

THE AL-MUNAWWARAH MODEL; CASE STUDY ON INSTITUTIONALIZING PROPHETIC LEADERSHIP TO FOSTER AN EXCELLENT ORGANIZATIONAL CULTURE

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Abstrak

Banyak lembaga pendidikan Islam menghadapi tantangan dalam menerjemahkan nilai-nilai luhur kepemimpinan profetik menjadi strategi operasional yang efektif. Penelitian ini menjawab kesenjangan tersebut dengan menganalisis model penguatan kepemimpinan profetik dalam membangun budaya organisasi unggul di SD Islam Al-Munawwarah. Melalui pendekatan kualitatif deskriptif, studi ini menemukan bahwa efektivitas kepemimpinan tidak hanya bersifat konseptual, melainkan terwujud dalam kebijakan-kebijakan spesifik. Di antaranya adalah integrasi sistematis nilai-nilai Islam ke dalam kurikulum nasional, penerapan aturan disiplin yang konsisten bagi guru dan siswa; seperti penggunaan daftar absensi keterlambatan yang terbuka, serta pengembangan budaya kolaboratif melalui komunikasi visi dan motivasi yang intensif. Hasilnya, terbentuk lingkungan pendidikan yang secara terukur mampu menopang pembentukan karakter moral siswa. Studi ini memberikan kontribusi praktis berupa sebuah kerangka kerja implementatif, yang mendemonstrasikan bagaimana prinsip-prinsip kepemimpinan profetik dapat diturunkan menjadi program dan kebijakan nyata, sehingga dapat direplikasi oleh institusi pendidikan lain.

Kata kunci: profetik, administratif, komunikasi, kedisiplinan, budaya organisasi

Abstract

Many Islamic educational institutions face the challenge of translating the noble values of prophetic leadership into effective operational strategies. This research addresses this gap by analyzing the strengthening model of prophetic leadership in building an excellent organizational culture at Al-Munawwarah Islamic Elementary School. Through a descriptive qualitative approach, this study finds that leadership effectiveness is not merely conceptual but is manifested in specific policies. Among these are the systematic integration of Islamic values into the national curriculum, the implementation of consistent disciplinary rules for teachers and students, such as the use of a public tardiness list, and the development of a collaborative culture through intensive vision communication and motivation. As a result, an educational environment that measurably supports the formation of students' moral character is established. This study offers a practical contribution in the form of an implementable framework, demonstrating how prophetic leadership principles can be translated into tangible programs and policies, making it replicable for other educational institutions.

Key words: Prophetic, administrative, communication, discipline, organizational culture

INTRODUCTION

Amidst the challenges of the global era, educational institutions are not only required to achieve academic excellence but also to build a solid organizational culture as their primary foundation. A strong organizational culture is a determining factor in improving institutional performance, satisfaction, and competitiveness. In this context, leadership plays a central role, not merely as a managerial function, but as a determinant of the organization's moral and spiritual direction. One model that is increasingly relevant to discuss is prophetic leadership, an approach that integrates the values of truth, justice, and wisdom into every aspect of institutional management.

Educational institutions in today's era of globalization face increasingly complex challenges, both internal and external. The success of an institution is not solely determined by economic factors, technological developments, or the implementation of business strategies, but also by the crucial role of the organizational culture developed within it. A strong and high-quality organizational culture can be a key factor in improving performance, employee job satisfaction, and the institution's competitiveness.

One crucial aspect in building and developing a high-quality organizational culture is the role of leadership. Ideal leadership focuses not only on achieving short-term targets but also on instilling moral and spiritual values that strengthen individual and collective integrity within the organization. This leadership model is known as "prophetic leadership." Prophetic leadership has profound meaning, linking the role of leaders to the principles of truth, justice, and peace rooted in religious teachings and life philosophies.

In this sense, leadership is not merely about carrying out administrative or managerial functions, but also guiding organizational members to understand the deeper meaning of life, which is then manifested through positive and productive performance. Prophetic leadership offers an approach that harmonizes the moral and spiritual dimensions within an organizational culture. This approach aims to ensure that every decision and action taken reflects the common good, upholds the principle of justice, and prioritizes human values.

