

## THE PRINCIPAL'S PROPHETIC LEADERSHIP IN IMPROVING TEACHER'S PERFORMANCE

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### Abstract

The performance of the principal can be a role modeling for the performance of the teachers. If an educational institution is managed with the prophetic leadership ability of the principal, the managerial system will be able to foster responsibility that comes from the hearts and internal motivations of teachers. This study aims to describe the Prophetic Leadership of The Principal in Improving Teacher Performance. This research uses a literature reviews approach. In searching for articles, a google scholar application is used with the keywords "Prophetic Leadership," "Principal," and "Teacher Performance." Article searches are time-limited i.e. from 2016 to 2021. From the search results, 20 articles were searched based on thematic criteria, up to only 12 articles were used in this study. The results showed that the leadership of the principal in an Islamic educational institution went well and ideally according to the concept of the Qur'an and Hadith when each leader was able to practice prophetic values (*shiddiq, amanah, tabligh, fathonah*) with full responsibility in carrying out the wheels of education. The implementation of prophetic values in leading by a principal leader will affect the improvement of teacher performance as an effort to answer the hopes, wants, and needs of the community. In other words, there is a significant relationship between the principal's prophetic leadership and teacher performance.

**Keywords:** Leadership, Prophetic, Principal, Teacher Performance Improvement

### INTRODUCTION

Education is one of the pillars of a country. Educational Success will depend on the leader of the educational institution itself, the principal. As a leader, the principal plays the role of carrying out leadership, and encourages teachers to produce a generation that is intelligent in various fields, besides being able to produce a generation that has a charitable character, so that one day the next generation of the nation can become human beings who can be responsible, act more wisely in deciding things, and

become leaders with a mandate. To realize all of this, an educational institution is needed that has a quality leadership spirit and is based on Islamic values.

Referring to the KBBI, the word leadership has the basic word "lead," which means to guide, preside over, head, and train (KBBI Kemdikbud, n.d.). Leadership comes from the word "lead" which contains the meaning of guidance, while leadership is the process of a person's activities that have the ability to influence, coordinate and mobilize individuals so that mutual cooperation

arises regularly in an effort to achieve common goals. (Wijayanti et al., 2021).

Enco Mulyasa explained that the principal's leadership needs to be emphasized more in coordination, communication, and supervision, because weaknesses and obstacles often occur in these three domains. Therefore, Lipham once stated that: "the quality of the principal's leadership is crucial to the success of the school" because the principal's leadership is an important factor that can encourage the achievement of effective, efficient, productive, independent, and accountable schools. It is within this framework, the importance of qualified leadership of the principal.

The leadership that is trending in the Islamic leadership model today is prophetic leadership. The word prophetic comes from English which comes from the word "prophet." Prophetic here has two missions namely; first, a servant sent by God and given revelation, a new religion, and commanded by God to indict it to his people whom we often call (messenger). Secondly, a servant who receives revelation from God in accordance with an existing religion and is not commanded to indict the religion to the people (prophet) (Hutagaluh et al., 2020).

According to Kuntowijoyo's perspective, in Islamic teachings there is one verse that can be used as a foundation that contains the mission content of the prophetic paradigm: QS. Ali Imran: 110 which means: "You are the best people born to man, to tell the ma'ruf (humanization), and prevent from the munkar (liberation), and have faith in Allah (transcendence). If the scholars of the book had faith, it would have been better for them. Among them there are believers, and most of them are ungodly people".

As a leader in an educational institution, the principal is expected to be able to bring and create the good name of

the school and the quality of students produced from the school. Meanwhile, the quality of education itself must be supported by teachers who have the ability to be able to transfer knowledge to their students. This can be realized if the teacher's performance is good. The performance of teachers will also depend on the leadership of the principal.

One of the traits that a principal must have to encourage the performance of teachers and staff is to show a friendly, and thoughtful nature towards every problem faced, whether the principal plays an individual or a group can produce something that can improve the quality of the school itself. Such a positive behavior of a principal will be able to encourage, direct and motivate teachers to carry out their activities and work in realizing the vision, mission and goals of the school.

