of teachers who limited student participation was recorded at 84.35%. In the assessment, the implementation of assessments to determine the achievement of goals reached 93.91%, while the provision of feedback obtained 85.22%. In professional responsibility, discipline reached 91.30%, while learning reflection was the lowest indicator, at 80%.



Graph 2. Graph of the grades of each aspect of teacher performance

The context of teacher performance findings is clarified through observation and documentation at MTs Negeri 3 Purbalingga. Observations note that there are opportunities for teachers to coordinate and collaborate professionally, share teaching tools, discuss learning obstacles, and agree on the division of tasks. Supporting facilities, such as classrooms, whiteboards, desks, chairs, electricity, and learning media, are also observed to be available and can be used. The results of the documentation show that learning planning tools are available and relevant, with the linkage between objectives, activities, and assessments. Academic supervision documents contain observation or feedback instruments, while recaps of teacher performance assessments are available in the form of annual reports. Assessment documents include assessment instruments, criteria or rubrics, as well as recaps of results. In addition, teacher and education staff training certificates are available as well as MGMP reports that contain schedules, participants, good practice sharing materials, and follow-ups. Overall, the evidence provides a supporting context for the implementation of teachers' duties and ongoing professional development.

3.3 The Impact of Prophetic Leadership on Teacher Performance

The results of the questionnaire on 23 teachers of MTs Negeri 3 Purbalingga showed that prophetic leadership had an average score of 89.45, while teacher performance reached 87.28. A total of 65.22% of respondents rated prophetic leadership as very good and 52.17% rated teacher performance as very good. The results of the Lilliefors normality test showed that prophetic leadership data had Lcalculation = 0.1276 and teacher performance data of 0.1553, both smaller than Ltable = 0.1847 so that both variables were normally distributed. Correlation analysis (Table 3) yielded a coefficient of 0.7201, while a simple linear regression (table 4) showed R^2=0.5186, F=22.6203, and a significance of 0.000107. The regression coefficient of 0.6357 indicates a positive and statistically significant relationship. This means that 51.86% of the variation in teacher performance can be influenced by the prophetic leadership model.

Table 3. Correlation test results

	X	***Y***
X	1	
Y	0,72012	1

Table 4. Simple regression test results

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0,720119743
R Square	0,5186
Adjusted R Square	0,495647323
Standard Error	5,812885334
Observations	23

Anova

	df	***SS***	***MS***	***F***	***Significance F***
Regression	1	764,3306895	764,3307	22,6203	0,000107
Residual	21	709,582354	33,78964		
Total	22	1473,913043			

	Coefficients	***Standard Error***	***t Stat***	***P-value***	***Lower 95%***	***Upper 95%***	***Lower 95,0%***	***Upper 95,0%***
Intercept	30,4178822	12,01750471	2,531131	0,019424	5,426113031	55,40965	5,426113	55,40965
X Variable 1	0,6357	0,133664423	4,756077	0,000107	0,357747926	0,913689	0,357747	0,913688

The implications of these findings lead to the strengthening of prophetic leadership strategies through the dimensions of humanization, liberation, and transcendence. In the humanization dimension, madrasah heads need to expand the opportunities for teachers to express their opinions, express obstacles, and be involved in decision-making. This strategy is important because the indicator of opportunity to express opinions obtained the lowest achievement of 81.74%. In the liberation dimension, madrasah heads need to provide access to professional development, facilitate training, and encourage learning innovation. Although the encouragement of innovative learning methods reaches 94.78%, opportunities to participate in professional development still need to be considered. In the dimensions of transcendence, example, honesty, justice, trust, and consistency of actions need to be strengthened through continuous coaching. These strategies can be implemented through dialogical academic supervision, teacher learning communities, reflective discussions, learning tool assistance, and the provision of constructive feedback. In addition, the results of supervision need to be followed up with a measurable improvement plan, a clear person in charge, and periodic evaluations so that teacher performance improvement is systematic and sustainable. Prophetic leadership strategies provide opportunities to foster a professional, collaborative, humanistic, and spiritually grounded work culture in madrasahs. Strengthening humanization may support teacher trust and participation, while liberation may create opportunities for creativity, independence, and professional competency development. Transcendence may further reinforce teachers' integrity and responsibility in carrying out their educational duties. These opportunities are reflected in preliminary observations documenting opportunities for teachers to express concerns, propose improvements, discuss solutions, and participate in institutional coordination. Supporting documentation also includes madrasah head work programs, meeting minutes, learning plans, academic supervision documents, performance assessment records, and evidence of professional development activities. Such evidence can serve as a basis for developing data-informed performance evaluations, strengthening reflective learning practices, and sharing good practices among teachers. The regression analysis yielded a coefficient of determination (R^2) of 51.86%, indicating that 51.86% of the variation in teacher performance could be statistically explained by the regression model using prophetic leadership as a predictor. The remaining 48.14% represents variation not explained by this model and may be associated with other factors, such as teacher motivation, professional competence, work environment, and organizational climate. However, this statistical contribution should not be interpreted as evidence that prophetic leadership directly causes a 51.86% increase in teacher performance. Rather, the finding indicates a substantial predictive relationship within the context of MTs Negeri 3 Purbalingga. Further research involving additional variables and broader institutional contexts is therefore needed to develop a more comprehensive understanding of the factors associated with teacher performance.