In an era of dynamic development, where change occurs rapidly and is full of challenges, organizations require a culture that is both resilient and adaptive. This culture must be able to adapt to unpredictable external environmental dynamics, without neglecting solid and sustainable fundamental principles. Therefore, to build a superior organizational culture, it is necessary to instill values that are not only technical or pragmatic, but also prioritize moral and spiritual aspects. Prophetic leadership is an approach that emphasizes the formation of individual and collective character, resulting in an organization grounded in integrity, diversity, inclusiveness, and social responsibility. As explained by Bass, transformational leadership emphasizes the importance of moral and social values in driving organizational change. This aligns with the goals of prophetic leadership, which are oriented toward integrity and respect for diversity.¹

According to Schein, organizational culture is a system consisting of values, beliefs, and assumptions developed by groups within an organization. This system plays a significant role in influencing the behavior and interaction patterns among organizational

¹ Bernard M Bass, "From Transactional to Transformational Leadership: Learning to Share the Vision," *Organizational Dynamics* 18, no. 3 (1990): 19–31, [https://doi.org/https://doi.org/10.1016/0090-2616\(90\)90061-S](https://doi.org/https://doi.org/10.1016/0090-2616(90)90061-S).

members.² Organizational culture encompasses more than just technical or procedural approaches to achieving goals; it also involves building values that encompass the moral and spiritual dimensions of each individual within the organization. In this regard, prophetic leadership plays a strategic role in strengthening organizational culture by integrating moral and spiritual values into every organizational decision and activity.

Prophetic leadership refers to a leader who combines intelligence and managerial skills with moral wisdom, thereby serving as a role model for others. As Greenleaf points out, this type of leadership is not only oriented toward achieving pragmatic goals but also places a strong emphasis on the individual and social development of its members. Prophetic leaders serve not only as drivers to realize the organization's vision but also as guides, guiding the organization toward noble principles that positively impact society at large.³

The importance of prophetic leadership in building a superior organizational culture aligns with Goleman's perspective, which highlights the role of emotional intelligence in leadership. Leaders with high levels of emotional intelligence are able to build strong relationships with organizational members, create a harmonious work environment, and motivate teams to achieve their best performance. This emotional intelligence serves as the foundation for leadership that focuses not only on achieving results but also on the work process and the well-being of all parties involved.⁴ This is highly relevant to prophetic leadership, which focuses on the moral and social dimensions of every decision and action.

With the advancement of technology and globalization, organizations face increasing challenges. They must not only address rapid market changes but also the ever-evolving shifts in social values. In this context, it is crucial for organizations to have a culture that can not only adapt to change but also has a strong moral foundation to address it. Prophetic leadership offers a highly relevant approach, combining flexibility in facing external challenges with steadfastness in upholding moral principles that safeguard the organization's integrity.

Western leadership frameworks, such as Bass's transformational leadership, emphasize the importance of vision and moral values. Similarly, Greenleaf's concept of servant leadership highlights the leader's role as a servant. However, these models often focus on ethical and psychological dimensions, without addressing deeper spiritual foundations. Prophetic leadership transcends these limitations by offering a holistic framework in which transcendental values serve not only as inspiration but also as the core of an organization's strategy and operations. It not only changes behavior, as described in Schein's organizational culture theory, but also aims to instill these values down to the basic assumptions that shape the way all members of the organization think and act.

Prophetic leadership guides organizations to adhere to core values even when operating in a dynamic environment. For example, organizations that adopt prophetic

² Edgar H. Schein, *Organizational Culture and Leadership*, 4th ed. (San Francisco, CA: Jossey-Bass A Wiley Imprint, 2010), <https://doi.org/10.4324/9781003366355>.

³ Robert K. Greenleaf, *Servant Leadership; a Journey Into The Nature of Legitimate Power & Greatness* (New Jersey, USA: Paulist Press, 2002).

⁴ Daniel Goleman, *Emotional Intelligence: Why It Can Matter More than IQ for Character, Health, and Lifelong Achievement* (New York City, USA: Bantam Books, 1995).

leadership are better able to balance profit goals with social responsibility and maintain harmonious relationships with all stakeholders. Thus, prophetic leadership not only helps organizations survive in global competition but also creates a positive impact on society and the environment.

A superior organizational culture is measured not only by operational efficiency or the achievement of business goals, but also by the organization's ability to create deep and sustainable values. Organizations with a strong culture can integrate moral and spiritual values into every aspect of their operations. This is crucial to ensure that organizational decisions are not solely focused on profit, but also on the common good and sustainable social development.

In this regard, prophetic leadership plays a key role in directing organizational culture toward higher moral values. Prophetic leaders not only speak about their vision and mission but also lead by example through concrete actions in daily life, inviting all members of the organization to work together to achieve a nobler goal. For example, organizations led by leaders with a prophetic vision place a greater emphasis on social justice, employee welfare, and positive contributions to society.

