

THE PROPHETIC STRATEGY OF THE PRINCIPAL IN IMPROVING TEACHER PERFORMANCE

Imam Ahfas¹, Imam Satibi², Atim Rinawati³, Muhyidin⁴, Umi Arifah⁵,
Imam Subarkah⁶, Siti Fatimah⁷
{stfatimah89@gmail.com }

Institut Agama Islam Nahdlatul Ulama Kebumen^{1,3,4,5,6}, Universitas Maarif Nahdlatul Ulama Kebumen²

Abstract. This study aims to reveal the prophetic strategy implemented by the principal to improve teacher performance. The research is a qualitative study conducted at SMA Maarif NU Kemranjen, Banyumas. Data collection techniques include interviews, observations, and document studies. The data analysis technique follows the Miles & Huberman & Saldana model, consisting of three stages: data condensation, data presentation, and data verification. The results show that the prophetic strategy implemented by the school principal includes shared vision and mission, open communication, student development, school security and order, extracurricular programs and social activities, teacher and staff evaluation and development, inspirational approach, providing support, and awarding recognition

Keywords: Prophetic Strategy, Principal, Teacher Performance.

INTRODUCTION

Education plays a very vital role in shaping the next generation of the nation. In the effort to achieve optimal educational goals, the quality of teaching and teacher performance greatly determines the success of an educational institution (Fatimah & Mahmudah, 2017). Therefore, it is important for a school principal to manage and lead effectively, one of which is through the right communication strategy. Good communication between the principal and the teachers is a key factor in creating a productive work environment that supports teacher performance (Syahputra et al., 2024; Zurhidayati & Hendriani, 2024). One communication approach that can be used by the principal is prophetic communication, which emphasizes religious values, ethics, and wise leadership. This concept of prophetic communication prioritizes the principles of mutual understanding, openness, and provides motivation and inspiration to achieve educational goals.

As leaders in schools, principals are expected to have strong communication skills to motivate, provide direction, and create a supportive work environment for teachers. Through prophetic communication strategies, the principal not only acts as a guide but also as a role model for the entire school community. A principal who can implement effective and prophetic communication strategies will be able to drive improvements in teacher performance during the learning process, which will ultimately impact the quality of education at the school (Sholeh et al., 2023). However, despite the recognition of the importance of communication in improving teacher performance, there are still challenges in its implementation. Some principals may not fully understand how the appropriate prophetic communication strategy can be applied in their school environment. Prophetic strategy is a communication or leadership strategy that emphasizes religious, moral, ethical values, and leadership principles based on religious teachings, particularly Islamic teachings. This approach not only focuses on effective communication but also on the ability to be a good role model for others, guiding them with love, wisdom, and understanding (Indayanti & Malik, 2023).

In the context of education, the prophetic approach is used to describe the leadership style of a principal who leads not only based on rules and administrative procedures but also prioritizes moral and spiritual values in carrying out their duties. A principal who applies this approach strives to be a role model who inspires teachers and students through actions that reflect principles of goodness, justice, and truth. Research results show that prophetic leadership can have a positive impact on teacher performance (Laili et al., 2024; Rahman et al., 2024). The role of teachers is crucial in achieving national educational goals, as teachers control the quality of learning during the

educational process (Musanna & Basiran, 2023). In the learning process, teachers interact directly with the educational targets, which are the students. Teachers exclusively provide knowledge and skills. Teachers carry out lessons with the aim of achieving students' learning objectives, while also ensuring students' understanding of the material that has been taught, so that students can comprehend the lessons taught by the teacher and are expected to apply the knowledge gained from the teaching and learning activities in society.