DISCUSSION

The Meaning of the Application of Prophetic Leadership at MTs Negeri 3 Purbalingga

The results of the study show that prophetic leadership in MTs Negeri 3 Purbalingga is in the good to very good category, with an average score of 89.45. These findings indicate that prophetic values have been positively perceived in the practice of madrasah management. However, differences in the achievement of the three dimensions suggest that prophetic leadership has not been implemented equally across all aspects. Transcendence obtained the highest score, particularly in the indicator concerning the madrasah head's consideration of moral values, justice, and responsibility in decision-making, which reached 93%. This achievement suggests that spiritual and ethical considerations constitute a strong foundation for leadership practices. In the context of Islamic educational management, this finding reflects the understanding of leadership as an amanah (trust) that must be exercised based on moral principles, justice, and accountability before God and human

beings. This is consistent with A. Nurhayati and Hanif (2025) and Nurhayati (2024), who emphasize the integration of moral values, spirituality, and organizational responsibility in prophetic leadership. In contrast, humanization obtained the lowest score, particularly in the indicator concerning opportunities for teachers to express their opinions, which reached 81.7%. Although this score remains within a positive range, it indicates that teachers' participation in expressing their perspectives has not been fully optimized. This finding suggests a gap between the madrasah head's commitment to ethical leadership and the implementation of participatory management practices. In Kuntowijoyo's perspective, as explained by Haikal et al. (2022), humanization emphasizes respect for human dignity and recognition of individual potential. Therefore, teachers should be positioned not merely as implementers of institutional policies but also as professionals whose ideas, experiences, and needs deserve consideration. This is also consistent with Atiqullah (2024), who emphasizes respect for human dignity, and Asriyah (2024), who highlights empowerment as an effort to overcome barriers to individual development.

The difference between these dimensions has important implications for prophetic leadership in Islamic educational institutions. The high transcendence score indicates that spiritual and moral values have become a relatively strong foundation for leadership. Nevertheless, these values need to be translated more consistently into human-centered and participatory management practices. A commitment to justice, for example, should not only be reflected in fair decision-making but also in providing teachers with equal opportunities to express their opinions and participate in organizational discussions. The observation results, including polite communication, opportunities to discuss work-related obstacles, teacher involvement in coordination, and considerations of fairness in resolving problems, provide additional evidence that prophetic values are reflected in the observed leadership behaviour. However, the survey findings indicate that their implementation remains uneven, particularly regarding teachers' opportunities to express their opinions. Thus, humanization and liberation need to be strengthened alongside transcendence so that spiritual and moral commitments are accompanied by meaningful participation and teacher empowerment. These findings confirm that prophetic leadership is not merely about moral example and spiritual orientation; it also involves building inclusive professional relationships that recognize teachers as active contributors to educational development. Consequently, the three dimensions of transcendence, humanization, and liberation should function as an integrated framework for developing ethical, participatory, and empowering leadership in Islamic educational institutions.

The Meaning of Teacher Performance Findings at MTs Negeri 3 Purbalingga

The results showed that teachers' performance obtained an average score of 87.28, with 52.17% of respondents categorized as very good and 47.83% categorized as good. These findings indicate that most teachers have carried out their professional duties positively, including learning planning, implementation, assessment, and professional responsibility. However, differences in scores across performance aspects indicate that the quality of teacher performance is not yet evenly distributed. Learning assessment obtained the highest average score of 88.48, while learning planning and professional responsibility each scored 86.30. In contrast, learning reflection obtained the lowest score of 80%, particularly in the indicator showing that teachers rarely reflect on their teaching practices to identify weaknesses in the learning process. This finding deserves particular attention because reflection is an essential process through which teachers recognize instructional problems, evaluate the effectiveness of learning strategies, and identify areas requiring improvement. The relatively low achievement may indicate that teachers' professional activities are still more focused on implementing and assessing learning outcomes than on critically examining their own teaching practices. Consequently, the assessment of student learning outcomes does not automatically lead to improvements in teaching quality. This finding is relevant to Danielson's (2007) framework, which

