

## Exploring the Relationship between Prophetic Leadership and Job Satisfaction of *Madrasah Ibtidaiyah* Teachers in Indonesia

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**ABSTRACT.** This study examined the relationship between prophetic leadership and job satisfaction among *Madrasah Ibtidaiyah* teachers in Indonesia. The research method used a quantitative research design with survey techniques. Data were collected from 179 facilitator teachers in 27 provinces using a validated Likert scale questionnaire. Data analysis used regression tests to assess the effect of prophetic leadership on job satisfaction. Findings showed a significant positive correlation, indicating that a 1% increase in prophetic leadership was associated with a 0.514 increase in job satisfaction. It suggests that enhancing the principles of prophetic leadership within an education management framework can significantly improve teachers' well-being and the overall quality of education in *Madrasah Ibtidaiyah*. This study underscores the importance of integrating moral and spiritual dimensions into Islamic education, encouraging a more inclusive and dignified work environment for educators. The implications of the findings advocate a shift towards a leadership model that prioritizes ethical considerations, potentially leading to sustainable improvements in educational practices and outcomes.

**Keywords:** *Job satisfaction, Madrasah ibtidaiyah teachers, Prophetic leadership*



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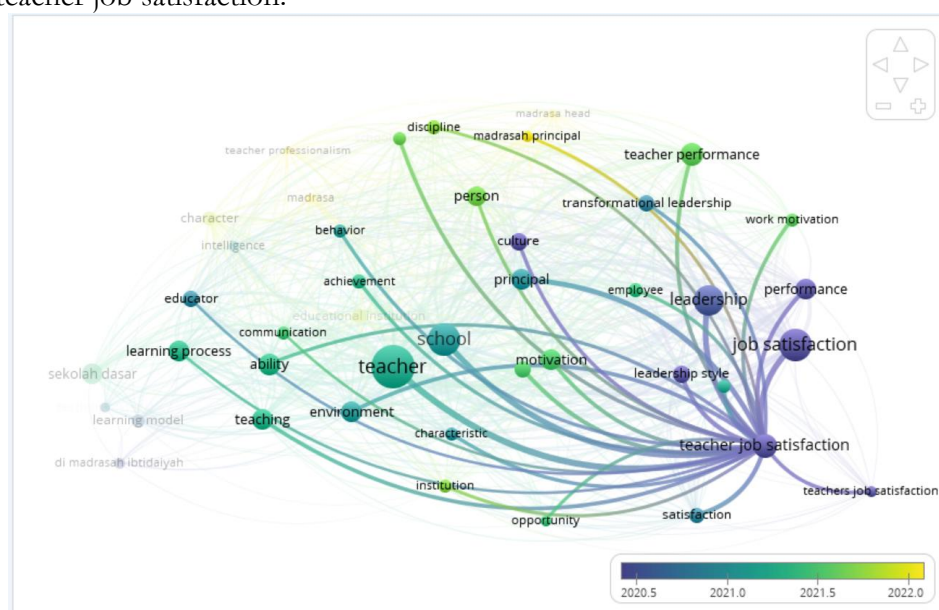
## INTRODUCTION

Education is a key aspect in the development of a nation, where its quality is highly dependent on the competence of teachers involved in the learning process (Malik, 2018; McCowan & Unterhalter, 2021; Flores, 2022; Effendi et al., 2025). Teachers play an important role in improving the quality of education both in public schools and religious schools (*madrasah*) (Liston et al., 2008; Asadullah & Chaudhury, 2010; Niemi, 2014; Asadullah, 2018). In Indonesia, *Madrasah Ibtidaiyah*, as a primary-level Islamic education institution, plays an important role in providing children with the basics of religious education (Suripto, 2017; Setyawan et al., 2023; Ma'arif et al., 2023; Maarif et al., 2024). However, teachers' job satisfaction in this institution is a pressing issue as it has a significant impact on teaching quality, motivation, teacher welfare, student achievement, and professional development (Banerjee et al., 2017; Demır, 2020; Toropova et al., 2021). As teachers are the most important implementing entities for improving classrooms and managing schools, teacher job satisfaction must be considered a core determinant for improving education quality (Jung & Woo, 2022; Nasution et al., 2023; Rachman et al., 2024).