Therefore, improving the professional quality of a teacher is extremely important and must be carried out by the government. A professional teacher can be seen from their performance during the educational process at school (Eliza et al., 2022). A teacher's performance is categorized as good if they are able to carry out all their main tasks, such as delivering and mastering the lesson material, creating lesson plans, preparing syllabi, gathering teaching materials, committing to the school and their duties, being disciplined, serving as a role model for students, being honest, responsible, having high dedication, and so on. Teacher performance is a key factor in the success of achieving educational goals. If a teacher's performance is good, the outcome will be positive, and the opposite is true as well. Optimal teacher performance is the primary expectation of all parties involved in the educational process, although in practice, not all teachers achieve maximum performance. In the implementation of teaching and learning activities, continuous and structured guidance is required (Hasibuan, 2018; Putri et al., 2023). Based on this explanation, this study aims to reveal the prophetic strategy implemented by the principal to improve teacher performance.

RESEARCH METHOD

A qualitative case study methodology was employed in this study. The present investigation employed a field research methodology at SMA Maarif NU Kemranjen, Banyumas. Techniques for gathering data include documentation, interviews, and observation. The triangulation technique is used to ensure the validity of the data. Additionally, the Miles, Huberman, & Saldana model—which consists of three stages—is used for data analysis (Miles et al., 2014). These stages are data condensation, data display, and data verification. Data condensation is the process of simplifying, selecting, or transforming raw data into a more focused and meaningful form. Data display is the step of presenting the results of data condensation in a systematic and organized format, helping to understand and analyze the information. The final stage involves interpreting the displayed data to identify meaning, patterns, or relationships, as well as verifying the conclusions drawn.

RESULT AND ANALYSIS

The prophetic communication strategy implemented by the school principal in improving teacher performance is

1.1 Shared Vision and Mission

The prophetic approach in leadership, especially in the educational environment, emphasizes the importance of integrating moral and spiritual principles in every action and decision made. In this context, a shared vision and mission become crucial elements in building an organizational culture based on values of goodness, justice, and compassion. A school principal who adopts the prophetic approach will direct the school's vision and mission not only to achieve academic goals but also to create an environment that supports the development of character and spirituality for all involved parties. The vision in the prophetic approach is an ideal portrayal that reflects long-term goals and hopes to achieve greater goodness, both academically and morally. This vision is often based on religious and spiritual values that guide the school to focus not only on academic achievements but also on the formation of good character in students and the holistic development of individuals.

The shared vision and mission in the prophetic approach are closely interconnected. The vision provides direction and a broad overview of the school's goals, while the mission outlines the practical steps that need to be taken to realize that vision. By using the prophetic approach, the school

principal invites all members of the school community to collaboratively formulate a vision and mission that not only focuses on academic achievements but also on the development of moral and spiritual character. This process involves open and transparent communication between the principal, teachers, and students. All parties are encouraged to understand and internalize the shared vision and mission, so they feel involved and take responsibility for achieving the goals. The prophetic approach also emphasizes the principle of justice, where every decision made is based on fair and wise moral considerations

1.2 Open Communication

Open communication is one of the key aspects of the prophetic approach by the school principal in improving teacher performance and creating a conducive school environment. In this context, communication is not only viewed as a tool for conveying information but also as a means of building supportive relationships between the principal, teachers, and all parties involved in education. The prophetic approach emphasizes moral, ethical, and spiritual values in every interaction, so open communication must be carried out in a way that respects the rights, feelings, and needs of each individual within the school community. Open communication in the prophetic approach refers to the practice of speaking and listening honestly, transparently, and with empathy. This communication aims to foster mutual understanding between the principal, teachers, and students. In this study, open communication not only includes the exchange of information but also focuses on building relationships based on trust, equality, and respect for each individual. This approach encourages everyone in the school to support each other in achieving shared goals, whether in improving the quality of learning or in shaping good moral character.

