

SCHOOL PRINCIPAL LEADERSHIP BASED ON PROPHETIC LEADERSHIP VALUES IN IMPROVING EDUCATOR PROFESSIONALISM

Ayu Auliyah^{1(*)}, M. Kharis Fadillah², Ilhami³, Riyuzen Praja Tuala⁴,
Ahmad Fauzan⁵

Universitas Islam Negeri Raden Intan Lampung, Indonesia¹²³⁴⁵

ayuaul785@gmail.com¹, mkharisfadillah@radenintan.ac.id², ilhami@radenintan.ac.id⁴,
riyuzen@radenintan.ac.id⁴, ahmad.fauzan@radenintan.ac.id⁵

Abstract

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The purpose of this study is to describe the application of prophetic values in school principal leadership and examine its implications for organizational culture at SMA Negeri 2 Bandar Lampung. This study uses a qualitative approach with descriptive methods through in-depth interviews, participatory observation, and documentation studies of the principal, vice principal, administrative head, and several teachers. The results of the study show that the principal applies the value of *Shiddiq* through honesty and transparency, *Amanah* through responsibility and accountability, *Fathanah* through wisdom in decision making, and *Tabligh* through participatory communication and moral exemplary behavior. The application of these four values contributes to improving teacher professionalism, a collaborative work climate, and effective school management.

Keywords:

Principal Leadership, Prophetic Leadership, Professionalism of Educators

(*) Corresponding Author:

Ayu Auliyah, ayuaul785@gmail.com, 089522837364

INTRODUCTION

Education plays a vital role in shaping the nation's character and morals, emphasizing not only academic success but also the cultivation of integrity, responsibility, and professionalism among educators (Fitri & Permatasari, 2022). The principal holds a strategic role in directing educational success by fostering a conducive work environment and professionalism among teachers (Pujiyati, 2020). Effective school leadership must be grounded in strong moral and spiritual values.

From an Islamic perspective, the ideal leadership model is reflected in prophetic leadership (*an-nubuwwah*), which is leadership that emulates the characteristics of the Prophet Muhammad SAW: *Shiddiq* (honest and truthful), *Amanah* (trustworthy), *Fathanah* (intelligent and wise), and *Tabligh* (communicative and open) (Edy & Sumarta, 2022, pp. 49–63). Such leadership integrates intellectual, spiritual, and social dimensions, making the principal not only an administrator but also a moral guide who builds integrity and collaboration within the school (Anas et al., 2024).

Based on preliminary research conducted at SMA Negeri 2 Bandar Lampung, it was found that the principal, Mrs. Sevensari, S.Pd., M.M., has applied prophetic leadership values in carrying out her duties and guiding the school community. The value of *Shiddiq* is evident in her honesty and openness in conveying information and making decisions regarding school policy. The value of *Amanah* is reflected in her sense of responsibility

and discipline in implementing work programs and enforcing rules fairly. The value of Fathanah is seen in the principal's wisdom when dealing with problems and making decisions that take into account rational, emotional, and spiritual aspects. Meanwhile, the value of Tabligh is manifested through open and participatory communication with teachers and staff, thereby creating a harmonious and enthusiastic working atmosphere.

The application of these four values has a positive impact on improving teacher professionalism, especially in terms of discipline, responsibility, and work collaboration. The exemplary behavior of the principal is a major factor in fostering trust and enthusiasm for work in the school environment. The results of this preliminary study show that prophetic leadership is not only conceptually relevant but also effective when applied in modern educational management practices. Based on these findings, prophetic leadership values are used as the main indicators in this study, with an emphasis on the differences in aspects and sub-foci of the issues being studied. Therefore, this study was conducted to examine in depth the implementation of the leadership of the Prophet Muhammad SAW in the context of improving the professionalism of educators at SMA Negeri 2 Bandar Lampung, in order to obtain a more comprehensive and contextual understanding.

RESEARCH METHOD

This study uses a descriptive qualitative approach to gain an in-depth understanding of the implementation of school principal leadership in emulating the leadership principles of the Prophet Muhammad SAW to improve the professionalism of educators at SMA Negeri 2 Bandar Lampung (Waruwu, 2024). The focus of this study is to describe the exemplary behavior of school principals that reflects the values of *Shiddiq* (honesty), *Amanah* (trustworthiness), Fathanah (intelligence), and Tabligh (communicativeness), as well as to analyze the impact of its implementation on teacher professionalism.