Job satisfaction reflects the happiness or positive emotions that arise from work experiences, which play an important role in supporting individual performance (Duffy & Lent, 2009; Bentea & Anghelache, 2012; Suriansyah, 2018; Juhji, Ma'mur, Nugraha, & Syarifudin, 2022; Jung & Woo, 2022; Lughawi, 2023). As a multidimensional concept, job satisfaction is influenced by external factors, such as salary, working conditions, relationships with coworkers, and professional development, as well as internal factors, such as individual expectations of the job (Arifin et al., 2023; Asmarani et al., 2021; Demirel, 2014; Sukoyo & Juhji, 2021). Teacher job satisfaction is one of the variables that can improve the quality of education and teacher welfare (Khaidir & Suud, 2020; Handayani & Wijaya, 2024; Akmalia et al., 2023; Putra et al., 2023). For teachers, job satisfaction not only affects personal well-being but also directly impacts teaching quality and student learning outcomes, making it a crucial element in educational success (Juhji, Ma'mur, Nugraha, Nurhadi, et al., 2022; Fütterer et al., 2023; Alwi & Mumtahana, 2023; Amirudin et al., 2024; Bakar et al., 2023). Therefore, teacher job satisfaction can be viewed as an important variable that brings together personal and professional well-being.

The low job satisfaction of school teachers (including *Madrasah Ibtidaiyah*) needs to be addressed (Demirtas, 2010; Falchati, 2019). These problems include high workload (Cayupe et al., 2023), lack of organizational support (Kurt & Duyar, 2023), and lack of recognition for teachers' achievements. Research by Maulida et al. (2019) revealed a significant relationship between transformational leadership and *Madrasah Ibtidaiyah* teachers' job satisfaction. It means that teacher job satisfaction is influenced by school leadership. Toropova et al. (2021) included leadership support as one of the elements of school working conditions that affect teacher job satisfaction. Alonderiene and Majauskaite (2016) also found a significant positive effect of servant leadership style on job satisfaction. Thus, school leadership is one of the variables that cannot be separated from teacher job satisfaction.

Although various studies have explored the factors that influence teacher job satisfaction in schools (Wolomasi et al., 2019; Toropova et al., 2021; Rois, 2022; Juhji et al., 2023; Ibrahim et al., 2023). The concept of prophetic leadership that focuses on moral and spiritual values, as well as the example of the Prophet Muhammad sallallahu 'alaihi wasallam, is still rarely studied in depth. The results of bibliometric analysis using VOSviewer over the past decade (2013-2023) with the keywords "Teacher Job Satisfaction", "*Madrasah Ibtidaiyah*", and "Prophetic Leadership" show that this topic is often associated with aspects of leadership, performance, work motivation, teacher performance, and *madrasah* principals. No research explores how prophetic leadership relates to teacher job satisfaction.



**Figure 1.** VOSviewer results with keywords Teacher Job Satisfaction, *Madrasah Ibtidaiyah*, and Prophetic Leadership over the last decade (2013-2023).

Prophetic leadership is leadership based on noble values taught by the Prophet and Messenger, including the principles of *siddiq* (honesty), *amanah* (trustworthiness), *tabligh* (delivery), and *fathonah* (intelligence) (Dewantoro et al., 2021; Ma'arif et al., 2025; Tabroni et al., 2022). This concept reflects a leader's expertise in influencing others to achieve goals and becomes the foundation of activities, guidelines, and principles of equality of life in society (Baso & Alwy, 2023; Eva et al., 2019; Patoni, 2017). (Budiharto & Himam, 2006) emphasized that the main aspects of prophetic leadership include honesty in words and actions, responsibility, the ability to convey messages, and professional competence. (Subagja, 2010) emphasized that the core of prophetic leadership refers to the leadership characteristics of Prophets and Messengers, making this model relevant to be applied in various contexts, especially in building a society with integrity and justice. Thus, prophetic leadership is a model that emulates the values and principles taught by the Prophet and the Messenger, including honesty, responsibility, message delivery, intelligence, and competence. The presence of prophetic leadership can provide a unique perspective in understanding and improving teacher job satisfaction in *Madrasah Ibtidaiyah*.