In an ever-evolving world, where Islamic educational organizations, such as Islamic Elementary Schools, face increasingly significant and complex external challenges, it is crucial for organizations to have a strong and dynamic culture. A superior organizational culture will be created when leadership focuses on moral and spiritual values, which can guide the organization toward sustainable success.

Prophetic leadership, with its principles based on truth, justice, and peace, offers a highly relevant approach to building a superior organizational culture. Therefore, strengthening prophetic leadership in Islamic elementary schools must be a primary concern for any organization seeking long-term growth while maintaining strong moral principles amidst changing times.

The problem is that there is still no mainstreaming of the cultural values and religious spirit exemplified by the Prophet Muhammad (peace be upon him), within organizational processes, especially in formal schools such as elementary schools, to the fullest extent. Until now, the role of religious values as a cultural identity of religious communities has been perceived as distant from the profane world and the transcendent world, resulting in a separate (secular) religious spirit.

Despite this, the academic literature on prophetic leadership remains dominated by conceptual and philosophical studies. Many studies discuss "what" prophetic leadership is, but very few detail how it works in the field. There is a significant gap between lofty theoretical discussions and empirical studies outlining practical implementation strategies in formal educational institutions. Little research has addressed how leaders translate prophetic values, such as integrity, accountability, and managerial acumen, into tangible and measurable policies, programs, and daily routines in elementary schools.

This article aims to examine the importance of strengthening prophetic leadership in an organizational context and how this plays a role in creating a superior organizational culture. Strengthening prophetic leadership is seen as a strategic solution that can help organizations build an effective culture based on moral and spiritual values. Through the application of prophetic leadership, organizations are expected to achieve not only

economic or administrative goals but also internalize noble values that support the sustainability and well-being of all parties involved.

In an era of globalization and rapid change, many organizations face challenges in maintaining their existence and relevance, particularly regarding the culture that develops within them. A strong and healthy organizational culture is key to ensuring organizational sustainability, whether in business, education, or other sectors. However, organizational culture often focuses solely on technical and operational aspects, neglecting the moral and spiritual dimensions that are also crucial in shaping individual and collective character within the organization.

Prophetic values, such as honesty, justice, and wisdom, form the foundation of organizational management to achieve long-term success and support sustainable development. Prophetic leadership, rooted in the noble values espoused by spiritual and moral leaders throughout history, can provide guidance in creating a culture that is not only productive but also imbued with integrity, justice, and compassion. This leadership focuses on the application of moral principles in every decision and action of the leader, and encourages organizational members to participate in achieving organizational goals that align with these values.

This article will highlight several important aspects of strengthening prophetic leadership in organizations, including strategies for strengthening prophetic leadership and how to implement it in building a superior organizational culture at Al-Munawwarah Islamic Elementary School.

METHOD

This research uses a qualitative approach that describes and analyzes phenomena, attitudes, social activities, and beliefs about people's perceptions in groups and as individuals. The research produces descriptive data in the form of written or spoken words from people or observable behavior. Descriptive research is broadly defined as a research activity that attempts to describe or attempt to depict an event or phenomenon systematically, factually, and with careful preparation. This research uses primary data. Primary data is data observed and collected directly by the researcher in the field. The techniques researchers can use to obtain primary data are observation and interviews. The author used interviews and observations. In this study, the subjects were the principal, teachers, and students of Al-Munawwarah Islamic Elementary School.

Data collection techniques included observation, interviews, and documentation. Data analysis was interactive and continued until complete, resulting in data saturation. In this research, data analysis activities were carried out in three stages: data reduction, data presentation, and inference or verification. Data validity testing in this study used triangulation techniques, which involved checking data from different sources, using different methods, and at different times. The validity of the data in this study uses technical triangulation of sources.

RESULT AND DISCUSSION

Result

Strategies for Strengthening Prophetic Leadership in Building a Superior Organizational Culture

The findings in this study are 1) the principal pays attention to communication of vision, motivation, commitment, and participation of all parties, 2) The principal also

plays an important role in fostering closeness with staff and students, as well as enforcing discipline which is the foundation for achieving goals, 3) Strategy for integrating the National curriculum with Islamic values (integrated curriculum), 4) Strict instillation of discipline starting from teachers, 5) Implementation of the full day education concept.