The research was conducted at SMA Negeri 2 Bandar Lampung, with subjects including the principal, vice principal, head of administration, and teachers. Data were collected through in-depth interviews, participatory observation, and documentation studies, then analyzed using Miles and Huberman's interactive model: data reduction, data presentation, and conclusion drawing and verification. To maintain data validity, source and technique triangulation was used by comparing the results of interviews, observations, and documents. The results are expected to provide an in-depth picture of the application of prophetic leadership values in fostering the professionalism of educators in schools.

RESULTS AND DISCUSSION

Implementation of Principal Leadership in the Aspect of Shiddiq to Improve Educator Professionalism

Based on the results of the study, the Principal of SMA Negeri 2 Bandar Lampung has thoroughly applied the value of Shiddiq (honesty and truthfulness) in his leadership practices. The Shiddiq principle serves as the moral and spiritual foundation that guides the principal in his behavior, decision-making, and interactions with the entire school community. Honesty is not only understood as a personal ethical principle, but as the main foundation in building a professional, transparent, and highly ethical work culture. This view is in line with the research (Dumanig & Baguio, 2025) which states that authentic leadership based on honesty, integrity, and transparency has a positive relationship with teacher trust and collaboration in the educational environment.

In daily practice, the principal demonstrates Shiddiq's example through openness and honesty in every policy. The interview results show that he believes openness fosters trust and cooperation, so that every policy is implemented transparently. Field observations

also show that the principal always explains the school's conditions as they are, including limitations in funding and facilities. This dialogical approach fosters an atmosphere of honesty and openness. These findings are reinforced by research (Siagian et al., 2022) which states that school leadership based on ethical values such as honesty, fairness, and openness can improve the quality of education and teacher loyalty.

The principal's leadership is also reflected in his firmness, consistency, and high integrity in enforcing rules. The vice principal said that the principal reprimanded violations in a polite but firm manner, emphasizing that discipline begins with the leader. This example demonstrates the application of Shiddiq in real action, namely upholding the truth in a wise and respectful manner. This is in line with research (Sulastri et al., 2023) which found that leadership integrity has a significant effect on teacher effectiveness and the formation of a positive organizational culture.

In administrative and financial aspects, the principal also implements the value of Shiddiq through transparency and accountability. Interviews with the administrative head revealed that all financial reports and budget usage are disclosed openly in staff meetings. If there are errors, the principal does not blame the staff, but invites them to correct them together. This attitude demonstrates honesty accompanied by a sense of responsibility and trustworthiness. These findings are in line with research (Simanjuntak et al., 2024) which states that transparency in the management of BOS funds enhances a culture of integrity and trust in the educational environment.

The principal's exemplary character is also evident in his commitment to keeping his promises. Based on interviews with teachers, every plan promised by the principal, such as training or facility improvements, is always pursued to be realized, and if there are delays, the reasons are explained openly. This transparency strengthens trust and respect for his leadership. This is consistent with moral leadership theory, which states that honesty and openness are the main pillars of trust building in educational organizations.

Beyond formal aspects, the value of Shiddiq is also embodied in the principal's daily interactions with teachers and staff. Observations show that he always greets teachers every morning and asks about their teaching readiness in a friendly manner. This simple action fosters a sense of appreciation and strengthens social relationships. Research (Lestari et al., 2023) emphasizes that the principal's morality, demonstrated through honesty, humility, and openness, is an important factor in building an ethical and harmonious school climate.

The documentation results reinforce the application of Shiddiq values in school management, where the preparation and reporting of RKAS are carried out openly and accountably. Honesty is also reflected in the objectivity of teacher and student assessments. At the teacher level, the application of Shiddiq values is not only evident in ethical aspects but also concretely correlates with their professional competence in daily learning practices. Teachers' consistency in systematically developing learning modules and teaching tools reflects their commitment to high professional standards, in line with findings that the development of teachers' pedagogical competence can improve the quality of the learning process and the integration of moral values in educational practices.