Some previous research, such as that conducted by Toropova et al. (2021), revealed that teacher job satisfaction is influenced by school working conditions (including student discipline, leadership support, teacher cooperation, school resources, teacher workload, social composition of students in the classroom, and achievement heterogeneity), and teacher characteristics (including teacher gender, amount of participation in professional development, and teacher beliefs in self-efficacy have a significant positive relationship with teacher job satisfaction). Meanwhile, Alonderiene and Majauskaite's (2016) research found a significant positive effect of servant leadership style, which proved to have the highest significant positive effect on job satisfaction. The research findings of Han et al. (2022) showed that the principal's public leadership behaviour affects teacher motivation and job satisfaction. Duyar et al. (2013) also found that principals' leadership and teachers' collaborative practices significantly predicted teachers' self-efficacy and job satisfaction within and across schools. Their findings suggest that principal leadership is correlated with teacher job satisfaction.

Based on these issues, teachers' job satisfaction has become an important research focus regarding the quality of education and their welfare. Thus, exploring the relationship between prophetic leadership and teachers' job satisfaction is necessary to make theoretical and practical contributions to improving the quality of education both in schools and madrasahs. Therefore, this study explores the relationship between prophetic leadership and the job satisfaction of *Madrasah Ibtidaiyah* teachers.

## **METHOD**

### **Research design**

This study used quantitative and survey techniques to identify the relationship between prophetic leadership and teacher job satisfaction in *Madrasah Ibtidaiyah*. Research data were collected systematically through validated instruments, and the relationship between the variables studied was analyzed.

### **Population and Sample**

The population in this study was 291 *Madrasah Ibtidaiyah* teachers who became science facilitators in 27 provinces in Indonesia. A sample of 179 teachers who were provincial and regional facilitators was selected from this population. The sample was selected using a purposive sampling method to ensure proper representation from various provinces in Indonesia.

## Research procedure

The research began with collecting data from respondents using a job satisfaction questionnaire for *Madrasah Ibtidaiyah* teachers and a prophetic leadership questionnaire. The questionnaire was distributed online to respondents via email and social media through *WhatsApp*. The collected data were then analyzed to determine the relationship between the variables studied.

## Data collection technique

In this study, two questionnaires were used to collect data. *First*, a 30-item *Madrasah Ibtidaiyah* teacher job satisfaction questionnaire included eight indicators: salary, work, supervisor behaviour, colleague collaboration, promotion, patience, gratitude, and sincerity. *Second*, a 30-item prophetic leadership questionnaire includes five indicators: faith, worship, Prophetic traits, humanism, and fitrah. Both questionnaires have been empirically validated; the results can be seen in Table 1 and Table 2 below.

**Table 1:** Correlation value between the score of each item and the total score, and Cronbach's Alpha Reliability Index for *Madrasah Ibtidaiyah* teacher job satisfaction variable.

No	Indicators'	Number of items	Correlation of items with total score	Alpha	Description
1	Salary (S1-S4)	4	0,374 – 0,829	0,820	Valid, Reliable
2	Work (W5-W8)	4	0,426 – 0,746	0,763	Valid, Reliable
3	Supervisor Behaviour (SB9-SB12)	4	0,331 – 0,831	0,729	Valid, Reliable
4	Colleague Collaboration (CC13-CC16)	4	0,385 – 0,647	0,737	Valid, Reliable
5	Promotion (P17-P20)	4	0,411 – 0,659	0,735	Valid, Reliable
6	Patience (Pt21-Pt24)	4	0,191 – 0,752	0,708	Valid, Reliable
7	Gratitude (G25-G27)	3	0,676 – 0,832	0,879	Valid, Reliable
8	Sincerity (Sc28-Sc30)	3	0,450 – 0,803	0,773	Valid, Reliable