Open communication in the prophetic approach of the school principal plays a very important role in building respectful and supportive relationships between the principal, teachers, and students. Through open, transparent, and empathetic communication, the principal can create an environment that supports continuous improvement, builds trust, and encourages better teacher performance. Thus, the prophetic approach not only focuses on academic achievement but also on character development, well-being, and the involvement of all parties in creating a better school

1.3 Student Development

The prophetic strategy of the school principal in student development focuses on the application of moral and spiritual values in every aspect of leadership and school management. This approach integrates religious principles, ethics, and justice into every policy and action taken to develop the students' potential holistically. By using this strategy, the principal aims not only to improve academic aspects but also to shape the character and personality of students to be virtuous, responsible, and caring towards others. The prophetic strategy of the school principal in student development focuses on the holistic development of students' character and potential, with the instillation of strong moral and spiritual values. Through this approach, the principal acts not only as an academic manager but also as a guide who motivates and supports students in developing their best potential. By providing a good example, creating a supportive environment, and paying attention to the individual needs of students, the principal can create a school that not only produces academic achievements but also nurtures the noble character of students.

1.4 School Security

The prophetic strategy of the school principal in ensuring student security and order focuses on applying moral, ethical, and spiritual principles to create a safe, orderly, and conducive learning environment. The prophetic approach is not only oriented towards compliance with rules but also towards shaping students' character to be responsible for the safety and well-being of all. As a leader, the principal must be able to create policies and a school culture that prioritize values of justice, peace, and responsibility in maintaining security and order in the school. The prophetic approach to student security and order includes values taught in religion and moral teachings, emphasizing the importance of maintaining harmony, respecting others' rights, and acting responsibly. This strategy combines clear policies, preventive actions, and the instillation of spiritual values that encourage students to avoid behaviors that harm themselves or others.

1.5 Extracurricular Programs and Social Activities

The prophetic strategy in the context of the school principal is not limited to managing academic aspects but also includes the development of students' character through extracurricular programs

and social activities. Extracurricular programs and social activities are effective means of developing students' potential holistically, encompassing emotional, social, and spiritual intelligence. In the prophetic approach, the principal plays a crucial role in designing and implementing programs that not only emphasize achievement but also the moral and ethical values that form the foundation for students' character development. Through these programs, students will not only develop practical skills but also internalize values of empathy for others and social responsibility. A principal who adopts the prophetic approach in extracurricular and social activities will create an environment that supports the development of students who are intelligent, virtuous, and ready to contribute to society.

1.6 Evaluation and Development of Teachers and Staff

In carrying out their leadership duties, the principal has a significant responsibility to improve the quality of education through the effective management of teachers and staff. One important aspect of human resource management in schools is the evaluation and development of teachers and staff. In the prophetic approach, evaluation and development are carried out with an emphasis on values of justice, compassion, and humanity. This approach highlights the importance of setting an example, open communication, and attention to individual well-being as part of the learning process. The prophetic strategy used by the principal in evaluating and developing teachers and staff focuses on a more humane approach grounded in strong moral values. By applying principles such as compassion, justice, and setting a good example, the principal can help teachers and staff grow not only as professionals but also as better individuals. This will create a more positive, harmonious, and supportive school environment, which in turn will have a positive impact on the quality of education provided to students.

1.7 Inspirational Approach

The prophetic approach in school leadership emphasizes moral and spiritual values that guide the development of good character for students, teachers, and staff. In this context, the prophetic strategy used by the principal aims to have a positive impact and inspire all members of the school to develop their best potential. One important aspect of the prophetic approach is the inspirational approach, which focuses on providing motivation, setting an example, and encouraging individuals to feel empowered to achieve common goals with enthusiasm and dedication. The inspirational approach in the prophetic strategy means that the principal is not only a leader who gives instructions or makes decisions but also a figure who can motivate and encourage teachers, staff, and students to achieve educational goals more effectively. The principal who applies this approach serves as a source of inspiration, providing an example in terms of work ethics, spirit, and commitment to achieving the school's vision.