In addition, teachers' involvement in the transparent socialization of programs and the use of attendance applications and professional activity reporting shows that professionalism is not only evident in mastery of the material, but also in an attitude of honesty and responsibility in administrative and educational technology responsibilities, which directly strengthens the collective work culture at school. Research (Wahyuni & Haryanti, 2024) shows that developing teacher professionalism through the use of digital media and innovative learning strategies not only improves technical skills, but also strengthens professional attitudes that include moral responsibility and work ethics, consistent with the value of Shiddiq.

The consistent application of Shiddiq values fosters a culture of integrity and trust in the school environment. Teachers feel more motivated to work honestly and with discipline because the principal emphasizes that administration can be improved, but integrity cannot be compromised. The honesty applied by the principal also creates harmonious working relationships, where teachers feel comfortable expressing their opinions and ideas. The school atmosphere becomes more conducive, without suspicion or rivalry.

However, the study also found that maintaining consistency in applying the value of Shiddiq is not easy. The principal faces pressure, both from internal and external environments, such as differences of opinion with parties outside the school or policies from higher authorities. However, he continues to strive to uphold the principle of truth with a communicative, patient, and wise approach so that honesty does not cause conflict. Continuous habituation and exemplary behavior, administrative transparency, and appreciation for teachers with high integrity are strategies to maintain this value in the school's work culture.

Overall, the results of the study show that school principals who exemplify the value of Shiddiq are able to create an organizational culture based on integrity, trust, and professionalism. The consistent application of the values of honesty and truthfulness strengthens interpersonal relationships, increases teacher motivation, and builds transparent, fair, and equitable school governance. Thus, Shiddiq is not only a personal spiritual value, but also the foundation of professional ethics in realizing educational leadership that is both ethical and inspiring.

Implementation of School Principal Leadership in the Aspect of Amanah to Improve Educator Professionalism

Based on the results of the study, the Principal of SMA Negeri 2 Bandar Lampung has consistently applied the value of trustworthiness in every aspect of his leadership. The characteristics of trustworthiness, which include being reliable, responsible, and honest in carrying out tasks, form the main basis for building professional, transparent, and justice-oriented school management. For the principal, Amanah is not only interpreted as personal honesty, but also as a moral and social responsibility to the entire school community. This value is the foundation for decision-making, program implementation, and the formation of a culture of integrity.

In daily practice, the principal demonstrates the example of Amanah through an open attitude, discipline, and full responsibility for his duties. Based on the interview results, the principal always conveys information transparently to the school community, from program planning, use of BOS funds, to the results of activity evaluations. Every important decision is made through deliberation with teachers and staff, not unilaterally. This approach creates a participatory work atmosphere, where teachers feel involved, valued, and trusted in every decision-making process.

These findings indicate that principals not only perform administrative roles, but also moral roles as role models of ethical leadership. This is in line with research (Kılınç et al., 2025) which emphasizes that the principles of honesty, responsibility, and accountability are key components of value-based leadership for creating ethical and effective school governance. The values of trustworthiness applied by the principal are also in line with the leadership model based on Integrity, Quality, Responsibility, and Accountability (IQRA) (Kamil, 2025) which emphasizes the importance of integrating moral values and responsibility in building a professional and quality-oriented organizational culture.

The Vice Principal described the principal as a reliable, honest leader who adheres to moral responsibility. He stated that the principal not only gives orders but is also directly involved in the implementation of various school activities, such as accreditation, teacher training, and financial reporting. In managing tasks, the principal is known to be fair and consistent, applying rules regardless of status or position. This exemplary behavior fosters a high level of respect and trust from the entire school community and strengthens work solidarity. These findings are consistent with research (Gamaliel & Widodo, 2025) which states that principals who demonstrate consistent actions and a supportive attitude toward teachers can build strong personal and professional trust, thereby increasing teacher involvement and commitment to achieving school educational goals.

The Head of Administration added that the value of trust is also evident in the school's administrative and financial aspects. Every report and budget expenditure is disclosed openly in staff meetings, and the principal always ensures that every procedure is carried out in accordance with applicable regulations. If there are errors in the records, the principal does not blame the staff, but instead invites them to work together to correct them. This attitude reflects responsibility accompanied by empathy, and makes integrity part of the work culture at SMA Negeri 2 Bandar Lampung. This approach reflects the application of the principle of ethical responsibility in educational administration as stated by (Khikmiah & Fitriatin, 2025), Ethical responsibility must be reflected in policies, resource management, and administrative tasks to create an ethical and productive learning environment.