Implementation of Strengthening Prophetic Leadership in Building a Superior Organizational Culture at Al-Munawwarah Islamic Elementary School

The findings in this study include: 1) The leadership of the Principal of SDI Al-Munawwarah Pamekasan is not only focused on achieving the vision and mission, but also on the guidance and motivation given to all staff and teachers in order to create a superior organizational culture, 2) The leadership of the Principal of SDI Al-Munawwarah Pamekasan also shows the ability to provide enlightenment to teachers, not only in academic aspects, but also in the formation of morals, 3) The Principal collaborates with the head of the foundation in handling major problems, but for technical matters in the school, such as discipline and implementation of daily tasks, 4) Leadership that provides examples, attention, and solutions to problems that arise.

Discussion

Strategies for Strengthening Prophetic Leadership in Building a Superior Organizational Culture

Al-Munawwarah Islamic Elementary School, as an educational institution under the auspices of the Foundation, is strong in implementing a curriculum that integrates Islamic values. In its efforts to achieve its vision of being a "superior school (*mumtaz school*)" and developing "perfect human beings (*insan kamil*)" who can become world leaders, the school's leadership approach plays a crucial role.

The Principal of Al-Munawwarah Islamic Elementary School, which significantly influences the effectiveness of school management and curriculum implementation. This study found that the principal not only focuses on administrative or technical aspects of management but also pays attention to communicating the vision, motivation, commitment, and participation of all parties. This approach supports the achievement of educational goals based on strong Islamic values. The principal also plays a crucial role in fostering close relationships with staff and students, as well as enforcing discipline, which is the foundation for achieving these goals.

Research demonstrates that principals in Islamic educational institutions perform a multifaceted role that extends far beyond administrative functions to shape the entire school culture. Functioning as educators, managers, innovators, and motivators, their leadership is a critical agent of change.⁵ In fact, the principal's managerial ability can account for as much as 66.7% of the variance in teacher performance, significantly influencing the effectiveness of curriculum implementation.⁶

Effective principals achieve this impact through a combination of strong interpersonal relationships, ethical values, and direct engagement in the school's moral

⁵ Maulid Agustin and Firmansyah, "Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Lembaga Islam," *Jurnal Pendidikan Islam* 14, no. 02 (2023): 87–98, <https://doi.org/10.22236/jpi.v14i02.13384>.

⁶ Arten Mobonggi et al., "The Principal's Managerial Influence on Mover Teachers in the Implementation of the Independent Curriculum," *TEM Journal* 13, no. 3 (2024): 2177–85, <https://doi.org/10.18421/TEM133-45>.

and spiritual life.⁷ They actively lead religious programming, such as recitations and communal prayers, and motivate teachers to develop a curriculum grounded in social piety.⁸ This hands-on approach, particularly through direct involvement in religious habituation programs, has been shown to effectively improve student discipline.⁹ By integrating local values into their management style, principals can also positively influence student leadership and commitment, creating a holistic educational environment.¹⁰

The leadership of the Principal of Al-Munawwarah Islamic Elementary School demonstrates that building close relationships with subordinates is an effective strategy in realizing the vision, mission, and programs that have been formulated to improve the quality of education. The principal's close relationship with staff as work partners and family, without limiting meetings or opportunities for consultation, is one of the key factors for success. The principal's position is not a barrier to establishing close and open relationships with subordinates, as long as these relationships are focused on the institution's interests and the advancement of education.

According to Suriagiri emphasizes that ideal leadership requires good relations between superiors and subordinates to improve educational quality and harmonize teaching processes.¹¹ Said et. al., identified relationship and engagement as key themes in excellent leadership practices, alongside communication, flexibility, and ethical values.¹² Mubah shows that a leader has the authority to establish policies that determine the direction of the organization, while also having the technical responsibility to realize the shared vision, mission, and goals, so that the institution can continue to grow and develop as expected.¹³

The vision of Al-Munawwarah Islamic Elementary School, which aims to establish the school as a premier educational institution and to develop a generation of exemplary human beings who can become *khalifah fi al-ardhi* (vicegerents on earth), reflects a strong commitment to the character and moral development of its students. However, this study found that in developing the vision and mission, the aspirations of the external

⁷ İzzet Döş and Ahmet Cezmi Savaş, "Elementary School Administrators and Their Roles in the Context of Effective Schools," *SAGE Open* 5, no. 1 (2015), <https://doi.org/10.1177/2158244014567400>; Saidah Mohd Said and Sabariah Sharif, "Unveiling the Excellent Leadership Qualities and Practices of Principals in Islamic Schools: A Systematic Literature Review," *International Journal of Learning, Teaching and Educational Research* 22, no. 9 (2023): 43–61, <https://doi.org/10.26803/ijlter.22.9.3>.

⁸ Arbi, "Improving Quality of Islamic Education Through Community Based Education: Principal Engagement," *Jurnal Pendidikan Islam* 4, no. 1 (2018): 39–50, <https://doi.org/10.15575/jpi.v4i1.2095>.