1.8 Providing Support

Effective support is one of the key strategies in the prophetic approach of school leadership. In the context of prophetic leadership, the principal focuses not only on administration and school management but also on providing holistic support to teachers, staff, and students. This support can take the form of emotional, intellectual, social, and spiritual support, aimed at creating a conducive environment that supports the personal and professional development of every individual in the school community. The prophetic approach to providing support leads to the creation of caring relationships between the principal, teachers, staff, and students. In this context, the support provided is not just about fulfilling administrative or operational needs but also about addressing the psychological needs and character development of each individual. In other words, providing support is an action that involves understanding others' needs and offering assistance to help them realize their best potential, both in professional and personal contexts.

1.9 Giving Rewards

Giving rewards is one of the key elements in the prophetic leadership of a school principal. In the prophetic approach, rewards are not merely a form of appreciation for achievements or accomplishments but also serve as a means to strengthen character, provide motivation, and build mutually supportive relationships between the principal, teachers, staff, and students. In this context, rewards aim to reinforce the values appreciated by the school, such as discipline, hard work, honesty, and a sense of responsibility. The prophetic approach to giving rewards emphasizes the principles of justice, role modeling, and empathy. A principal applying this approach understands that each individual has unique potential and contributions. Therefore, rewards are given not only based on academic results or individual achievements but also on the effort, attitude, and moral values they

demonstrate in their daily lives. Rewarding in the prophetic approach also reflects a commitment to character and personality development. Rewards are not just tools to recognize accomplishments but also serve as a means to motivate individuals to stay on the right path and strengthen their commitment to the school's vision and mission.

CONCLUSION

The results show that the prophetic strategy implemented by the school principal includes shared vision and mission, open communication, student development, school security and order, extracurricular programs and social activities, teacher and staff evaluation and development, inspirational approach, providing support, and awarding recognition. Recommendations for Research on Prophetic Strategy of School Principals: future research could explore how prophetic leadership practices, such as shared vision and mission, open communication, and inspirational approaches, influence the overall school culture, including teacher morale, student engagement, and community involvement.

References

- Agbodzakey, J. (2024). Commitment to the Process of Collaborative Governance. In J. Agbodzakey, *Collaborative Governance Primer* (pp. 81–89). Springer International Publishing. https://doi.org/10.1007/978-3-031-57373-6_8
- Asiyani, G., Afandi, N. K., & Asiah, S. N. (2023). PERENCANAAN KOMUNIKASI KEMITRAAN UNTUK Mendukung Pelaksanaan Awal Pengembangan Anak Usia Dini Holistik Integratif. *Jurnal AUDHI*, 6(1), 37–46.
- Dhini, T. M., & Bintari, A. (2023). Perspektif Commitment to Process pada Collaborative Governance Penanganan Kekerasan terhadap Anak di Lembaga Pendidikan Berbasis Agama Kota Bandung Tahun 2021. *JIP: JURNAL ILMIAH ILMU PEMERINTAHAN*, 8(2), 117–137.
- Eliza, D., Sriandila, R., Fitri, D. A. N., & Yenti, S. (2022). Membangun Guru yang Profesional melalui Pengembangan Profesionalisme Guru dalam Penerapan Profesinya. *Jurnal Basicedu*, 6(3), 5362–5369. <https://doi.org/10.31004/basicedu.v6i3.2878>
- Fatimah, S., & Mahmudah, U. (2017). Pengukuran Efisiensi Kinerja Sekolah Dasar lewat Model Data Envelopment Analysis. *Jurnal Cakrawala Pendidikan*, 36(2). <https://doi.org/10.21831/cp.v36i2.11511>
- Hasibuan, S. A. (2018). Upaya Pengawas Meningkatkan Kemampuan Profesional Guru Melalui Supervisi Klinis. *Almufida*, III(01), 173–186.
- Indayanti, A. N., & Malik, A. (2023). Pengaruh Kepemimpinan Profetik Terhadap Motivasi Kinerja di Institusi Perguruan Tinggi. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(2), 113–125. <https://doi.org/10.59373/kharisma.v2i2.33>
- Jack, J. B. (2023). Visibility of School Leadership: Building Trust. *I.e.: Inquiry in Education*, 15(1).
- Laili, J., Nur'Aini, S., & Naashirudin, M. F. (2024). Guru Muhammadiyah: Pengaruh Kepemimpinan Profetik Terhadap Kinerja Guru di Kabupaten X. *Jurnal Penelitian IPTEKS*, 9(1), 34–40. <https://doi.org/10.32528/penelitianipteks.v9i1.1511>
- Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*. Sage Publication.
- Munawwarah, T., Kholizah, N. A., & Maidiana, M. (2023). Analisis Peran Komunikasi Organisasi dalam Meningkatkan Efektivitas Tim Pengelola Pendidikan di Sekolah SMP Swasta Islam Terpadu Suhairiyah. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 1(5), 336–340. <https://doi.org/10.5281/ZENODO.10411150>