From interviews with teachers, the principal demonstrated trustworthiness through consistent actions and keeping promises. Every commitment made was always fulfilled, such as organizing teacher training, improving school facilities, and fostering the professionalism of educators. If a program cannot be realized on time, the principal provides honest and open explanations. Teachers assess that this honesty and openness fosters a sense of security, trust, and loyalty towards the leadership.

Teachers also assess the principal as a true role model in integrity and responsibility. He or she always arrives early, completes work on time, and monitors the implementation of activities diligently. One teacher stated, "When the principal shows responsibility and commitment, we feel ashamed if we work half-heartedly." This exemplary behavior is a source of inspiration and motivation for teachers to work with high professionalism. These findings reinforce the research (Verawati Wote & Sero, 2021) which shows that the integrity of school principals' leadership has a significant contribution to teacher performance, because the moral example set by leaders fosters respect, loyalty, and professional commitment in teachers.

The results of documentation and field observations reinforce the finding that the trait of trustworthiness is truly implemented in school principals' leadership. The principal's commitment to carrying out his duties is reflected in his discipline in attending various school agendas on time and ensuring that all work programs are carried out according to plan. The principal also demonstrates exemplary behavior and a high sense of responsibility in carrying out his duties. Every morning, he arrives at 6:15 a.m. to greet students at the school gate with sincerity. This activity is not just a routine, but a tangible manifestation of responsibility for the mandate of the position he holds. In addition, he also established the habit of reciting verses from the Qur'an before teaching and learning activities begin. This step reflects his concern for the religious and spiritual character building of the school community, as well as creating a peaceful learning atmosphere full of Islamic values.

The presence of a disciplined and consistent principal serves as a strong role model for teachers and educational staff. The results of the observation show that the principal's behavior has a direct impact on improving teacher discipline. Before the morning greeting policy was implemented, some teachers who were scheduled for morning duty tended to

arrive close to the start of class. However, after the principal began arriving early and greeting students on a regular basis, the teachers began to show positive behavioral changes: arriving early, greeting students, and maintaining order in the school environment. This phenomenon reinforces the results of the study (Alam & Supendi, 2025) which emphasizes the importance of principal discipline as a model for teachers and staff, which directly shapes a culture of responsibility and professionalism in the school environment.

The implementation of the value of trustworthiness by school principals also had a significant impact on improving teachers' competencies in various dimensions of their professional duties. In this study, teachers were able to demonstrate good pedagogical competencies through the systematic preparation of Annual Programs (Prota) and Semester Programs (Prosem), which reflected mature and responsible learning planning. In addition, teachers' social competence was evident in their active participation in Subject Teacher Working Groups (MGMP), which demonstrated their commitment to collaborating, sharing good practices, and collectively expanding their professional knowledge.

For personality competency, teachers carried out their duties and learning activities according to schedule in a disciplined manner, while their professional competency was demonstrated through active participation in training and possession of relevant competency certificates. These findings are in line with research (Suhadi et al., 2025) which shows that strong and supportive school leadership has a positive effect on the development of teachers' pedagogical, social, personal, and professional competencies, because principals who set an example in responsibility and effective communication can create a work environment that supports teachers in continuously improving their skills and professional quality.

However, this study also found challenges in implementing the principle of trustworthiness. Principals must face pressure from various parties, both external, such as government policies, and internal, such as differences in interests among school members. In these circumstances, principals adhere to the principles of honesty, openness, and responsibility in a wise manner, rejecting anything that conflicts with the rules without causing conflict, and explaining each decision with open and rational arguments. This condition is in line with the results of the study (Salim, 2025) emphasizing that effective principals not only perform administrative functions, but also play a role as moral role models who are able to deal with organizational dynamics without compromising ethical values and professional responsibilities.

Overall, the implementation of the value of Trustworthiness by the Principal of SMA Negeri 2 Bandar Lampung not only strengthens the school's administrative and operational management but also creates an organizational culture that is transparent, fair, responsible, and harmonious. This moral value serves as an important foundation in enhancing the trust, professionalism, and loyalty of the school community, making the principal's leadership a model of ethics and spirituality in the world of education.