positions reflection and professional responsibility as important components of teacher performance. Therefore, improving teacher performance requires not only strengthening instructional and administrative competencies but also developing a consistent habit of reflective practice as a foundation for continuous professional development. The findings support the argument that teacher performance should be understood as the comprehensive implementation of professional duties rather than merely the fulfillment of administrative requirements (Muspa, 2023; Kusumaningrum et al., 2024). The observation results show the availability of learning tools, alignment between learning objectives, activities, and assessments, the use of appropriate instructional strategies, and efforts to monitor students' understanding through questions and feedback. Documentation also shows the availability of academic supervision records, performance assessment recaps, training certificates, and MGMP activity reports. These findings indicate that teachers' professional responsibilities are supported by institutional programs and professional development activities. Nevertheless, the reflection score of 80% and the feedback indicator of 85.22% suggest that the processes of evaluating and improving teaching practices still require greater attention. In particular, teachers need to move beyond identifying whether learning objectives have been achieved towards examining why certain learning strategies are effective or ineffective and how instructional practices can be improved to address students' learning needs. In this regard, academic supervision, coaching, collaborative reflection through teacher learning communities, and MGMP activities can serve as important mechanisms for strengthening reflective competence. This is consistent with Danielson's (2007) view that reflection and professional responsibility are integral to effective teaching practice. Thus, the findings reinforce the importance of comprehensive teacher performance assessment that considers not only the implementation of professional duties but also teachers' capacity to learn from their experiences and continuously improve their instructional practices. However, the availability of supporting documents and professional development activities does not automatically demonstrate their effectiveness; their implementation and impact on changes in teachers' reflective practices still need to be evaluated.

The Meaning of the Relationship between Prophetic Leadership and Teacher Performance

The results showed a correlation coefficient of 0.7201 and a determination coefficient of 0.5186. The results of simple linear regression also showed a value of F=22.6203 with a significance of 0.000107. The findings showed a strong positive relationship and a statistically significant influence between prophetic leadership and teacher performance. The value of the determination coefficient indicated that 51.86% of the variation in teacher performance could be explained by a model that used prophetic leadership as a predictor. Theoretically, these results support the view that leadership can shape organizational conditions that support the implementation of teachers' duties (Anggraeni & Hanif, 2025) (Adolina et al., 2025) (Widodo et al., 2026) (Karmila et al., 2026). Liebowitz and Porter (2019) identified the relationship between principals' leadership behaviours and various educational outcomes, while Polatcan and Cansoy (2019) highlighted the importance of communication, fairness, reward, and trust. In the context of madrasas, prophetic values have the potential to provide a moral foundation as well as professional support for teachers. The regression results support the argument that prophetic leadership is a significant predictor of teacher performance in the research sample. The regression equation obtained is Y=30.418+0.636X, so that everyone unit increase in prophetic leadership score is related to an increase in the predicted teacher performance score of around 0.636 units. Thus, the hypothesis regarding positive influence receives statistical support. This finding is in line with the explanation of Firmansyah et al. (2026) and Munawaroh et al. (2026) that leadership can be related to performance through organizational motivation and commitment, although transformational leadership is not synonymous with prophetic leadership. Practically, madrasah heads need to strengthen participatory communication,

professional development opportunities, dialogical supervision, and learning reflection. However, this study involved 23 respondents in one madrasah, so generalizations need to be limited. Therefore, further testing and research with a wider sample are needed to strengthen conclusions regarding the impact of prophetic leadership on teacher performance.

4. CONCLUSION

This study concludes that the implementation of prophetic leadership at MTs Negeri 3 Purbalingga was reflected in the dimensions of humanization, liberation, and transcendence, with an average score of 89.45, categorized as very good. Teacher performance, measured through learning planning, learning implementation, learning outcome assessment, and professional responsibility, also achieved a very good category, with an average score of 87.28. The correlation coefficient of 0.7201 indicated a strong positive relationship between prophetic leadership and teacher performance. Furthermore, the regression model yielded a coefficient of determination (R^2) of 51.86% and a significance value of 0.000107, indicating that prophetic leadership was a statistically significant predictor of teacher performance in the madrasah studied. This finding represents a predictive relationship and should not be interpreted as evidence of a direct causal effect. The main contribution of this study lies in providing empirical evidence of the relevance of the three dimensions of prophetic leadership in managing educators in Islamic educational institutions. Humanization emphasizes respect for teachers' dignity, open communication, appreciation, and fair treatment. Liberation highlights professional empowerment, opportunities for innovation, teacher participation, and the reduction of unproductive bureaucratic barriers. Transcendence reinforces moral integrity, honesty, responsibility, and exemplary leadership. These three dimensions offer a complementary framework for understanding how ethical, participatory, and spiritually grounded leadership practices relate to teacher performance. By connecting prophetic leadership with four dimensions of teacher performance, this study contributes to the empirical discussion of leadership in Islamic education and offers practical considerations for strengthening professional and collaborative work cultures in madrasahs. This study has several limitations. First, the research involved only 23 teachers from a single madrasah, limiting the generalizability of the findings to other educational institutions. Second, the primary reliance on questionnaires may have introduced subjective perceptions and response bias in measuring both variables. Third, the correlational design does not establish a direct cause-and-effect relationship. The unexplained 48.14% of variation in teacher performance suggests that other factors, such as work motivation, professional competence, organizational commitment, and work climate, may also be relevant. Future research is therefore recommended to involve larger samples from multiple madrasahs and combine questionnaires with interviews, classroom observations, and other objective performance measures to provide a more comprehensive understanding of the relationship between prophetic leadership and teacher performance.

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