Musanna, A., & Basiran, B. (2023). TUGAS, PERAN, DAN FUNGSI GURU DALAM PENDIDIKAN. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 683–690.

Putri, D. Y., Somantri, M., & Sumarsih, S. (2023). PELAKSANAAN SUPERVISI AKADEMIK OLEH KEPALA SEKOLAH DALAM MENINGKATKAN PROFESIONALISME GURU. *JURNAL MANAJER PENDIDIKAN*, 17(2), 115–122.

Rahman, A., Zohriah, A., & Gunawan, A. (2024). PENERAPAN KEPEMIMPINAN PROFETIK DALAM UPAYA MENINGKATKAN KINERJA GURU DILEMBAGA PENDIDIKAN ISLAM. *Jurnal Review Pendidikan Dan Pengajaran*, 7(1), 1270–1277.

Ramdani, Z. (2018). *Collaboration between School Principals, Teachers, and Students in Creating a Good Quality of Educational System*. PROSIDING 1st National Conference on Educational Assessment and Policy.

Rokhmaniyah, R., Fatimah, S., Suryandari, K. C., & Mahmudah, U. (2021). The Role of Parents, Schools, and Communities for Preventing Dropout in Indonesia. *International Journal of Social Sciences & Educational Studies*, 8(3). <https://doi.org/10.23918/ijsses.v8i3p14>

Sholeh, M. I., Tanzeh, A., Fuadi, I., & Kojin. (2023). Kepemimpinan Profetik (Study Proses Peningkatan Lembaga Pendidikan Islam di Indonesia). *JMPI: Jurnal Manajemen, Pendidikan, Dan Pemikiran Islam*, 1(1), 27–44.

Suhartono, S., Fatimah, S., & Widyastuti, S. (2018). ANALYSING THE IMPLEMENTATION AND THE EFFECT OF PARTNERSHIP AMONG SCHOOL, FAMILY, AND COMMUNITY TOWARDS THE QUALITY OF EDUCATION IN SD NEGERI 02 KARANGSARI KEBUMEN. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 2(1). <https://doi.org/10.20961/jdc.v2i1.18926>

Syahputra, M. R., Habib, F., Oktaviani, D., Dermawan, M. M., & Wardani, T. K. (2024). Peran Komunikasi Bagi Kepala Sekolah Untuk Kinerja Guru Di SMK PAB 8 Sampali. *ALACRITY: Journal of Education*, 391–397. <https://doi.org/10.52121/alacrity.v4i2.364>

Werang, B. R., Pradnyani, M. D., Natalia, K. D., Sukmawati, M. D., & Wulandari, K. A. S. (2023). Peran Kepala Sekolah dalam Mendorong Kolaborasi Antar Guru Sekolah Dasar di SD Negeri 2 Belantih. *Jurnal Pendidikan Tambusai*, 7(3), 30260–30264.

Zurhidayati, & Hendriani, S. (2024). PERAN KOMUNIKASI EFEKTIF KEPALA SEKOLAH DALAM MENINGKATKAN MOTIVASI KERJA GURU. *Journal of Social and Economics Research*, 6(1). <https://doi.org/10.54783/jsr.v6i1.377>