Table 1 shows the results of the correlation analysis between the scores of each item and the total score, as well as the Cronbach's Alpha reliability index for the *Madrasah Ibtidaiyah* teacher job satisfaction variable. All dimensions showed good reliability, with Cronbach's Alpha values ranging from 0.708 to 0.879, which is above the minimum threshold of 0.7. The gratitude dimension had the highest reliability ( $\alpha = 0.879$ ), indicating excellent internal consistency in the items measured. In contrast, the patience dimension has the lowest reliability ( $\alpha = 0.708$ ), although it still meets the minimum standard. The correlation between the score of each item and the total score in each dimension is also quite varied, ranging from 0.191 to 0.832. The gratitude and salary dimensions show the highest correlation in certain items, indicating a strong relevance between the items and the total score. However, the minimum correlation on the patience dimension (0.191) indicates that items need further evaluation to improve consistency. Overall, these results indicate that the instrument used is reliable enough to measure the *Madrasah Ibtidaiyah* job satisfaction teachers.

**Table 2:** Correlation value between each item score, total score, and Cronbach's Alpha Reliability Index for prophetic leadership variables.

No	Indicators'	Number of items	Correlation of items with total score	Alpha	Description
1	Faith (F1-F4)	4	0,421 – 0,864	0,737	Valid, Reliable
2	Worship (W5-W8)	4	0,367 – 0,833	0,792	Valid, Reliable
3	Traits of the Prophet (CP9-CP22)	14	0,319 – 0,760	0,883	Valid, Reliable
4	Humanist (H23-H26)	4	0,369 – 0,682	0,736	Valid, Reliable
5	Natural ( <i>Fitrah</i> ) (N27-N30)	4	0,559 – 0,827	0,854	Valid, Reliable

Based on Table 2, all dimensions have Cronbach's Alpha values above the minimum threshold of 0.7, indicating a good level of reliability. The Prophetic dimension showed the highest reliability ( $\alpha = 0.883$ ), reflecting strong internal consistency for the 14 items measured. On the other hand, the Humanist dimension had the lowest reliability value ( $\alpha = 0.736$ ), although it still met the expected standard. The correlation between items and the total score varies across dimensions, ranging from 0.319 to 0.864. The Natural (*Fitrah*) dimension shows a higher minimum correlation (0.559), indicating a better level of consistency among its items than other dimensions. In contrast, the minimum correlation value in the Prophetic Traits dimension (0.319) indicates some items whose contribution to the total score is relatively weaker. Overall, these results indicate that the instruments for prophetic leadership variables are pretty reliable.

### Data analysis technique

The collected research data were analyzed using regression analysis to test the relationship between the variables studied. Simple linear regression was used to test the effect of each aspect of prophetic leadership on teacher job satisfaction. Data analysis used statistical software such as *SPSS* to obtain valid and reliable results. Prior to data analysis, a classical assumption test consisting of normality, linearity, and heteroscedasticity tests was conducted.

#### Normality test

A normality test is carried out to determine whether the research data is usually distributed. The normality test in the study used the Kolmogorov-Smirnov normality test, which is a test that compares the data distribution with the standard normal distribution (Z-score). The results of the normality test can be seen in Table 3 below.

**Table 3:** Kolmogorof-Smirnov Normality Test Results

		Prophetic Leadseship (X)	Teacher Job Satisfaction of Madrasah Ibtidaiyah (Y)
N		179	179
Normal Parameters <sup>a,b</sup>	Mean	99.89	108.22
	Std. Deviation	10.184	11.584
Most Extreme Differences	Absolute	.157	.105
	Positive	.157	.104
	Negative	-.100	-.105
Test Statistic		.157	.105
Asymp. Sig. (2-tailed)		.100 <sup>a</sup>	.120 <sup>a</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 3 displays the Kolmogorov-Smirnov normality test results for the Prophetic Leadership (X) and Teacher Job Satisfaction of *Madrasah Ibtidaiyah* (Y) variables with a total sample size of 179. The mean value for variable X is 99.89, with a standard deviation of 10.184, while for variable Y, the mean value is 108.22, with a standard deviation of 11.584. The statistical value of the normality test is 0.157 for X and 0.105 for Y. The result of Asymp. Sig. (2-tailed) results of 0.100 for X and 0.120 for Y, both greater than 0.05. Thus, the data for both variables follow a normal distribution.