⁹ Nurul Affika Aulia and R. Madhakomala, "Peran Kepala Sekolah Dalam Memotivasi Pembiasaan Shalat Dhuha Dan Shalat Fardhu Berjamaah Untuk Meningkatkan Kedisiplinan Siswa," *Jurnal Pendidikan Islam* 1, no. 2 (2023): 1–11.

¹⁰ Astuti, "Value-Based Islamic Education Management: Developing Leadership and Commitment in Contemporary Islamic School Environments," *Edelweiss Applied Science and Technology* 8, no. 5 (2024): 454–64, <https://doi.org/10.55214/25768484.v8i5.1709>.

¹¹ Suriagiri, "Good Practice of Educational Leadership to Succeed in The School Literacy Movement," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 3 (2022): 972–87, <https://doi.org/10.31538/nzh.v5i3.2338>.

¹² Said and Sharif, "Unveiling the Excellent Leadership Qualities and Practices of Principals in Islamic Schools: A Systematic Literature Review."

¹³ Hilmi Qosim Mubah, "Pemimpin Profetik Dalam Memotivasi Kerja Personalia Pendidikan Melalui Pendekatan Spiritual Perspektif Al-Qur'an," in *The 3rd Annual Conference On Islamic Education Management* (Surabaya: PPMPI, 2021).

community received greater attention than the institution's internal needs. This reflects an openness that is expected to strengthen the relationship between the school and the surrounding community and ensure that the vision is understood and accepted by all stakeholders.

Strategic management in Islamic schools begins with the formulation of a vision and mission that actively engage all stakeholders, often leading successful institutions to implement child-friendly concepts and integrate Islamic values across the curriculum.¹⁴ A key component of this strategy is the management of character education, which relies on fostering good habits, providing strong role models, and developing a supportive organizational culture through extracurriculars and continuous evaluation.¹⁵ Within this framework, teachers serve as crucial role models, extending character development beyond the classroom into daily routines such as congregational prayers and communal meals.¹⁶ Ultimately, driving these interconnected elements requires a leadership development approach that prioritizes trustworthiness, responsibility, and constant innovation to ensure the institution's strategic goals.¹⁷

The strategy of integrating the national curriculum with Islamic values (an integrated curriculum) is a crucial aspect implemented at Al-Munawwarah Islamic Elementary School. The implemented curriculum not only adheres to the standards of the Ministry of Primary and Secondary Education (*Kemendikdasmen*) but also considers spiritual and moral values in every aspect of learning. This aligns with the school's mission to foster students' devotion to Allah SWT. and behave in accordance with the teachings of Islam, as well as to instill the importance of good deeds and virtue in daily life. According to Mubah, in the Islamic perspective, leadership is viewed as a sacred responsibility. It's an unspoken agreement between leaders and their followers, in which the leader is committed to guiding, protecting, and treating them with fairness and justice to the best of their ability.¹⁸

Kouzes and Posner find that effective leadership can create a culture of mutual support and shared goals, where all members of the organization work synergistically toward a shared vision.¹⁹ This underscores the importance of open and clear communication of the vision and mission in achieving educational goals. This open communication, involving all internal and external components of the school, ensures that the formulated vision and mission are understood and well-received by all parties. This

¹⁴Dwi Setyaningsih, "Implementasi Manajemen Strategi Dalam Meningkatkan Mutu Pendidikan," *Pedagogika* 13, no. Nomor 01 (2022): 24–34.

¹⁵Zainuddin Fanani, Basri, and Ahmad Sonhadji, "Management of Character Education in Creating Student Morals: A Multiple-Case Study," *Jurnal Pendidikan Islam* 11, no. 1 (2022): 95–105, <https://doi.org/10.14421/jpi.2022.111.95-105>.

¹⁶Wasehudin et al., "The Paradigm of Character Education in Islamic Elementary School," *Jurnal Ilmiah Islam Futura* 24, no. 2 (2024): 368–97, <https://doi.org/10.22373/jiif.v24i2.22546>.

¹⁷Hilman Hakiem et al., "Islamic Scholar Thought on Intrapreneurial Leadership Characteristic Framework for Islamic Education Institutions," *Educational Administration: Theory and Practice* 29, no. 3 (2023): 216–37, <https://doi.org/10.52152/kuey.v29i3.728>.

¹⁸Hilmi Qosim Mubah et al., "Leadership Concept Analysis Study in Islamic Perspective," *Re-JIEM (Research Journal of Islamic Education Management)* 7, no. 2 (2024): 343–61.