This is also inseparable from how the leadership applied by the principal in managing the educational institution. The better the performance of the school he leads, the better the leadership style of a principal. An indicator of the success of the principal's leadership that can be sure to achieve the school's goals is leadership based on the leadership of the Prophet Muhammad Saw. This is in accordance with the research conducted by Khoerul Anam in Hinestroza (2018) that, the implications of prophetic leadership values in improving teacher performance are in the form of increasing teacher discipline and student achievement, both academic and non-academic. This is in line with what Was conveyed by Mulyasa (2022) who stated that the principal must be able to encourage the performance of teachers by showing a sense of friendliness, closeness, and full of consideration for teachers, both as individuals and as a group.

Based on the aforementioned description, this article aims to review various journal articles related to how to

realize the prophetic leadership of the principal in improving teacher performance. This research is important to find out how the right steps for a principal as a leader in order to improve teacher performance through strengthening the local religious culture that is the basis for the majority of Islamic Educational Institutions.

### METHOD OF RESEARCH

This research uses a literature reviews approach. In searching for articles, a google scholar application is used with the keywords "Prophetic Leadership,

Principal, and Teacher Performance. Article searches are time-limited i.e. from 2016 to 2021. From the search results, 20 articles were searched based on thematic criteria, up to only 12 articles were used in this study. The research method used in this study is a literature review by collecting library data: reading, recording and processing research materials. Literature Review is one of the literature searches by reading various books, journals, and other publications related to research topics, to produce one article related to a specific topic or issue (Marzali, 2017).

### RESULT FINDINGS AND DISCUSSION

No	Journal Name/Author/Year	Research Title	Research Objectives	Research Methods	Research Results
1.	Ethesis UIN Maulana Malik Ibrahim Malang/Khoirul Anam/2018	Prophetic Leadership Values in Improving Teacher Performance, Case Study at SMP Negeri 3 Batu	To analyze the Principal's Strategy in Implementing prophetic leadership values and the implications of prophetic leadership values in improving teacher performance at SMP Negeri 3 Batu	Using a qualitative approach with a case study design	The principal's strategy in applying prophetic leadership values through example ( <i>uswatun hasanah</i> ) towards subordinates, emphasizing honesty ( <i>shiddiq</i> ) in carrying out duties, mandate in work and communication skills ( <i>tabligh</i> ), and involving the participation of school residents with deliberation in making decisions, and (2) The implications of prophetic leadership values in improving teacher performance can be seen from the increase in teacher discipline and student achievement both academic and non-academic.
2.	Thesis/Masda Gustina Hasibuan /2019	The Influence of The Principal's Leadership and The Performance of Islamic Religious Education	To describe whether there is an influence of leadership and teacher performance on the religious attitudes of	Quantitative descriptive with random sampling technique, which is 25% of the total	The change in the value of students' religious attitudes by a change in the value of free variables (principal leadership and teacher performance) by 70.2% while 29.8% was determined by changes in other factors that were not in the model. The calculated t-value for the