#### Linearity test

A linearity test was conducted to analyze the nature of the linear relationship between variables. Any change in one variable will be followed by a change of equal magnitude in the other variable. This test uses the “compare means” function contained in the *SPSS* application. The linearity test of the *madrasah ibtidaiyah* teacher job satisfaction variable (Y), the prophetic leadership variable (X), and the analysis results can be seen in Table 4 below.

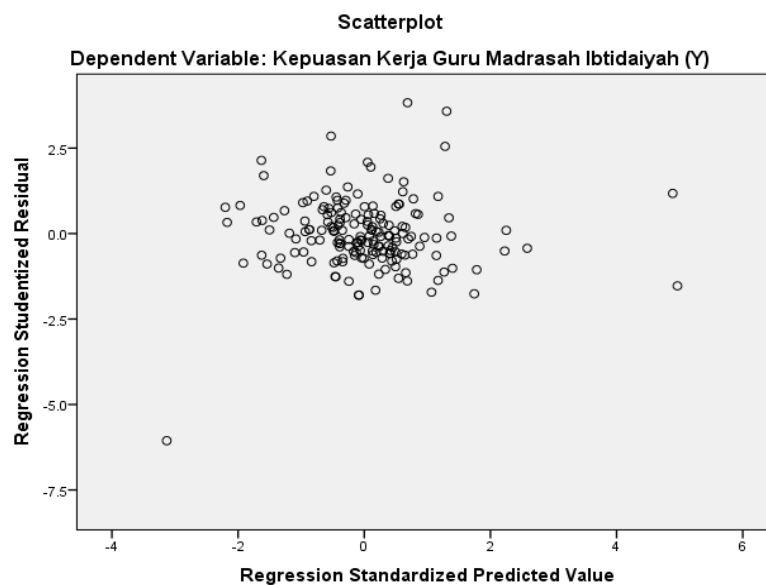
**Table 4:** Results of Linearity Test Y and X

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Job Satisfaction of <i>Madrasah Ibtidaiyah</i> (Y) * Prophetic Leadership (X)	Between Groups	(Combined)	16139.393	36	448.316	6.292	.000
		Linearity	10364.320	1	10364.320	145.458	.000
		Deviation from Linearity	5775.073	35	165.002	1.316	.060
	Within Groups		10117.914	142	71.253		
	Total		26257.307	178			

Table 4 presents the results of the linearity test between the variables of Job Satisfaction of *Madrasah Ibtidaiyah* Teachers (Y) and Prophetic Leadership (X). The results show that the significance value for the linearity test is 0.000, with an F value of 145.458, which indicates a significant linear relationship between the two variables. In addition, the Deviation from the Linearity test yielded a significance value of 0.060 (greater than 0.05), indicating no significant deviation from the linear relationship. Thus, it can be concluded that the relationship between variables Y and X is linear, so linear regression analysis can be used to examine the effect of prophetic leadership on *madrasah ibtidaiyah* teachers' job satisfaction.

#### *Heteroscedasticity test*

The heteroscedasticity test is conducted through the Figure 1 scatterplot below.



**Figure 2:** Scatterplot

Based on Figure 2, it is known that (1) the data points are scattered above and below or around the number 0; (2) the points are not concentrated only above or below; (3) the distribution of data points does not form a wavy pattern that widens, narrows, then widens again; and (4) the distribution of data points does not show a specific pattern. Thus, it can be concluded that there is no heteroscedasticity problem, so the ideal regression model is fulfilled.



## RESULT AND DISCUSSION

### Result

The data obtained are shown in Table 5 below based on the results of the regression test analysis of prophetic leadership on *Madrasah Ibtidaiyah* teachers' job satisfaction.

**Table 5:** Regression Test of Prophetic Leadership (X) on *Madrasah Ibtidaiyah* Teachers Job Satisfaction (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.827	7.656		7.423	.000
	Prophetic Leadership	.514	.076	.452	6.747	.000

a. Dependent Variable: *Madrasah Ibtidaiyah* Teachers Job Satisfaction

The regression analysis results show prophetic leadership (X) significantly affects *Madrasah Ibtidaiyah* teachers' job satisfaction (Y). Based on the t-test results, the t-value of 6.747 with a significance of 0.000 indicates a significant relationship at the 95% confidence level. The resulting regression equation is  $Y = 56.827 + 0.514X$ , which indicates that every one-unit increase in prophetic leadership will increase teacher job satisfaction by 0.514 units. The practical implication of this finding is the importance of madrasah leaders in adopting and applying prophetic values, such as faith, worship, Prophetic traits, humanism, and fitrah in their leadership style. It can create a more harmonious work environment and motivate teachers to perform best in supporting education in madrasah.