Implementation of Principal Leadership in the Aspect of Fathanah to Improve Educator Professionalism

Based on the results of the study, it was found that the Principal of SMA Negeri 2 Bandar Lampung has consistently applied the trait of Fathanah in every aspect of his leadership. The trait of Fathanah, which means intelligence and wisdom in thinking and acting, is a key feature of his leadership style. The principal believes that intelligence is not only about intellectual ability, but also includes emotional and spiritual intelligence, which play an important role in managing the school effectively. Thus, Fathanah is not only interpreted as intellectual intelligence, but also as the ability to understand, manage, and balance various aspects of school life with heart and wisdom.

In daily practice, the principal exemplifies Fathanah through strategic, reflective, and rational thinking in every decision made. Based on the interview results, the principal said, "I don't want decisions to be made hastily. Everything must be carefully considered so that the results are fair and acceptable to all parties." This statement shows that the principal always uses logical and rational considerations in deciding on a policy. These findings show the application of intellectual intelligence (IQ) balanced with emotional intelligence (EQ) and spiritual intelligence (SQ). This approach is in line with research (Khairunnisa et al., 2025) which emphasizes that emotional intelligence is an important competency in educational leadership, because leaders who are able to understand and manage emotions effectively can create harmonious working relationships and respond to school dynamics. This illustrates that Fathanah is not only logical thinking intelligence, but also the ability to lead with empathy and moral balance.

Field observations show that the principal leads every meeting calmly, is open to various views, and always closes discussions with mutually agreed conclusions. This approach reflects intellectual intelligence combined with social wisdom, so that every decision feels meaningful and acceptable to the school community. The Vice Principal describes the principal as intelligent in his thinking and wise in his actions. He said, "He never makes unilateral decisions. Every policy is always considered together, and if there is a problem, he solves it with a cool head."

In one of the evaluation meetings observed by the researcher, the principal said, "Differences of opinion are normal, the important thing is that we remain united in our goal of advancing the school." This statement demonstrates communicative intelligence and emotional maturity in dealing with organizational dynamics. The principal's openness to ideas and criticism creates a harmonious working atmosphere, where teachers and staff feel valued and involved in every decision-making process. This approach is consistent with the research findings (Nisaul Fadhilah et al., 2024) which shows that principals who implement participatory decision-making practices tend to create an inclusive work climate and strengthen trust among school members. Thus, the principal's intelligence in building dialogue and managing differences is a clear manifestation of the Fathanah trait.

The Head of Administration added that the principal also displays the Fathanah trait in managing school administration and finances. He said, "Every report and use of funds is always explained openly in staff meetings. If there is a mistake, the principal does not blame anyone, but says, 'Let's fix it together.'" This attitude reflects the principal's intelligence in comprehensively understanding the situation and his wisdom in fostering a sense of collective responsibility. The principal is also known to be very meticulous and analytical. "He always looks at issues from various angles before making a decision," he added. This careful and thoughtful approach demonstrates the integration of rationality and empathy. This is in line with research (Riswandi et al., 2024) which emphasizes that effective leadership requires not only academic intelligence, but also managerial and emotional skills to manage the complex dynamics of educational organizations.

In addition, the principal also demonstrates Fathanah values by mentoring and placing trust in teachers and staff. The administrative head said, "He doesn't just give orders, but also provides space for opinions and initiative. If we have ideas, he listens and helps find solutions." This attitude fosters work motivation and builds a collaborative culture in the school environment. The principal not only leads structurally, but also sets an example in wise thinking and fair behavior. These findings reinforce the research results (Ayumi & Nasution, 2025) yang menyatakan bahwa kepala sekolah yang menerapkan gaya kepemimpinan partisipatif can increase teachers' motivation, involvement, and commitment because they feel they have an important role in achieving the school's goals.

From interviews with teachers, it was found that the principal displayed the trait of Fathanah through his ability to provide educational solutions and build professional

awareness. One teacher said, "If we make a mistake, he doesn't reprimand us immediately, but first asks what caused it, then gives constructive guidance." Another teacher added, "He often motivates us to learn and innovate. He says that teachers must continue to develop because the world of education is also constantly changing."