¹⁹James M. Kouzes and Barry Z. Posner, *The Leadership Challenge* (San Francisco, CA: Jossey-Bass A Wiley Imprint, 2007).

facilitates the implementation of leadership strategies and curriculum management based on the noble values of Islam.

Furthermore, to maintain and cultivate discipline within the Al-Munawwarah Islamic Elementary School environment, the principal prioritizes instilling discipline, starting with the teachers. Teachers are expected to exercise discipline with integrity and responsibility and set a good example for students. According to Greenleaf, prophetic leadership should prioritize moral and spiritual development, so that leaders can serve as role models for others. This process involves consistently implementing habits, one example of which is requiring teachers to fill out a tardy attendance list, which is displayed on the school wall. This serves as a psychological barrier to prevent future tardiness.

According to Schein, organizational culture is a system of values and norms established by members of an organization that influences how they think and act.²⁰ This culture forms the basis for decision-making and organizational management. If these values are not aligned with educational goals, the quality of the education produced will be affected. In many cases, schools and madrasas often focus more on academic achievement without considering the development of strong character in students, which is the very essence of education itself.²¹

Discipline at Al-Munawwarah Islamic Elementary School is strictly enforced, with sanctions imposed on tardiness by both students and teachers. This consistent and fair enforcement of discipline aims to maintain order and create a conducive learning environment. The principal consistently provides guidance to all staff to ensure this discipline is implemented effectively, ensuring that leaders and teachers serve as role models for students in carrying out their duties.

Effective character education hinges on a collaborative effort from the entire school community (principals, teachers, staff, and parents) who work together to create a conducive learning environment through role modeling, discipline, and habituation.²² Central to this process is the principal, who plays a crucial role in motivating disciplinary habits. This is often achieved through direct leadership in religious practices, such as congregational prayers, which serve as a powerful tool for direct monitoring and modeling.²³

Successful development of a disciplined culture further involves setting clear examples through collective prayer, extracurricular activities, and a balanced approach of advice and appropriate consequences.²⁴ Within Islamic schools, this leadership is particularly characterized by an emphasis on ethical values, justice, and adaptability in instructional practices.²⁵ Ultimately, the effectiveness of these strategies is amplified when combined with thorough teacher preparation that focuses on relationship building,

²⁰Schein, *Organizational Culture and Leadership*.

²¹Schein, E.H, *Organizational Culture and Leadership*.

²²Wasehudin et al., "The Paradigm of Character Education in Islamic Elementary School."

²³Aulia and Madhakomala, "Peran Kepala Sekolah Dalam Memotivasi Pembiasaan Shalat Dhuha Dan Shalat Fardhu Berjamaah Untuk Meningkatkan Kedisiplinan Siswa."

²⁴Rita Pusvitasari, "Discipline Culture Development at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 2 (2023): 174–89, <https://doi.org/10.31538/nzh.v6i2.2746>.

²⁵Said and Sharif, "Unveiling the Excellent Leadership Qualities and Practices of Principals in Islamic Schools: A Systematic Literature Review."

classroom management, and cultural responsiveness, as the disciplinary practices modeled by school leaders significantly shape the actions of their teaching staff.²⁶

Al-Munawwarah Islamic Elementary School has demonstrated success in integrating Islamic values into its curriculum management and leadership strategies. The prophetic leadership implemented by the principal has positively impacted the achievement of its vision and mission and strengthened its moral and spiritual-based organizational culture. The close relationship between the principal and staff as working partners, along with the fair and consistent enforcement of discipline, is key to creating an environment conducive to educational development. To increase effectiveness, it is recommended that schools pay more attention to the aspirations and internal needs of the institution when developing their vision and mission, and continue to strengthen open communication between the school and the community.

Implementation of Strengthening Prophetic Leadership in Building a Superior Organizational Culture at Al-Munawwarah Islamic Elementary School

A clear vision is another characteristic of prophetic leadership. Leaders must possess the ability to see far into the future and formulate clear and purposeful goals. According to Kouzes and Posner, effective leaders are always able to inspire their followers with a vision that inspires enthusiasm and hope.²⁷

The leadership of the Principal of Al-Munawwarah Islamic Elementary School focuses not only on achieving the vision and mission but also on providing guidance and motivation to all staff and teachers to create a superior organizational culture. In carrying out his duties, the principal consistently motivates subordinates to foster commitment, thus creating success in academic and non-academic areas and fostering a productive atmosphere. This approach aligns with broader research findings, which show that effective principal leadership positively predicts teacher organizational commitment and morale.²⁸ The principal's emphasis on idealized influence and inspirational motivation, key attributes of transformational leadership, works to enhance the autonomous motivation of the teachers.²⁹