A linearity test was conducted to ensure that the relationship between the two variables follows a linear pattern, which is an important prerequisite in regression analysis. Table 6 below shows the results of the linearity test.

**Table 6:** Linearity Test of Prophetic Leadership on *Madrasah Ibtidaiyah* Teachers Job Satisfaction

			Sum of Squares	df	Mean Square	F	Sig.
<i>Madrasah Ibtidaiyah</i> Teachers Job Satisfaction * Prophetic Leadership	Between Groups	(Combined)	16139.393	36	448.316	6.292	.000
		Linearity	10364.320	1	10364.320	145.458	.000
		Deviation from Linearity	5775.073	35	165.002	1.316	.060
	Within Groups		10117.914	142	71.253		
	Total		26257.307	178			

The linearity test results in Table 6 show that the relationship between prophetic leadership and job satisfaction of *Madrasah Ibtidaiyah* teachers is significant and linear. The  $F$  value of 145.458 with a significance of 0.000 in the linearity test indicates that this relationship model firmly explains variations in teacher job satisfaction based on the level of prophetic leadership. In addition, the deviation from the linearity value of 1.316 with a significance of 0.060 indicates that the relationship does not deviate significantly from a linear pattern, strengthening the validity of the regression model used. The practical implication of these findings is that madrasah heads who implement prophetic values-based leadership, such as faith, worship, Prophetic traits, humanism, and fitrah, can create a conducive work environment and motivate teachers. Thus, prophetic leadership can be relied upon as a leadership style capable of increasing teachers' job satisfaction, ultimately improving the quality of education in madrasah.

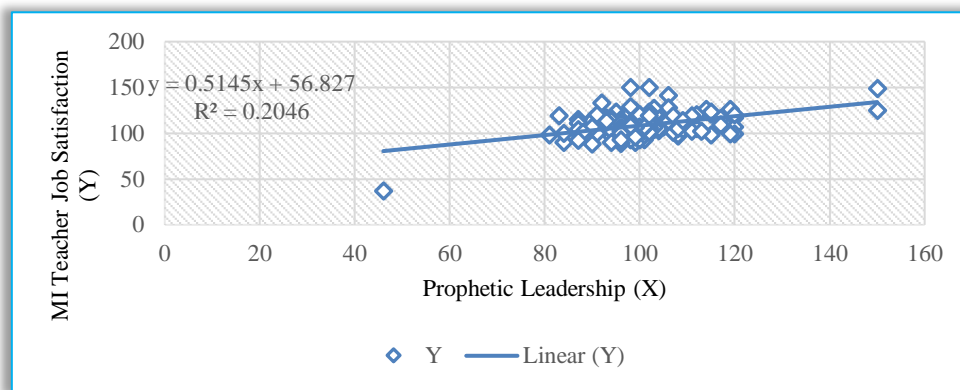
**Table 7:** Test of the Significance of Prophetic Leadership on *Madrasah ibtidaiyah* teachers' job satisfaction

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4886.791	1	4886.791	45.525	.000 <sup>b</sup>
	Residual	18999.711	177	107.343		
	Total	23886.503	178			

a. Dependent Variable: *Madrasah ibtidaiyah* teachers' job satisfaction

b. Predictors: (Constant), Prophetic Leadership

Based on Table 7, the significance value (Sig.) is 0.000, less than 0.05. According to Imam Ghozali, if Sig. < 0.05, the regression model is considered linear. Therefore, the research data is significant. Thus, the regression equation  $\hat{Y} = 56.827 + 0.514X$  is linear and significant. It means that every one-unit increase in prophetic leadership will increase *Madrasah ibtidaiyah* teachers' job satisfaction by 0.514 units at a constant of 56.827. The contribution model of the prophetic leadership variable with the regression equation model  $\hat{Y} = 56.827 + 0.514X$  is shown in Figure 3.