These statements show that the principal is not only intellectually intelligent, but also wise in understanding the psychological conditions of his subordinates. He guides with empathy, not pressure, so that teachers feel valued and encouraged to improve themselves. Teachers also consider the principal to be a role model in logical thinking and wise communication. One teacher said, "He is always calm when facing problems. If a teacher makes a mistake, he does not embarrass them, but advises them gently." This gentle and rational approach shows Fathanah as a balance between wisdom and emotional intelligence. Research (Siskawati et al., 2025) supporting this finding by emphasizing the importance of reflective leadership that is able to manage mistakes as learning opportunities, not just corrective actions.

The results of documentation and observation reinforce that the intelligence of the principal is reflected in three main dimensions: intellectual (IQ), emotional (EQ), and spiritual (SQ). From an intellectual perspective, the principal demonstrates intelligence in strategic planning through the preparation of a well-structured and well-implemented School Work Plan (RKS) and School Activity and Budget Plan (RKAS). From an emotional perspective, the principal actively provides direct motivation to students and teachers in various activities such as morning assemblies, work meetings, and commemorations of important days. Meanwhile, from a spiritual perspective, the principal regularly holds a Happy Friday program, which includes religious activities and moral reflection. This leadership approach, which integrates all three dimensions of intelligence, illustrates visionary and balanced integrated leadership, as emphasized by (Anas et al., 2025) Visionary and strategic leadership can improve the quality of education through careful planning and cross-role collaboration.

The application of Fathanah values by school principals is not only evident in leadership patterns, but also reflected in teachers' professional practices in various aspects of competence. Documentation of activities shows that teachers at the school are able to develop pedagogical competencies through the use of more effective digital learning media, indicating that the principal encourages the use of technology to improve teaching strategies. In addition, teachers' social competencies are evident through English-language sharing sessions among colleagues, which are a form of professional collaboration and collective learning. Personal competencies are also strengthened when teachers are actively involved in discussions with students' parents, demonstrating responsibility and good interpersonal communication.

Meanwhile, professional competencies are evident from active participation in training and the possession of competency certificates as proof of increased professional capacity. These findings are supported by research (Sudarto & Maria Domica Niron, 2025) which shows that school leadership has a positive effect on teacher competency development, including pedagogical, social, personal, and professional competencies, because strong and active principals who foster a professional work culture encourage teachers to continuously improve their capacity in various competency dimensions.

However, this study also found challenges in implementing the Fathanah trait. Principals must deal with differences in character and mindset among school members, as well as heavy administrative demands. The Vice Principal explained, "Not all teachers can immediately adjust to the new policy. But the principal is patient and willing to explain until everyone understands." Another challenge is maintaining consistency in thinking calmly amid external pressures. However, the principal adheres to the principles of rationality and fairness in every decision and strives to maintain open communication to

avoid misunderstandings. This adaptive approach reinforces the findings (Elmanisar et al., 2024) which highlights the importance of reflective and adaptive leadership in facing change without compromising moral principles and organizational direction.

Overall, the application of Fathanah values by the Principal of SMA Negeri 2 Bandar Lampung shows that intelligence and wisdom are not only personal aspects, but also the foundation for building a smart, collaborative, and professional organizational culture. The principal's intelligence in analyzing problems and his wisdom in responding to every situation encourage the creation of a harmonious, participatory, and quality-oriented work environment. Through exemplary behavior, reflective communication, and support for teacher innovation, the principal has succeeded in strengthening the school's character as a visionary, humanistic, and integrity-based institution.

Implementation of Principal Leadership in the Aspect of Tabligh to Improve Educator Professionalism

Based on the results of the study, it was found that the Principal of SMA Negeri 2 Bandar Lampung has consistently applied the Tabligh trait in every aspect of his leadership. The Tabligh trait, which means the ability to convey messages honestly, clearly, and responsibly, is a key feature of his leadership style. The principal believes that open communication is the key to building a harmonious working atmosphere, increasing trust, and encouraging the active participation of the entire school community. Thus, Tabligh is not only interpreted as the ability to speak in public, but also as the ability to convey the truth and policies with honesty, empathy, and moral responsibility.