		Teachers on Religious Character in State Vocational Schools Throughout Pekanbaru City	students of SMK N Sekota Pekanbaru	population, which is as many as 200 students	principal leadership variable (X1) is 9.272 and for the teacher performance variable (X2) it is 4.258. The table t value for n=200 with the free degree n-k-1=197 and the confidence level of 5 % or alpha 0.05 is 1.972. It is concluded that the principal's Leadership Variables and teacher performance have a significant effect on students' religious attitudes.
3.	Jurnal Manajemen dan Pendidikan Islam At-Ta'dib/ Muhammad Fadhli 2018	Internalization of Prophetic Leadership Values in Islamic Educational Institutions	To discuss the notion of prophetic leadership, the values of prophetic leadership and its internalization in Islamic educational institutions.	Literature review	Prophetic leadership is one of the comprehensive models of leadership because it is taken directly from the style, manner, type carried out by the Prophets. The internalization of prophetic leadership values allows the leader of Islamic education to be better because in the process of his leadership adheres to the Koran and hadith. Prophetic leadership values can be internalized in learning activities through managerial activities in Islamic educational institutions. It takes an exemplary leader who has a theological paradigm so that the process of internalizing prophetic leadership values can be truly realized.
4.	Jurnal Administrasi Manajemen Pendidikan/ Agam Hyansantang Maulana, Imron Arifin, Raden Bambang Suamrsono/2019	Prophetic Leadership of Islam by the Head of the Madrasa	to describe (1) The leadership style of the Head of the Madrasah, (2) the response of the madrasah residents regarding leadership to the Madrasah (3) Characteristics of Islamic Prophetic Leadership	Qualitative Approach with case study research design	(1) Implementation of Islamic prophetic leadership style by the head of the madrasa; (2) madrasa residents respond positively to the leadership of the head of the madrasa; (3) the characteristics of Islamic prophetic leadership by the head of the madrasa practice the basic qualities of the Apostle's leadership ( <i>shiddiq, amanah, tabligh, and fathonah</i> ); (4) a conducive madrasa environment, a sense of community, and high commitment are factors supporting Islamic prophetic

			by the Head of the Madrasah, and (4) supporting and inhibiting factors of Islamic prophetic leadership by the Head of Marasah		leadership by the head of the madrasa, while the inhibiting factors are human limitations and imperfections.
5.	Thesis/Sualiyah/2021	Prophetic Leadership of Head of Madrasah in Improving Teacher Performance in MTs Ma'arif Nu 04 Tamansari Karangmoncol District, Purbalingga Regency	To describe how the leadership of the head of madrasa in exemplifying the traits of <i>shiddiq</i> , <i>amanah</i> , <i>tabligh</i> and <i>fathanah</i> in MTs Ma'arif NU 04 Tamansari Karangmoncol District, Purbalingga Regency	Qualitative Research	(1) The leadership of the head of the madrasa in exemplifying the qualities of <i>shiddiq</i> is carried out by: a) being a devout person of worship; b) always maintain honesty in every aspect of education; c) always be open to teachers and parents of students in all matters concerning education; (2) The leadership of the head of the madrasa in exemplifying the qualities of the <i>amanah</i> is applied in the attitudes and behaviors of the head of madrasa in: a) maintaining discipline in working in the madrasa; and b) always be polite in speaking and acting; (3) The leadership of the head of madrasa in exemplifying the <i>tabligh</i> traits is applied in the attitudes and behaviors of the head of madrasa in: a) accepting constructive criticism from teachers and their employees; b) always provide opportunities for teachers to have an opinion; c) always be an example for teachers, employees and students; and (4) The leadership of the head of madrasa in exemplifying the traits of <i>fathanah</i> is applied in the attitudes and behaviors of the head of madrasa in: a) always helping to overcome the problems of teachers and

					parents of students; b) providing direction to teachers in addressing problems; c) always provide motivation to the teacher in completing the work; and d) always give praise and incentives to teachers when they get the job done well.
6.	Southeast Asian Journal of Islamic Education Management/ Mohammad Zaini/2021	Prophetic Leadership Management Efforts to Improve Teacher Performance & Responsibility in Islamic Educational Institutions	To find out how prophetic paradigma leadership is implemented in an effort to improve teacher performance and their responsibilities	Literature study approach by describing some theories that have to do with the context of educational institutions in Indonesia	Leadership management in an Islamic educational institution runs well and ideally according to the concept of the Qur'an and hadith when each of them is able to practice prophetic values with full responsibility in running an educational organization as an effort to answer the hopes, and the needs of the community
7.	JM-TBI: Jurnal Manajemen dan Tarbiyatul Islam/Aziz & Setiawan/2020	The Principal's Prophetic Leadership in Improving the Professionalism of Teachers; Case Study at SD Islam Tebuireng Ir. Soedigno Kasamben Jombang	To find out the leadership applied by the Principal in improving the professionalism of teachers at SD Islam Tebiireng Ir. Soedigno Kasamben which includes how leadership is applied in improving the professionalism of teachers and employees in the institution	Case study approach (field research)	The leadership carried out by the principal of SD Islam Tebuireng Ir. Soedigno Kesamben can be categorized as a prophetic leadership pattern in which the principal can improve the professionalism of teachers and employees in carrying out duties in educational institutions.
8.	Thesis, IAIN Purwokerto/Muhammad Luthfi/ 2019	Implementasi of Prophetic Leadership at The Nurul	To explain the concept and implementasi of	Descriptive Qualitative	The implementation of Prophetic leadership in Pondok Pesantren can be seen from the personality of the Leader who has an