One practical strategy implemented to achieve this is the full-day education concept. This approach enlightens teachers about the importance of holistic education and prioritizes practice over theory, aligning with children's developmental needs through the integration of religious and practice-oriented learning. This method serves a similar function to strategies observed in other Islamic educational contexts, such as using specialized courses to strengthen the organizational culture through religious value

²⁶Richard O. Welsh, "Administering Discipline: An Examination of the Factors Shaping School Discipline Practices," *Education and Urban Society* 56, no. 7 (2024): 847–80, <https://doi.org/10.1177/00131245231208170>.

²⁷Kouzes and Posner, *The Leadership Challenge*.

²⁸Basilius Redan Werang et al., "School Principal Leadership, Teachers' Commitment and Morale in Remote Elementary Schools of Indonesia," *Multidisciplinary Journal of Educational Research* 13, no. 3 (2023): 325–47, <https://doi.org/10.17583/remie.9546>.

²⁹Zamira Hyseni Duraku and Linda Hoxha, "Impact of Transformational and Transactional Attributes of School Principal Leadership on Teachers' Motivation for Work," *Frontiers in Education* 6, no. June (2021): 1–9, <https://doi.org/10.3389/feduc.2021.659919>.

integration.³⁰ Through this holistic approach, teachers are better equipped to implement learning tailored to children's needs, both academically and in building character.

A strong organizational culture significantly impacts organizational performance. As noted by Robbins and Judge, a positive culture leads members to work more coordinately, strengthening commitment, increasing productivity, and accelerating the achievement of shared goals.³¹ This principle is consistently supported by a range of studies. For instance, research shows that cultures incorporating recognition directly enhance employee motivation and performance,³² while a positive organizational ethos improves performance by facilitating change management, goal attainment, and teamwork coordination.³³

The specific attributes of the culture also play a critical role. In service firms, for example, employee involvement has been identified as a key determinant of firm performance.³⁴ Furthermore, cultural strength is shown to enhance crucial internal processes like knowledge transfer,³⁵ and specific types of cultures, such as clan and adhocracy models, have been positively correlated with organizational scale-up and success.³⁶ Together, these findings underscore that a well-cultivated organizational culture is not merely a background element but a primary driver of operational success and goal achievement.

The leadership of the Principal at Al-Munawwarah Islamic Elementary School demonstrates a key ability to provide enlightenment to teachers that extends beyond academics into moral development. As a respected religious figure, the principal serves as a role model, implementing noble morals that protect all members of the school community and reinforce the institution's foundational religious values. This approach is central to the concept of prophetic leadership, which is increasingly accepted as a model for implementing the visionary ideas of future organizations.³⁷

A crucial value underpinning this leadership style is empathy. A leader must be able to sense and understand the needs and feelings of others, which not only strengthens relationships but also creates an inclusive and supportive environment. This aligns with

³⁰Imron Arifin et al., "Islamic Crash Course as a Leadership Strategy of School Principals in Strengthening School Organizational Culture," *SAGE Open* 8, no. 3 (2018), <https://doi.org/10.1177/2158244018799849>.

³¹Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior* (New Jersey: Pearson Education, 2015).

³²A. Matkó and T. Takács, "Examination of the Relationship between Organizational Culture and Performance," *International Review of Applied Sciences and Engineering* 8, no. 1 (2017): 99–105, <https://doi.org/10.1556/1848.2017.8.1.14>.

³³Narayan Prasad Adhikari and Jhupa Kumari Budhathoki, "Organizational Ethos: Empact on Work Performance of Employees," *Cognition* 6, no. 1 (2024): 65–74, <https://doi.org/10.3126/cognition.v6i1.64441>.

³⁴Ana Belén Tulcanaza-Prieto, Iliana E. Aguilar-Rodríguez, and Carlos Artieda, "Administrative Sciences Organizational Culture and Corporate Performance in the Ecuadorian Environment," *Administrative Science* 11, no. 132 (2021): 2–17.

³⁵Nataša Pivec and Vojko Potočan, "Strength of Culture and Transfer of Knowledge in Organizations," *Management (Croatia)* 26, no. 1 (2021): 21–35, <https://doi.org/10.30924/MJCMI.26.1.3>.

³⁶Julia Strengers et al., "The Organizational Culture of Scale-Ups and Performance," *Journal of Organizational Change Management* 35, no. 8 (2022): 115–30, <https://doi.org/10.1108/JOCM-09-2021-0268>.