**Figure 3.** Linear Regression Graph Contribution of the Prophetic Leadership to *Madrasah Ibtidaiyah* Teacher Job Satisfaction

In summary, the regression test results for the prophetic leadership variable on the job satisfaction variable for *Madrasah ibtidaiyah* teachers are presented in Table 8 below.

**Table 8:** Summary of the Regression Model for Prophetic Leadership and *Madrasah Ibtidaiyah* Teachers Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.452 <sup>a</sup>	.205	.200	10.361

a. Predictors: (Constant), Prophetic Leadership

Based on Table 8, the correlation coefficient (R) is 0.452, which falls within the moderately strong category (0.400-0.599). The coefficient of determination ( $R^2$ ) is 0.452, or 45.2%, indicating that prophetic leadership accounts for 20.5% of the variance in *Madrasah ibtidaiyah* teachers' job satisfaction, with the remaining 79.5% influenced by other variables outside of prophetic leadership. Further analysis, including the correlation coefficient, coefficient of determination, and significance test between prophetic leadership and teacher job satisfaction, is presented in Table 9 below.



**Table 9:** Correlation, Determination, and Significance Test for X and Y

Correlation	r	r <sup>2</sup>	N	$\alpha$	Df	t <sub>count</sub>	t <sub>table</sub>	Decision	Conclusion
r <sub>1y</sub>	0,452	0,205	179	0,05	177	6,747	1,973	H <sub>1</sub> accepted	Significant correlation

Based on Table 5 above, the strength of the contribution of the prophetic leadership variable to the *Madrasah ibtidaiyah* teachers' job satisfaction is indicated by a correlation coefficient of 0.452. The correlation coefficient falls within the range of 0.400 – 0.699, indicating a moderately strong level of correlation. Therefore, the research hypothesis stating a significant relationship between prophetic leadership and job satisfaction can be accepted with a moderately strong association level. The significance test of the correlation coefficient, conducted using the t-test, yielded a t-value of 6.747. The critical t-value for  $\alpha = 0.01$  and  $df = 177$  is 2.604; for  $\alpha = 0.05$  and  $df = 177$ , it is 1.973. As shown in Table 4.16, the calculated t-value (6.747) exceeds the critical t-value (1.973), indicating a positive and significant contribution between prophetic leadership and *Madrasah ibtidaiyah* teachers' job satisfaction. Thus, the research hypothesis proposing a positive and significant contribution of prophetic leadership to the *Madrasah ibtidaiyah* teachers' job satisfaction is validated. In other words, the higher the prophetic leadership of the *Madrasah* head, the higher their contribution to the *Madrasah ibtidaiyah* teachers job satisfaction.

Subsequently, an analysis of the coefficient of determination was conducted. The coefficient of determination is the square of the correlation coefficient between variable X and variable Y. The coefficient of determination between X and Y is  $(r_{1y})^2 = (0.452)^2 = 0.205$ . It means that 20.5% of the variation in the job satisfaction of *Madrasah ibtidaiyah* teachers can be explained by prophetic leadership through the regression equation  $\hat{Y} = 56.827 + 0.514X$ . This study cannot explain the remaining 79.5%. Therefore, further research is needed to identify other factors contributing to the *Madrasah ibtidaiyah* teachers' job satisfaction.

## Discussion

The regression analysis results showed that the prophetic leadership variable significantly influenced the job satisfaction of madrasah ibtidaiyah teachers. The regression coefficient ( $\beta$ ) of 0.514 indicates that a one per cent increase in prophetic leadership increases teacher job satisfaction by 0.514. The constant value ( $\alpha$ ) shows that teacher job satisfaction remains at 56.827 without prophetic leadership. This finding is consistent with Jordan and Wilson's (2017) research that emphasizes the important role of prophetic leadership in increasing teacher job satisfaction. In addition, Nyiawung (2010) asserted that prophetic leadership can increase teachers' job satisfaction through guidance and support, which highlights its important role in fostering a positive work environment.