		Huda Islamic Boarding School Pesanggrahan Kretek Village, Paguyangan Brebes District	Prophetic Leadership along with its supporting and inhibiting factors		individual spiritual side and the results of policies and decisions made. Broadly speaking, the policy is based on the Qur'an and Hadith. The value point of the implementation of Prophetic leadership is the four qualities of the Prophet that have been implemented in this Islamic Boarding School both in system and policy. Meanwhile, the criteria for Prophetic Leadership have also been broadly owned by the Leader.
9.	Al-Idarah Jurnal Kependidikan Islam/Luthfi Zihni Rahman, Ali Hamdi/2021	Analysis of Prophetic Leadership in school-based management at MI Miftahul Ulum Anggana	To analyze the role of prophetic leadership in School-based Management	Qualitative research methods with data collection techniques through interviews, observations, and documentation ...	The results showed that the traits of the prophet gave birth to many important decisions in the management of education at MI Miftahul ulum Anggana, including: Transparency of financial management, utilization of facilities and pre-facilities, curriculum development, and empowerment of educational personnel, student management, and management of public relations.
10.	Jurnal Ilmiah Penelitian Psikologi/Fryda Elsintania, Putri Archianti/2016	The Influence of Prophetic Leadership and Islamic Work Ethic on Organizational Commitment	To seek empirical evidence of whether the leadership of the prophet and the Islamic work ethic possessed by the leader of the organization can contribute value to the organization's commitment to employees	Quantitative approach with multiple regression analysis techniques	The Prophet's leadership and Islamic Work Ethic exerted a significant positive influence on the Organization's commitment. The higher the leadership of the Prophet and the Islamic Work Ethic that a superior has, the higher the commitment of the organization of its employees.
11.	As-Salam: Jurnal Studi Hukum Islam	Implementation of	To find out the	Descriptive qualitative,	The leaders needed by the Indonesian people can be

	& Pendidikan /Darda Mustopa, Adi Supardi/2021	Prophetic Leadership in the New Normal Era	implementati on of leadership in Indonesia in the new normal era with the approach of prophetic character values of Muhammad saw	with empirical data and literature studies	categorized into the following types: (1) beloved leaders, (2) trustworthy leaders, (3) guidance leaders, and (4) leaders who have transformational personalities, visionaries and have a high work ethic.
12.	Jurnal visi ilmu pendidikan/Uray Iskandar/2013	Principal Leadership in Improving Teacher Performance	To find out the correlation of the principal's leadership and work motivation to teacher performance	Descriptive qualitative	The performance of the teacher will improve if the teacher has performed the such elements as: loyalty and high commitment to the task of teaching, mastering and developing subject matter, discipline in teaching and other tasks, creativity in the implementation of teaching, cooperation with all citizens of the school, leadership of which it belongs student role model, good personality, honest and objective in guiding students, as well as responsibility for their duties. Hence the duties of the head the school as a manager is to assess the performance of teachers. This assessment is important to do considering its function as a motivational tool for the leader to the teacher as well as for the teacher himself
13.	Edukasi Islamika/Askina Nurani Syams/2018	Implementati on of Prophetic Leadership at MI Nurul Ulum Bantul	To describe the definition of the Prophetic leadership model at MI Nurul Ulum Bantul	Descriptive qualitative	The implementation of the prophetic leadership model at MI Nurul Ulum is carried out by exemplifying the very famous qualities of the Prophet Muhammad SAW, namely <i>shiddiq</i> , <i>amanah</i> , <i>tabligh</i> , and <i>Fatanah</i> . The application of the concept of prophetic leadership has yielded positive results so that the teachers who are led are in line with the policies carried out by the head of the madrasa at MI Nurul Ulum.