³⁷Atiqullah, "Prophetic Leadership Strengthening Model towards Excellent Education in Indonesian Universities," *Eurasian Journal of Educational Research*, March 17, 2024.

the findings of Goleman, who identifies empathy as a key component of effective emotional intelligence in leadership.³⁸

In the context of management and problem-solving, the principal plays a crucial role in navigating the school's internal and external dynamics. A clear decision-making structure is evident: the principal collaborates with the foundation on major issues while directly managing technical matters like discipline and daily duties with the vice principals. This approach is consistent with research showing that effective principals demonstrate rational, ethically-grounded decision-making, where optimal outcomes are influenced by strong interpersonal relationships with teachers.³⁹ The principal's problem-solving efforts, which focus on providing solutions to help subordinates perform their duties optimally, reflect a human relations approach that incorporates religious values and respectful communication.⁴⁰

This method is a core aspect of prophetic leadership, which emphasizes the welfare and development of human resources over a mere focus on rules and achievements.⁴¹ By successfully integrating this positive, people-centric culture into the organization's daily functions, leaders ensure that these values are passed on, supporting the institution's long-term growth, resilience, and sustainability in its decision-making processes.⁴²

The implementation of prophetic leadership at Al-Munawwarah Islamic Elementary School successfully integrates religious values, discipline, and motivation to create a superior organizational culture. Leadership that provides examples, attention, and solutions to emerging problems has made Al-Munawwarah Islamic Elementary School an educational institution that not only excels in academic aspects but also in shaping the character and morals of students and strengthening the relationship between teachers and school leaders. With this strengthening of leadership, Al-Munawwarah Islamic Elementary School is increasingly moving towards its vision and mission of creating perfect human beings who are ready to become world leaders with noble morals.

CONCLUSION

This study sought to determine how prophetic leadership is strategically implemented to build a superior organizational culture at Al-Munawwarah Islamic Elementary School. The research concludes that the principal successfully translated abstract prophetic values into a tangible and effective operational framework. This was achieved not through a single action, but through a synthesized strategy combining three core pillars: the systematic integration of Islamic values into the national curriculum, the consistent enforcement of discipline for both staff and students, and the cultivation of a collaborative environment through motivational leadership and transparent

³⁸Goleman, D, *Emotional Intelligence: Why It Can Matter More Than IQ*.

³⁹Christos Kanavas and Sotiria Triantari, "The Rational Decision-Making and the Social Responsibility in the Optimal Functioning of the School," *Cogent Social Sciences* 10, no. 1 (2024), <https://doi.org/10.1080/23311886.2024.2419542>.

⁴⁰Sri Rahmi, "Headmaster's Leadership in Solving Problems at Islamic Elementary School (SDI) Hikmatul Fadhillah Medan," *Jurnal Pendidikan Islam* 7, no. 2 (2019): 267–80, <https://doi.org/10.14421/jpi.2018.72.267-280>.

⁴¹Nik Maheran Nik Muhammad, "Prophetic Leadership Model: Conceptualizing a Prophet's Leadership Behaviour, Leader-Follower Mutuality and Altruism to Decision Making Quality," *European Journal of Interdisciplinary Studies* 3, no. 1 (2015): 93, <https://doi.org/10.26417/ejis.v3i1.p93-106>.

⁴²Hofstede, G., *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across Nations* (Sage Publications, 2001).

communication of the school's vision. This integrated approach demonstrates that prophetic leadership's success lies in its practical application, moving it from a purely theoretical concept to a functional management model.

The primary theoretical contribution of this research is in bridging the well-documented gap between the conceptual ideals of prophetic leadership and its empirical application. By providing a detailed case study, this paper offers an analytical account of *how* abstract values are operationalized within a formal educational setting. Practically, this study provides a replicable framework for other educational leaders. Specific actions, such as implementing a public tardiness list to foster accountability and structuring regular meetings to ensure vision alignment, are concrete steps that other institutions can adopt to foster a similar culture of excellence rooted in moral and spiritual principles.

However, the findings of this research should be considered within the context of its limitations. As a single-case study, the results may not be generalizable to all educational contexts, which may vary in terms of resources, community support, and institutional history. Therefore, future research would benefit from comparative studies across multiple schools to identify common patterns and contextual differences in the implementation of prophetic leadership. Furthermore, quantitative research could be conducted to measure the specific impact of these leadership strategies on student character development and academic outcomes, thereby providing a more comprehensive understanding of their effectiveness.

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