This finding aligns with Blair et al.'s (2012) research, which states that prophetic leadership can improve organizational dynamics and create a positive work atmosphere, thus directly supporting increased individual job satisfaction. Britt (2020) added that the influence of prophetic leadership includes spiritual and material aspects, reinforcing relevance in human resource management. Prophetic values, such as guidance, inspiration (Abidin & Sirojuddin, 2024; Alam, 2020; Pernau, 2021; Sari et al., 2020), and the application of transformative pedagogy (Suddahazai, 2023), have been shown to increase motivation and a sense of responsibility at work (Arar & Haj-Yehia, 2018; Egel & Fry, 2017). In addition, Memon et al. (2023) provided strong evidence that prophetic leadership significantly affects teachers' job satisfaction. These findings confirm the importance of applying spiritual values in the management of teachers in schools for optimal results.

Furthermore, this finding confirms the importance of prophetic leadership as a key factor in improving teacher welfare in *Madrasah Ibtidaiyah*. This study is in line with the research of Ibrahim et al. (2023), (Adeoye et al., 2025; Amirudin et al., 2024; Murni & Adiyono, 2024), and Yasin (2020), which show that the integration of prophetic leadership principles into managerial policies and practices can strengthen the quality of Islamic education management. Comparatively, (Basri & Abdullah, 2024; Hasan et al., 2024; Tang et al., 2019) highlighted a similar impact of spiritual-based leadership values on improving the welfare of educators in a multicultural context. Strengthening prophetic values, such as justice, integrity and compassion, contributes to creating a conducive work environment, as Nafi'a and Gumiandari (2022) outlined. It means that a work environment that applies spiritual values can improve teachers' welfare and positively impact their performance and the overall quality of education. In that sense, prophetic leadership has strategic potential in education management.

Theoretically, this study strengthens empirical evidence on the importance of prophetic leadership in the context of Islamic education (Arar & Haj-Yehia, 2018; Egel & Fry, 2017; Karwadi, 2023; Murni & Adiyono, 2024). The contribution of prophetic leadership to teacher job satisfaction fills a gap in the existing literature (Azizah & Mardiana, 2024; Beekun, 2012). It reinforces the view that prophetic leadership's moral and spiritual values positively impact individual well-being in the workplace and the school environment. The findings have implications for educational institutions integrating prophetic leadership principles into their managerial policies and practices. It could include developing prophetic leadership training programs for Madrasah leaders and managers and using management methods that promote moral and spiritual values in decision-making.

Increasing teacher job satisfaction contributes to the quality of education, as stated in various studies that satisfied teachers tend to be more motivated and perform optimally (Skaalvik & Skaalvik, 2011; Bentea & Anghelache, 2012; Shoshani & Eldor, 2016; Slemp et al., 2020). It has implications for improving student academic achievement and the welfare of the educational community as a whole, as emphasized in the context of Islamic education by Ibrahim et al. (2023). Prophetic leadership that emphasizes moral values (humanist and natural) and spiritual (faith, worship, and the nature of the Prophet) has similarities with the transformational leadership model in increasing the involvement and motivation of educators. However, its uniqueness lies in emphasizing justice, empathy, and spiritual balance (Muhammad et al., 2024; Tang et al., 2019; Zakariyah, 2024). The practice of prophetic leadership requires the principal (head of the madrasah) to integrate the values of integrity, empathy, and justice in every decision-making and interaction with staff and students. By strengthening the implementation of these values, educational institutions can create an inclusive, dignified and fair work environment that meets professional standards and deeply reflects Islamic values.

## CONCLUSION

Prophetic leadership significantly influences the job satisfaction of elementary school teachers, emphasizing the importance of moral (humanistic and natural) and spiritual values (faith, worship, and the nature of the Prophet) in an Islamic educational environment. For further research, it is recommended to expand the scope of the sample, use a more in-depth qualitative approach, and consider other factors that influence teacher job satisfaction. Efforts are also needed to strengthen prophetic leadership in elementary school workplaces, ensure integrity, fairness, and empathy in decision-making, and prioritize teacher welfare in formulating educational policies. It can help create a more inclusive, just, and dignified work environment, ultimately improving elementary school education quality throughout Indonesia.

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