Based on the search of journals or articles that have been carried out, researchers interpret prophetic leadership as the ability of leaders to control themselves and influence others to achieve common goals by modeling the lives of prophets (Budiharto & Himam, 2015). This definition is reinforced by Salah et al. (2021) who states that prophetic leadership is the ability to control oneself and influence others sincerely to achieve common goals as done by the prophets, with the achievement of leadership based on four kinds: *shiddiq*, *amanah*, *tabligh*, and *fathonah*.

In contrast to the two studies above, Shams (2018) showed data that, the application of the concept of prophetic leadership has yielded positive results so that the teachers who are led are in line with the policies carried out by the head of the madrasa at MI Nurul Ulum. In line with this research, the result of the research that has been carried out Aziz & Setiawan (2020) shows the same thing, that the leadership carried out by the principal of SD Islam Tebuireng Ir. Soedigno Kesamben can be categorized as a prophetic leadership pattern in which the principal can improve the professionalism of teachers and employees in carrying out duties in educational institutions. As well as the research conducted by Elsintania & Archianti (2016) which finds out that the Prophet's leadership and Islamic Work Ethic exerted a significant positive influence on the Organization's commitment. The higher the leadership of the Prophet and the Islamic Work Ethic that a superior has, the higher the commitment of the organization of its employees. In line with these three research results, Zaini (2021) also saw that leadership management in an Islamic educational institution runs well and ideally according to the concept of the Qur'an and hadith when each of them is able to practice prophetic values with full

responsibility in running an educational organization as an effort to answer the hopes, and the needs of the community.

In detail, Shams' research revealed that the implementation of the prophetic leadership model at MI Nurul Ulum is carried out by exemplifying the very famous qualities of the Prophet Muhammad SAW, namely *shiddiq*, *amanah*, *tabligh*, and *Fatanah* (Syams, 2018). Related to this issue, Fadhli (2018) shares the same view that prophetic leadership is one of the comprehensive models of leadership because it is taken directly from the style, manner, type carried out by the Prophets. The internalization of prophetic leadership values allows the leader of Islamic education to be better because in the process of his leadership adheres to the Koran and hadith. Prophetic leadership values can be internalized in learning activities through managerial activities in Islamic educational institutions. It takes an exemplary leader who has a theological paradigm so that the process of internalizing prophetic leadership values can be truly realized.

In the context of the application of prophetic leadership in schools, research conducted by Maulana et al. (2019) shows that implementation of Islamic prophetic leadership style by the head of the madrasa; (2) madrasa residents respond positively to the leadership of the head of the madrasa; (3) the characteristics of Islamic prophetic leadership by the head of the madrasa practice the basic qualities of the Apostle's leadership (*shiddiq*, *amanah*, *tabligh*, and *fathonah*); (4) a conducive madrasa environment, a sense of community, and high commitment are factors supporting Islamic prophetic leadership by the head of the madrasa, while the inhibiting factors are human limitations and imperfections (Maulana et al., 2019).

In contrast to the above research, Anam (2018) found several principal's strategies in applying prophetic leadership values through example (*uswatun hasanah*) towards subordinates, emphasizing honesty (*shiddiq*) in carrying out duties, mandate in work and communication skills (*tabligh*), and involving the participation of school residents with deliberation in making decisions, and (2) The implications of prophetic leadership values in improving teacher performance can be seen from the increase in teacher discipline and student achievement both academic and non-academic (Anam, 2018). Similarly, the results of research conducted by Rahman & Hamdi (2021) got the results that the traits of the prophet gave birth to many important decisions in the management of education at MI Miftahul ulum Anggana, including: Transparency of financial management, utilization of facilities and pre-facilities, curriculum development, and empowerment of educational personnel, student management, and management of public relations.