In daily practice, the principal actively communicates the school's vision, mission, and policies through various opportunities, including regular meetings, official school activities, and direct conversations with teachers, staff, and students. Based on the documentation results, the principal consistently emphasizes the direction of school policy and ensures that every teacher understands the objectives of each program implemented. This open and inspiring communication style has created a work atmosphere that is enthusiastic, participatory, and mutually respectful among all members of the school community.

The principal not only conveys information, but also strives to instill values and meaning behind every policy taken so that all parties feel involved and have the same responsibility for the school's progress. These findings show that principals have strategic communication competencies that are an important foundation in educational leadership. This is in line with research (Zahara, 2023) which shows that school principals who manage communication effectively can increase teacher engagement and professionalism and create a positive work environment.

Observations show that the principal exemplifies the Tabligh trait through his ability to convey information clearly and comprehensively. In every meeting and policy forum, he always explains the background, objectives, and impact of each decision made. The principal does not want teachers to simply carry out orders, but to understand the reasons behind the policies. In one meeting forum, he said, "I don't want decisions to be made hastily. Let's listen to all the input first, then we will decide together what is best." This statement shows that the principal prioritizes dialogic communication, where the process of conveying information is not only one-way but through consideration and mutual deliberation. This method of communication reflects communicative intelligence and social wisdom, as confirmed by research (Neliwati et al., 2024), Effective communication by the principal contributes greatly to increasing teacher motivation and productivity through a clear understanding of school policy direction.

The vice principal described the principal as communicative, open, and empathetic in his interactions with the school community. He explained that the principal always involves teachers and staff in every decision-making process and responds to differences of opinion in a calm and wise manner. On one occasion, the principal said, "Differences of opinion are normal, the important thing is that the goal remains the same, namely the good of the school." This statement shows that the principal understands the importance of open communication to avoid conflict and strengthen a sense of unity in the work environment. These findings are in line with research (Darno & Mesiono, 2021) which emphasizes that participatory communication between leaders and subordinates can strengthen work solidarity and prevent internal conflicts, because all parties feel heard and valued in the decision-making process.

The Head of Administration also emphasized that the principal demonstrated the Tabligh principle in managing school administration and finances. Every policy related to the use of funds, activity reports, and new regulations was always communicated openly and transparently through staff meetings. The principal does not just give orders, but also explains the rationale behind each policy so that all parties understand the process. The Head of Administration also said, "Every activity result or financial report is always discussed together. If there is a mistake, he does not immediately blame us, but invites us to fix it." This shows that the principal has constructive communication skills and fosters a sense of shared responsibility within the school environment. Practices such as this are in line with the results of research (Mesiono et al., 2023) which emphasizes the importance of communication coordination and transparency in school management to improve organizational effectiveness.

In addition, the principal also demonstrates the value of Tabligh through positive interpersonal relationships with teachers and staff. The administrative head explained that the principal does not limit himself to formal communication, but also builds warm personal relationships with the entire school community. He often greets teachers and staff directly, asks about their well-being, and expresses appreciation for their work. This attitude fosters emotional closeness and creates a harmonious working atmosphere. Through warm and open communication, the principal has succeeded in building trust and increasing the work motivation of teachers and staff. Research (Zurhidayati & Hendriani, 2024) supporting this by stating that positive interpersonal communication strengthens work motivation and creates a healthy and productive organizational climate in schools.

From interviews with teachers, it was found that the principal displayed the Tabligh trait through open, participatory, and educational communication. One teacher said, "He doesn't just give orders, but also explains his reasons and is willing to listen to our opinions." Another teacher added, "If we have a problem, he doesn't immediately reprimand us, but asks about the cause and gives guidance calmly. So we feel guided, not blamed."

The principal also provides ample space for teachers to actively participate in the planning and implementation of school programs. In developing academic activities, literacy programs, and religious activities such as keputrian, the principal encourages teachers to contribute ideas and become the main implementers. Teachers feel involved from the early stages, not just as implementers of decisions. This approach is in line with research (Rengkaningtias & Siswantoyo, 2022) who found that two-way communication between principals and teachers strengthens a sense of ownership of school programs and increases involvement in achieving common goals.

The principal even provides full support for teachers' initiatives to innovate, both in teaching methods and professional development activities. He often says, "Teachers must continue to learn, because times and children are also constantly changing." This

statement shows that the principal uses inspirational communication to build a culture of learning and improve teacher professionalism.