Meanwhile, Sualiyah's research (2021) details four prophetic traits in a school principal as follows: (1) The leadership of the head of the madrasa in exemplifying the qualities of *shiddiq* is carried out by: a) being a devout person of worship; b) always maintain honesty in every aspect of education; c) always be open to teachers and parents of students in all matters concerning education; (2) The leadership of the head of the madrasa in exemplifying the qualities of the *amanah* is applied in the attitudes and behaviors of the head of madrasa in: a) maintaining discipline in working in the madrasa; and b) always be polite in speaking and acting; (3) The leadership of the head of madrasa in exemplifying the *tabligh* traits is applied in the attitudes and behaviors of the head of madrasa in: a) accepting constructive criticism from teachers and their employees; b) always provide

opportunities for teachers to have an opinion; c) always be an example for teachers, employees and students; and (4) The leadership of the head of madrasa in exemplifying the traits of *fathanah* is applied in the attitudes and behaviors of the head of madrasa in: a) always helping to overcome the problems of teachers and parents of students; b) providing direction to teachers in addressing problems; c) always provide motivation to the teacher in completing the work; and d) always give praise and incentives to teachers when they get the job done well (Sualiyah, 2021).

The four prophetic traits above can be smoothly be implemented in Islamic boarding school as well. The research done by Luthfi (2019) shows that the implementation of Prophetic leadership in Pondok Pesantren can be seen from the personality of the Leader who has an individual spiritual side and the results of policies and decisions made. Broadly speaking, the policy is based on the Qur'an and Hadith. The value point of the implementation of Prophetic leadership is the four qualities of the Prophet that have been implemented in this Islamic Boarding School both in system and policy. Meanwhile, the criteria for Prophetic Leadership have also been broadly owned by the Leader (Luthfi, 2019). Luthi's research is in line with Hasibuan's research (2019) finding out the change in the value of students' religious attitudes by a change in the value of free variables (principal leadership and teacher performance) by 70.2% while 29.8% was determined by changes in other factors that were not in the model. The calculated t-value for the principal leadership variable (X1) is 9.272 and for the teacher performance variable (X2) it is 4.258. The table t value for n=200 with the free degree n-k-1=197 and the confidence level of 5 % or alpha 0.05 is 1.972. It is concluded that the principal's leadership variables and teacher performance have a

significant effect on students' religious attitudes.

From those explanation above, it can be understood if Mustopa & Supardi (2021) explored the research showing that the leaders needed by the Indonesian people in the new normal era can be categorized into the following types: (1) beloved leaders, (2) trustworthy leaders, (3) guidance leaders, and (4) leaders who have transformational personalities, visionaries and have a high work ethic. This findings are strengthened by Iskandar's research (2013) that the performance of the teacher will improve if the teacher has performed the such elements as: loyalty and high commitment to the task of teaching, mastering and developing subject matter, discipline in teaching and other tasks, creativity in the implementation of teaching, cooperation with all citizens of the school, leadership of which it belongs student role model, good personality, honest and objective in guiding students, as well as responsibility for their duties. Hence the duties of the head the school as a manager is to assess the performance of teachers. This assessment is important to do considering its function as a motivational tool for the leader to the teacher as well as for the teacher himself.

## CONCLUSION

Based on some of the articles above, it can be concluded that the leadership of the principal in an Islamic educational institution will be able to run well and ideally if he corresponds to the concept of the Qur'an and hadith. If each leader is able to practice prophetic values (*shiddiq, amanah, tabligh, fathonah*) with full responsibility in carrying out the wheels of education, it will affect the improvement of teacher performance as an effort to answer the hopes, wants, and needs of the community. In other words, there is a significant relationship between

the principal's prophetic leadership and teacher performance. From the results of this study, it is hoped that subsequent researchers will be able to see other factors that influence the prophetic leadership of the principal in improving teacher performance.

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