The documentation results also show that the value of Tabligh is not only applied by the principal, but also internalized by teachers in the performance of their professional duties. The nature of Tabligh is reflected in four aspects of teacher competence, namely pedagogical, social, personal, and professional competence. In pedagogical competence, teachers demonstrate the ability to deliver lesson material clearly and communicatively. In social competence, teachers are able to convey students' learning outcomes to parents in a polite manner and build cooperation. In personality competence, teachers show exemplary behavior in providing direction and guidance in the classroom. Meanwhile, in professional competence, teachers actively contribute to the content of student council activities and school training. These four aspects show that the values of Tabligh have fostered effective communication skills and strengthened the professionalism of teachers in teaching and interacting in the school environment.

However, the study also found several challenges in implementing the Tabligh principle. Principals have to deal with time constraints and heavy administrative workloads, so they are not always able to communicate directly with all teachers. In addition, differences in teachers' characters and levels of courage in expressing their opinions also pose obstacles. Some teachers still feel shy or afraid to speak openly in forums. However, the principal continues to foster a culture of openness through reflection forums, evaluation meetings, and informal discussions held regularly. In one meeting, the principal said, "This school will progress if we speak honestly with each other. It's okay to have different opinions, as long as the goal is for the common good." These challenges are consistent with the findings (Tzilou & Xafakos, 2025) which explains that principals often face communication and coordination challenges in large schools, especially when they have to adjust communication strategies to effectively reach all school members. Therefore, improving technology-based communication skills and interpersonal approaches remains an important need for modern principals.

Overall, the results of this study indicate that the leadership style of the principal, who exemplifies the Tabligh principle, has succeeded in creating a culture of communication that is transparent, inclusive, and inspiring at SMA Negeri 2 Bandar Lampung. Through an open and participatory communication style, the principal has been able to build harmonious relationships, strengthen trust, and enhance the professionalism of teachers. The value of Tabligh is not only a moral principle in leadership but also a strategic foundation in shaping democratic, character-based school governance that is oriented toward improving the quality of education.

CONCLUSION

Based on the results of research on the application of prophetic leadership values by the Principal of SMA Negeri 2 Bandar Lampung in improving the professionalism of educators, it can be concluded that the four main values of prophetic leadership, namely Shiddiq (honesty), Amanah (responsibility), Fathanah (intelligent and wise), and Tabligh (communicative and open) have been implemented in a tangible, consistent manner and have had a significant impact on improving teacher professionalism and the school's organizational culture.

1. The principal applies the value of Shiddiq through honesty, openness, and integrity in every policy and social interaction. A transparent attitude in financial management and school policy fosters trust and respect among the school community. This exemplary behavior shapes a culture of integrity and professionalism, where teachers are motivated to work honestly, with discipline, and responsibility.

2. The implementation of the value of Amanah by the Principal is reflected in honesty, discipline, and responsibility in carrying out duties and managing the school transparently and fairly. Decisions are made through deliberation and programs are implemented based on the principle of accountability. Exemplary discipline, openness, and consistency build trust and enhance teacher professionalism. These values of trustworthiness strengthen the integrity of school management, create a harmonious work culture, and reinforce trustworthy leadership.
3. The application of Fathanah values by the Principal is reflected in intelligence and wisdom in thinking, behaving, and making decisions rationally and participatively. A calm, open, and wise attitude in leadership creates a harmonious and collaborative work atmosphere. Through exemplary behavior and support for teacher innovation, Fathanah values shape visionary, professional, and ethical leadership.
4. The Headmaster's application of Tabligh values is reflected in his ability to convey information and policies honestly, clearly, and responsibly. The principal establishes open, dialogical, and participatory communication with the entire school community, creating a harmonious and mutually respectful working atmosphere. Through an inspirational and transparent communication style, he is able to foster trust, increase teacher motivation, and strengthen professionalism and collaboration within the school environment. These Tabligh values form the basis of communicative, democratic leadership that is oriented towards quality education.

Thus, the prophetic leadership exercised by school principals not only serves as a moral and spiritual foundation, but also as an effective strategy in developing educational governance that is ethical, participatory, and quality-oriented.

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